



ARENA
ACADEMY

Knowledge Organiser Booklet

Year 11

2024-25

1st Half-Term (Spring 1)

Collaboration Opportunity Respect Excellence

DELIVERING A **CORE** EDUCATION

Subjects

Key Stage 3 (Y7-9):

English
Maths
Science
Geography
History
Religious Education
French
Spanish
Physical Education
Computer Science
Art
Performing Arts
Design Technology
Personal Development

Key Stage 4 (Y10-11):

English	History
Maths	Computer Science
Art	Design Technology
Business Studies	Sports Studies
Religious Education	Performing Arts
Food Science	Psychology
French	DIT
Spanish	GCSE PE
Geography	Photography
Health & Social Care	Sociology
Combined Science	Personal
Triple Science: Biology, Chemistry & Physics	Development

What are knowledge organisers?



For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application. We can see knowledge organisers as a way to enable this, in a much more systematic way than traditional revision guides and textbooks.

There are many arguments made for the necessity of the memorisation of important knowledge. Our working memory capacity is limited, so by storing more in our long-term memory, we can free up working memory capacity.

Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. Each page contains the essential information broken down into easily digestible chunks. Each single side of A4 is important to focus the minds of the teachers creating them so they only include what's crucial.

Pupils will review, revise and quiz themselves using their knowledge organisers.

Knowledge organisers are a really clear and easy to understand way for parents to be more aware of what their children are learning at school and thus to support them whilst they revise/test themselves at home.

How to use your Knowledge Organiser?

What is a Knowledge Organiser and how will it help me ?

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject. It will help you to be successful in your tests and exams.

Your teacher will use the knowledge organiser in your lessons. They will ask you to refer to various sections - they might talk this through and/or ask you to make key notes in your books or to highlight certain sections on your knowledge organiser.

Your teacher will set homework, where you will be asked to learn key knowledge from your knowledge organiser - you will then be tested in lessons regularly via short quizzes.

Do I have to bring my Knowledge Organiser every day ?

Yes, you do. It is one of our key expectations that you bring your knowledge organiser to every lesson, every day in your special Knowledge Organiser bag. Your Form Tutor will check this every morning.



















Is there anything I could use to support me when using my knowledge organiser ?

Some people find post it's handy to stick onto their knowledge organiser pages - these are useful for extra notes. Small white revision/flash cards are helpful so you can write key facts down. These can then be placed up around the house to help your revision.

How should I use my Knowledge Organiser to help me learn ?

There are lots of ways to use your knowledge organiser - the key to success is to find what works for you. The table below shows you some different ways to use them.

How to use a knowledge organiser – A step by step guide

	Look, Cover, Write, Correct	Definitions to key words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your knowledge organiser.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge organiser to condense and write down key facts and information on your flash cards</p> 	<p>Use your knowledge organiser to create a new quiz. Write down questions using your knowledge organiser.</p> 	<p>Create a mind map with all the information you can remember from your knowledge organiser.</p> 	<p>Ask a partner or family member to have the knowledge organiser or flash cards in their hands</p> 
Step 2	<p>Cover or flip the knowledge organiser over and write down everything you remember.</p> 	<p>Try not to use your knowledge organiser to help you.</p> 	<p>Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other.</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your knowledge organiser to see if there were any mistakes with the information you have made.</p> 	<p>They can then test you by asking you questions on different sections of your knowledge organiser</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.</p> 	<p>Use your green pen to check your work.</p> 	<p>Use a parent/carer or friend to help quiz you on the knowledge.</p> 	<p>You can also use family to help quiz you. Keep self-quizzing until you get all questions correct.</p> 	<p>Try to make connections that links information together.</p> 	<p>Write down your answers.</p> 

What can be found in knowledge organisers?



Some of the core knowledge you can find in your knowledge organiser includes:

- key vocabulary / terminology (tier 3 vocabulary)
- key knowledge that students will require to have memorised for the subject
- key places and people
- useful diagrams (as required for the topic)
- key dates for a subject like history (e.g. when the two World Wars were) would clearly also be included
- key information they should know before starting the topic
- important quotes (that demonstrate those themes)
- important equations
- key academic language (tier 2 vocabulary)

Learn, Cover, Write, Correct

1. LEARN

Choose a small 'chunk' of the page to learn. Read it over and over again in your head.



2. COVER

Cover up the information you have just learnt.



3. WRITE

When the knowledge is covered up, write down the information you studied.



4. CORRECT






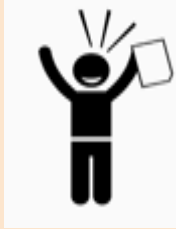

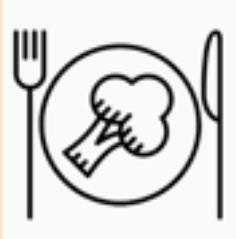

Correct your answer, write any missing or incorrect words in red pen.



Practice makes Permanent



The Essential Steps for 'Revising'

<p>Limit distractions</p> 	<p>Find a nice space to revise in</p> 	<p>Create and use a revision timetable. No cramming.</p> 
<p>Set an alarm and start early</p> 	<p>Work in intensive blocks of time (25 mins works well)</p> 	<p>The more you put in, the more you get out</p> 
<p>Get plenty of sleep</p> 	<p>Eat well</p> 	<p>Ask your teachers for help</p> 

Subject: & Topic:

Section 4:
.....

Section 1:

Section 2:

Section 3:

Section 5:

Mathematics - (Foundation)

Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1:

1. Further Algebra
2. Vectors

Calculating with fractions

N8

Adding or subtracting fractions; use a common denominator ...

$$\frac{4}{5} - \frac{1}{3} = \frac{12}{15} - \frac{5}{15} = \frac{7}{15}$$

Multiplying fractions; multiply numerators and denominators ...

$$\frac{4}{7} \times \frac{2}{3} = \frac{8}{21}$$

Dividing fractions; "flip" the second fraction, then multiply ...

$$\frac{2}{7} \div \frac{5}{6} = \frac{2}{7} \times \frac{6}{5} = \frac{12}{35}$$

Fractions, decimals

N10

Fraction is numerator \div denominator

$$\frac{5}{8} = 5 \div 8 = 0.625$$

Use place values to change decimals to fractions. Simplify where possible.

$$0.45 = \frac{45}{100} = \frac{9}{20}$$

Learn the most frequently used ones:

$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{3}{4}$
$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{3}{4}$
0.5	0.25	0.1	0.2	0.75

Maths: SPR 1 Perimeter and area, Indices, Vectors

Fractions, decimals

N10

Fraction is numerator \div denominator

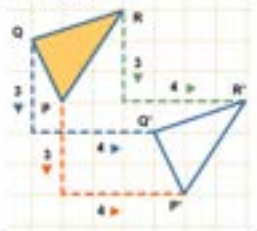
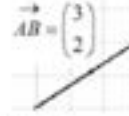
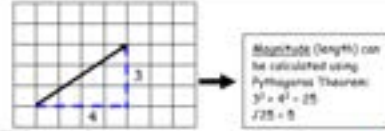
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Use place values to change decimals to fractions. Simplify where possible.

$$\rightarrow 0.45 = \frac{45}{100} = \frac{9}{20}$$

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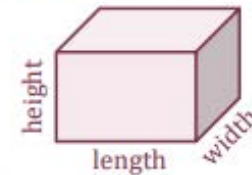
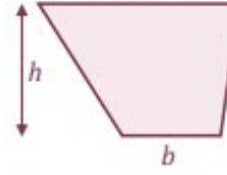
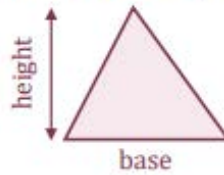
$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{3}{4}$
0.5	0.25	0.1	0.2	0.75

Topic/Skill	Definition/Tips	Example
1. Translation	Translate means to move a shape . The shape does not change size or orientation .	
2. Vector Notation	A vector can be written in 3 ways: \mathbf{a} or \overrightarrow{AB} or $\begin{pmatrix} 1 \\ 3 \end{pmatrix}$	
3. Column Vector	In a column vector, the top number moves left (-) or right (+) and the bottom number moves up (+) or down (-)	$\begin{pmatrix} 2 \\ 3 \end{pmatrix}$ means '2 right, 3 up' $\begin{pmatrix} -1 \\ -5 \end{pmatrix}$ means '1 left, 5 down'
4. Vector	A vector is a quantity represented by an arrow with both direction and magnitude . $\overrightarrow{AB} = -\overrightarrow{BA}$	$\overrightarrow{AB} = \begin{pmatrix} 3 \\ 2 \end{pmatrix}$ 
5. Magnitude	Magnitude is defined as the length of a vector.	

Areas and volumes

G16, (

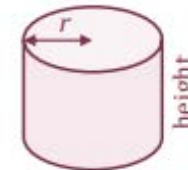
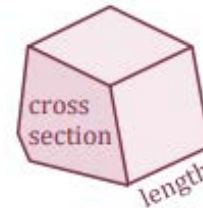
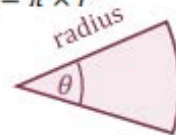
Area of triangle = $\frac{1}{2} \times \text{base} \times \text{height}$ Volume of cuboid = length \times width \times height



Area of trapezium = $\frac{1}{2}(a + b) \times h$

Circumference of circle = $\pi \times D$

Area of circle = $\pi \times r^2$

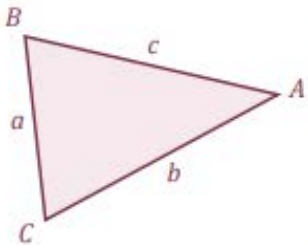


Arc length = $\frac{\theta}{360^\circ} \times \pi \times D$

Volume of cylinder = $\pi r^2 \times \text{height}$

Area of sector = $\frac{\theta}{360^\circ} \times \pi \times r^2$ Volume of prism = area of cross section \times length

Maths AUT 2: More Trig



Sine Rule

Use if you are given an angle-side pair

Missing side: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Missing angle: $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$

Cosine Rule

Use if you can't use the sine rule

Missing side: $a^2 = b^2 + c^2 - 2bc \cos A$

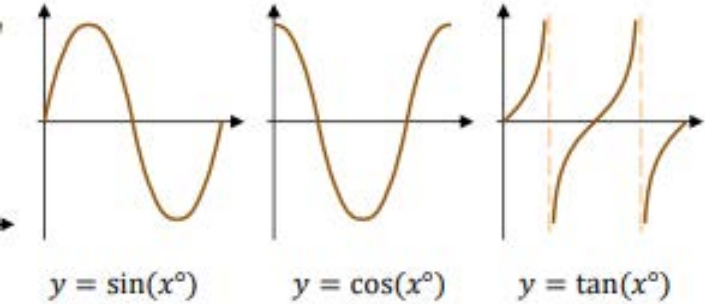
Missing angle: $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$

Special values of sin, cos, tan

Learn (or be able to find without a calculator)...

- $\sin 0^\circ = 0, \quad \cos 0^\circ = 1, \quad \tan 0^\circ = 0$
- $\sin 30^\circ = \frac{1}{2}, \quad \cos 30^\circ = \frac{\sqrt{3}}{2}, \quad \tan 30^\circ = \frac{1}{\sqrt{3}}$
- $\sin 45^\circ = \frac{1}{\sqrt{2}}, \quad \cos 45^\circ = \frac{1}{\sqrt{2}}, \quad \tan 45^\circ = 1$
- $\sin 60^\circ = \frac{\sqrt{3}}{2}, \quad \cos 60^\circ = \frac{1}{2}, \quad \tan 60^\circ = \sqrt{3}$
- $\sin 90^\circ = 1, \quad \cos 90^\circ = 0$

A is opposite a
B is opposite b
C is opposite c



Transformations of curves A13

Starting with the curve $y = f(x)$:

Translate $\begin{pmatrix} 0 \\ a \end{pmatrix}$ for $y = f(x) + a$

Translate $\begin{pmatrix} -a \\ 0 \end{pmatrix}$ for $y = f(x + a)$

Reflect in x axis for $y = -f(x)$

Reflect y axis for $y = f(-x)$

Iteration A20

You will be given the formula to use:

➔ Solve $x^3 + 6x + 4 = 0$ by using the iteration $x_{n+1} = \sqrt[3]{6x_n - 4}$.

Start with $x_1 = -2.8$.

$x_2 = \sqrt[3]{6 \times (-2.8) - 4} = -2.750 \dots$

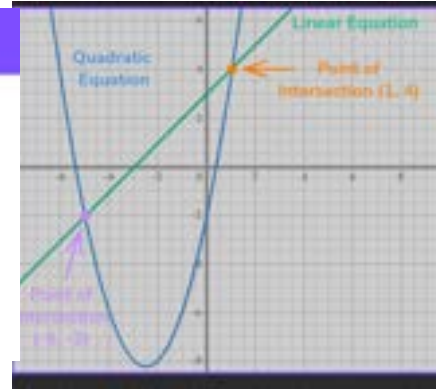
$x_3 = \sqrt[3]{6 \times (-2.750 \dots) - 4} = \dots$

Repeat until you know the solution, or you do as many as the question says.

Solving Simultaneous Equations Graphically

In order to solve simultaneous equations graphically you need to:

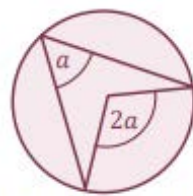
- 1 Identify if the equations are linear or quadratic (or a mix of both)
- 2 Draw each equation on the same set of axes
- 3 Find the coordinates where the lines intersect
- 4 State the values of the variable where the lines intersect and clearly state your answer.



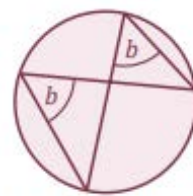
Circle theorems



Angle in a semicircle is 90°

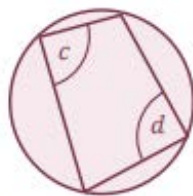


Angle at the centre is double the angle at the circumference



Angles in the same segment are equal

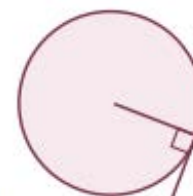
G10



Opposite angles in a cyclic quadrilateral total 180°



Alternate segment theorem



Tangent and radius are perpendicular

Rearrange a formula

A5

The subject of a formula is the term on its own. Rearrange to

→ Make x the subject of

$$2x + ay = y - bx$$

$$2x + bx = y - ay$$

$$x(2 + b) = y - ay$$

$$x = \frac{y - ay}{2 + b}$$

Functions

A7

Combining functions:

$$fg(x) = f(g(x))$$

→ If $f(x) = x + 3$ and $g(x) = x^2$

$$fg(x) = x^2 + 3$$

$$gf(x) = (x + 3)^2$$

The inverse of f is f^{-1}

→ If $f(x) = 2x + 5$ then

$$f^{-1}(x) = \frac{x - 5}{2}$$

Simultaneous equations

A19

One linear, one quadratic;

$$\rightarrow \text{Solve } \begin{cases} x + 3y = 10 \\ x^2 + y^2 = 20 \end{cases}$$

Rearrange the linear, and substitute into the quadratic

$$x = 10 - 3y$$

$$\text{so } (10 - 3y)^2 + y^2 = 20$$

Expand and solve the quadratic

$$100 - 60y + 9y^2 + y^2 = 20$$

$$10y^2 - 60y + 80 = 0$$

$$y = 2 \text{ or } y = 4$$

Finally, substitute into the linear and solve, pairing values...

$$x + 3 \times 2 = 10 \text{ so } (x, y) = (4, 2)$$

$$x + 3 \times 4 = 10 \text{ so } (x, y) = (-2, 4)$$

Maths: SPR 1 Further Algebra/Vectors

Vectors

A vector represents a journey of a fixed length in a specified direction.

Here is the vector a , so the journey $2a$ will be a journey twice as long but in the same direction.



These vectors will be parallel as one is a multiple of the other

Parallel vectors

Vectors must be parallel if one is a multiple of the other. So all we need to do if we are asked to prove vectors that are parallel is to use algebra to show that one vector is a multiple of the other. We may need to factorise the algebra to do this.

a. b and $3b$ will be parallel

b. a and $\frac{1}{2}a$ will be parallel

c. $a + b$ and $2a + 2b$

will be parallel as $2a + 2b = 2(a + b)$

d. $a + 3b$ and $\frac{2}{3}(a + 3b)$ will be parallel

e. Will $a + \frac{3}{5}b$ be parallel to $5a + 3b$?

$$a + \frac{3}{5}b = \frac{5}{5}a + \frac{3}{5}b$$

$$= \frac{1}{5}(5a + 3b)$$

a can be written as $\frac{5}{5}a$

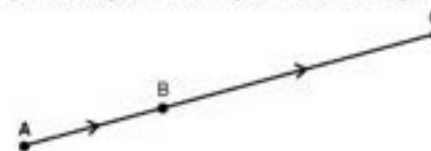
They are parallel as one is a multiple of the other

Vectors and a straight line

To show vectors form a single straight line all we need to do is show that the 2 vectors are parallel (one will be a multiple of the other) and that they have a common point.

(They may start at the same point, or one may start where the other ends)

(If 2 vectors start at the same point and are parallel then one must be on top of the other, but one will just be longer, hence they will be on a straight line)



If we know the vector $\vec{AB} = a + 2b$, to prove A, B and C are on a straight line we will need to know either \vec{AC} or \vec{BC} .

$$\text{If we find } \vec{AC} = 3a + 6b$$

$$\therefore \vec{AC} = 3(a + 2b) = 3\vec{AB}$$

\therefore the vectors are parallel.

Also as they have a common point at A

they form a straight line

$$\text{If we find } \vec{BC} = 2a + 4b$$

$$\therefore \vec{BC} = 2(a + 2b) = 2\vec{AB}$$

\therefore the vectors are parallel.

Also as they have a common point at B

they form a straight line

Algebraic Fractions

Algebraic fractions are fractions that contain at least one variable.

Examples

$\frac{x}{12}$ ← x is the numerator.	$\frac{3}{x+1}$ ← The denominator is an expression in terms of x	$\frac{2x}{15}$ ← The numerator is a multiple of x
$\frac{x+1}{2x}$ ← Both the numerator and the denominator contain an x term.	$\frac{3x+4}{2x-5}$ ← Both the numerator and the denominator contain an expression with x	$\frac{(3x+4)^2}{x^2-9}$ ← The numerator and the denominator are quadratic expressions

Prove Algebraically

Algebraic proof allows us to prove a statement involving integers, a problem involving algebraic terms, or prove an identity.

Example: Prove that any two odd numbers add to an even number.

We use $2n + 1$ for the first number and $2m + 1$ for the second number.

We use two different letters, m and n , so that the odd numbers are not related

We add the two odd numbers:

We can remove a factor of 2 from each term

$$2n + 1 + 2m + 1 = 2n + 2m + 2 = 2(n + m + 2)$$

The expression $2(n + m + 2)$ is a multiple of 2, so it is even.



Mathematics - (Higher)

Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1:

7. Further Algebra

8. Vectors

Probability

P8, P9

$$p = \frac{n(\text{equally likely favourable outcomes})}{n(\text{equally likely possible outcomes})}$$

$p = 0$	impossible
$0 < p < 0.5$	unlikely
$p = 0.5$	evens
$0.5 < p < 1$	likely
$p = 1$	certain

Probability rules

P8, P9

Multiply for independent events

→ P(6 on dice and H on coin)

$$\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$$

Add for mutually exclusive events

→ P(5 or 6 on dice)

$$\frac{1}{6} + \frac{1}{6} = \frac{2}{6}$$

Apply these rules to tree diagrams.

In general...

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) \times P(B)$$

Division using ratio

R5

Use a ratio for unequal sharing

→ Divide £480 in the ratio 7 : 5
 $7 + 5 = 12$, then $£480 \div 12 = £40$
 $7 \times £40 = £280$, $5 \times £40 = £200$
 (check: $£280 + £200 = £480$ ✓)

Ratio and fractions

R8

Link between ratios and fractions

→ Boys to girls in ratio 2 : 3
 $\frac{2}{5}$ are boys, $\frac{3}{5}$ are girls.

Percentages

R9

$$y \text{ percent of } x = \frac{y}{100} \times x$$

→ Increase £58 by 26%.

$$\frac{26}{100} \times £58 = £15.08$$

$$£58 + £15.08 = £73.08$$

$$y \text{ as a percentage of } x = \frac{y}{x} \times 100\%$$

→ The population of a town increases from 3 500 to 4 620. Find the percentage increase.

$$\frac{1\ 120}{3\ 500} \times 100\% = 35\%$$

$$\text{Note: fraction} = \frac{\text{increase}}{\text{original}}$$

Learn the most frequently used ones:

$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{100}$
50%	25%	10%	20%	1%

Speed, distance, time

R11

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

→ A car travels 90 miles in 1 hour, 30 minutes. Find its average speed.
 $90 \text{ miles} \div 1.5 \text{ hours} = 60 \text{ mph}$

Percentages: multipliers

R9, R16

Percentage increase or decrease; use a multiplier (powers for repetition)

→ Initially there were 20 000 fish in a lake. The number decreases by 15% each year. Estimate the number of fish after 6 years.

$$20\ 000 \times 0.85^6 = 7\ 500 \text{ (2sf)}$$

Formula for compound interest

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

→ I invest £600 at 3% compound interest. What is my account worth after 5 years?

$$£600 \times \left(1 + \frac{3}{100} \right)^5 = £695.56$$

Direct & inverse proportion

R10

y is directly proportional to x :

$$y = kx \text{ for a constant } k$$

→ b is directly proportional to a^2 ;

$a = 6$ when $b = 90$. Find b if $a = 8$.

$$b = ka^2; a = 6 \text{ and } b = 90 \text{ for } k;$$

$$90 = k \times 6^2 \text{ so } k = 2.5, b = 2.5a^2$$

$$b = 2.5 \times 8^2 = 160$$

y is inversely proportional to x :

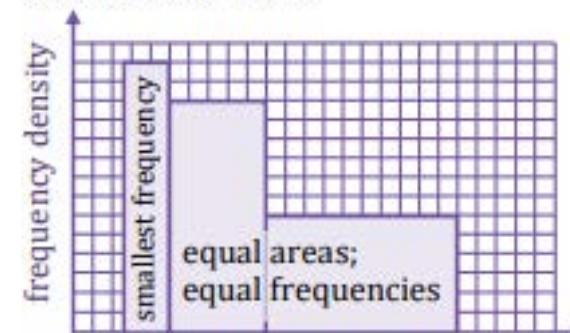
$$yx = k \text{ or } y = \frac{k}{x} \text{ for a constant } k$$

Maths: AUT 1 Probability/Multiplicative reasoning/statistics

Histograms

S3

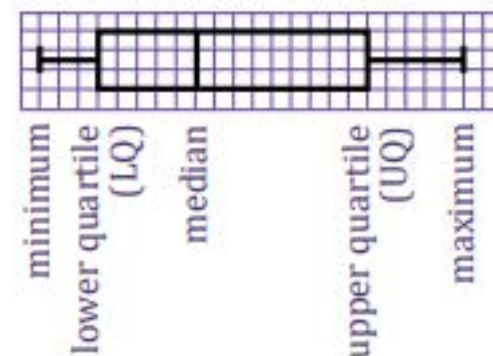
Frequency = frequency density multiplied by class width. This means that bars with the same frequency have the same area.



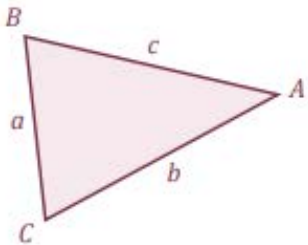
Box plots

S4

Interquartile range (IQR) = UQ - LQ



Maths AUT 2: More Trig



Sine Rule

Use if you are given an angle-side pair

Missing side: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Missing angle: $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$

Cosine Rule

Use if you can't use the sine rule

Missing side: $a^2 = b^2 + c^2 - 2bc \cos A$

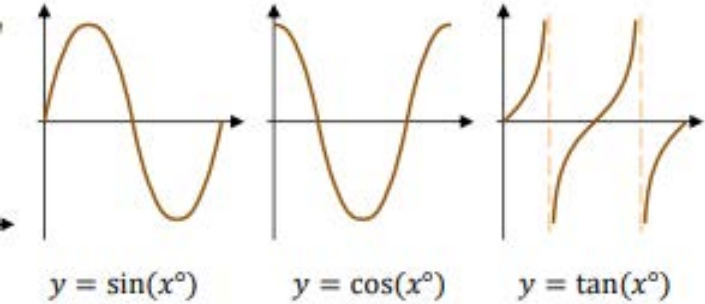
Missing angle: $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$

Special values of sin, cos, tan

Learn (or be able to find without a calculator)...

- $\sin 0^\circ = 0, \quad \cos 0^\circ = 1, \quad \tan 0^\circ = 0$
- $\sin 30^\circ = \frac{1}{2}, \quad \cos 30^\circ = \frac{\sqrt{3}}{2}, \quad \tan 30^\circ = \frac{1}{\sqrt{3}}$
- $\sin 45^\circ = \frac{1}{\sqrt{2}}, \quad \cos 45^\circ = \frac{1}{\sqrt{2}}, \quad \tan 45^\circ = 1$
- $\sin 60^\circ = \frac{\sqrt{3}}{2}, \quad \cos 60^\circ = \frac{1}{2}, \quad \tan 60^\circ = \sqrt{3}$
- $\sin 90^\circ = 1, \quad \cos 90^\circ = 0$

A is opposite a
B is opposite b
C is opposite c



Transformations of curves A13

Starting with the curve $y = f(x)$:

Translate $\begin{pmatrix} 0 \\ a \end{pmatrix}$ for $y = f(x) + a$

Translate $\begin{pmatrix} -a \\ 0 \end{pmatrix}$ for $y = f(x + a)$

Reflect in x axis for $y = -f(x)$

Reflect y axis for $y = f(-x)$

Iteration A20

You will be given the formula to use:

→ Solve $x^3 + 6x + 4 = 0$ by using the iteration $x_{n+1} = \sqrt[3]{6x_n - 4}$.

Start with $x_1 = -2.8$.

$x_2 = \sqrt[3]{6 \times (-2.8) - 4} = -2.750 \dots$

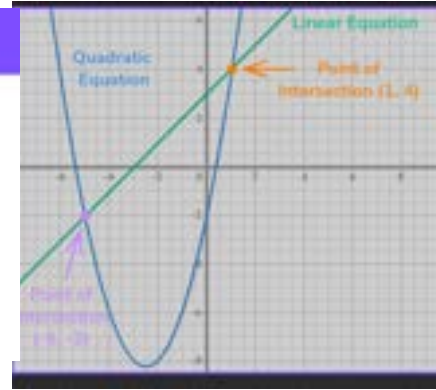
$x_3 = \sqrt[3]{6 \times (-2.750 \dots) - 4} = \dots$

Repeat until you know the solution, or you do as many as the question says.

Solving Simultaneous Equations Graphically

In order to solve simultaneous equations graphically you need to:

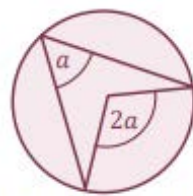
- 1 Identify if the equations are linear or quadratic (or a mix of both)
- 2 Draw each equation on the same set of axes
- 3 Find the coordinates where the lines intersect
- 4 State the values of the variable where the lines intersect and clearly state your answer.



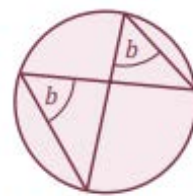
Circle theorems



Angle in a semicircle is 90°

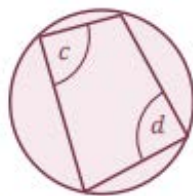


Angle at the centre is double the angle at the circumference



Angles in the same segment are equal

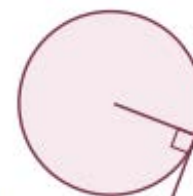
G10



Opposite angles in a cyclic quadrilateral total 180°



Alternate segment theorem



Tangent and radius are perpendicular

Rearrange a formula

A5

The subject of a formula is the term on its own. Rearrange to

→ Make x the subject of

$$2x + ay = y - bx$$

$$2x + bx = y - ay$$

$$x(2 + b) = y - ay$$

$$x = \frac{y - ay}{2 + b}$$

Functions

A7

Combining functions:

$$fg(x) = f(g(x))$$

→ If $f(x) = x + 3$ and $g(x) = x^2$

$$fg(x) = x^2 + 3$$

$$gf(x) = (x + 3)^2$$

The inverse of f is f^{-1}

→ If $f(x) = 2x + 5$ then

$$f^{-1}(x) = \frac{x - 5}{2}$$

Simultaneous equations

A19

One linear, one quadratic;

$$\rightarrow \text{Solve } \begin{cases} x + 3y = 10 \\ x^2 + y^2 = 20 \end{cases}$$

Rearrange the linear, and substitute into the quadratic

$$x = 10 - 3y$$

$$\text{so } (10 - 3y)^2 + y^2 = 20$$

Expand and solve the quadratic

$$100 - 60y + 9y^2 + y^2 = 20$$

$$10y^2 - 60y + 80 = 0$$

$$y = 2 \text{ or } y = 4$$

Finally, substitute into the linear and solve, pairing values...

$$x + 3 \times 2 = 10 \text{ so } (x, y) = (4, 2)$$

$$x + 3 \times 4 = 10 \text{ so } (x, y) = (-2, 4)$$

Maths: SPR 1 Further Algebra/Vectors

Vectors

A vector represents a journey of a fixed length in a specified direction.

Here is the vector a , so the journey $2a$ will be a journey twice as long but in the same direction.



These vectors will be parallel as one is a multiple of the other

Parallel vectors

Vectors must be parallel if one is a multiple of the other. So all we need to do if we are asked to prove vectors that are parallel is to use algebra to show that one vector is a multiple of the other. We may need to factorise the algebra to do this.

a. b and $3b$ will be parallel

b. a and $\frac{1}{2}a$ will be parallel

c. $a + b$ and $2a + 2b$

will be parallel as $2a + 2b = 2(a + b)$

d. $a + 3b$ and $\frac{2}{3}(a + 3b)$ will be parallel

e. Will $a + \frac{3}{5}b$ be parallel to $5a + 3b$?

$$a + \frac{3}{5}b = \frac{5}{5}a + \frac{3}{5}b \\ = \frac{1}{5}(5a + 3b)$$

a can be written as $\frac{5}{5}a$

They are parallel as one is a multiple of the other

Vectors and a straight line

To show vectors form a single straight line all we need to do is show that the 2 vectors are parallel (one will be a multiple of the other) and that they have a common point.

(They may start at the same point, or one may start where the other ends)

(If 2 vectors start at the same point and are parallel then one must be on top of the other, but one will just be longer, hence they will be on a straight line)



If we know the vector $\vec{AB} = a + 2b$, to prove A, B and C are on a straight line we will need to know either \vec{AC} or \vec{BC} .

$$\text{If we find } \vec{AC} = 3a + 6b$$

$$\therefore \vec{AC} = 3(a + 2b) = 3\vec{AB}$$

\therefore the vectors are parallel.

Also as they have a common point at A

they form a straight line

$$\text{If we find } \vec{BC} = 2a + 4b$$

$$\therefore \vec{BC} = 2(a + 2b) = 2\vec{AB}$$

\therefore the vectors are parallel.

Also as they have a common point at B

they form a straight line

Algebraic Fractions

Algebraic fractions are fractions that contain at least one variable.

Examples

$\frac{x}{12}$ ← x is the numerator.	$\frac{3}{x+1}$ ← The denominator is an expression in terms of x	$\frac{2x}{15}$ ← The numerator is a multiple of x
$\frac{x+1}{2x}$ ← Both the numerator and the denominator contain an x term.	$\frac{3x+4}{2x-5}$ ← Both the numerator and the denominator contain an expression with x	$\frac{(3x+4)^2}{x^2-9}$ ← The numerator and the denominator are quadratic expressions

Prove Algebraically

Algebraic proof allows us to prove a statement involving integers, a problem involving algebraic terms, or prove an identity.

Example: Prove that any two odd numbers add to an even number.

We use $2n + 1$ for the first number and $2m + 1$ for the second number.

We use two different letters, m and n , so that the odd numbers are not related

We add the two odd numbers:

We can remove a factor of 2 from each term

$$2n + 1 + 2m + 1 = 2n + 2m + 2 = 2(n + m + 2)$$

The expression $2(n + m + 2)$ is a multiple of 2, so it is even.



English

Topics covered from the beginning of the academy year to the end of this half-term.

SPRING:

1. *Unseen Poetry*

Unseen Poetry Knowledge Organiser

FLIRTS:

Form

What type of poem is it: Narrative?
Sonnet? Ballad? Dramatic
Monologue?

Language

What words or punctuation marks
have been chosen carefully to have
an impact?
What sentence choices stand out:
single word? Interrogative?
Imperative?

Imagery

Any sensory pictures?
Any simile/ metaphor/
personification/ symbolism?
Allusions to other texts or figures –
historical, literary?

Rhythm / Rhyme

Is there a regular or irregular rhythm
/ rhyme scheme?
Is there end of line rhyme, internal
line rhyme, or alternate line rhyme?

THEME

What are the main ideas/ feelings
expressed?

Structure

How are the ideas organised/
sequenced/ grouped in the poem?
Any recurring motif? line? Word or
grammar patterning?

Remember this is NOT a checklist. Flirt with it!
What attracts you in the poem?
Never say 'there is no.....'. Write about what IS
in the poem and suggest reasons for these
choices that are linked to the main
theme/idea.

EXAM ADVICE

1. Read the question first and highlight the **focus**: Love? Relationships? Growing up? Anger? Power? Change?
2. Read through the poem once to get a sense of the main ideas and **theme** that links to the focus of the question. Ask yourself:
What is happening in the poem? (Don't ignore the title here!)
Who seems to be speaking, to who? (Pronouns can help you here)
What tone is the poem – Confrontational? Sorrowful? Excited? Pleading?
3. Read through the poem a second time and highlight the **methods** that help to bring out that theme:
Form
Language
Imagery
Rhythm and Rhyme
Structure
4. Organise/number your methods so you can analyse your **2 best language points and 1 form or structure point** (or three language points) and write these up as **WHAT/HOW/WHY** paragraphs.
5. Leave 2-5 mins to check your ideas. Often, by the end of your writing, you've discovered more meaning in the poem and can improve your first paragraph

TOP TIPS:

- ✓ Say a lot about a little
- ✓ Link every idea to the question focus / main theme
- ✓ Choose 'juicy' or 'diveable' quotes that will allow you to consider layers of meaning
- ✓ Refer to the 'speaker' in the poem when you are commenting on what seems to be said in the poem: 'The speaker seems to want....'
- ✓ Refer to the poet by their surname when you comment on methods used: 'Armitage might choose to use the simile of a ... to emphasise'
- ✓ Use tentative language 'could', 'maybe', 'perhaps', 'might', 'may' to make suggestions about meaning
- ✓ Look for alternative meanings – 'or' is a magic word in analysis

SENTENCE STEMS:

What? (Point & Evidence)

On first reading... The speaker perhaps wants... The poet seems to suggest...
A significant line is... This is evidenced by... The line/ phrase '?' seems to mean...

How? (Technique Analysis)

The poet perhaps uses/chose [method] to suggest/ mimic/ represent...
The word '?' means which could imply/ emphasise/ illustrate/ link with ...
There are lots of examples of ? in the poem which...
(To develop) Furthermore, ... Moreover, ... Further support for this can be found in...
(To explore) Alternatively,or... (To evaluate) This is effective in making the reader...

Why? (Link)

The poet may be trying to... or wants the reader to... The poet's message seems to be that...

Poetic Terms

Alliteration: words that begin with the same initial sound, e.g. 'flowing flakes that flock'
Allusion: reference to another text or idea, e.g. 'the valley of Death'
Ambiguous: when something is left deliberately unclear, e.g. the final lines of Bayonet Charge.
Anaphora: repetition of a phrase at the start of a line or sentence, e.g. "Cannon to", "Dem tell me"
Assonance: words that share the same vowel sound, e.g. 'wearied we keep awake because'
Caesura: a pause in a line of poetry, e.g. 'Nothing beside remains. Round the decay'
Connotations: what a word or phrase suggests, e.g. 'black' usually connotes darkness, evil or death.
End stopped line: opposite of enjambment, where a line stops, e.g. 'We are bombarded by the empty air.'
Enjambment: where a line has no punctuation at the end and breaks onto a new line, but carries on an idea, e.g. 'One of my mates goes by / and tosses his guts back into his body.'
Hyperbole: deliberate exaggeration, used to emphasise a point.
Iambic pentameter: a line of poetry with 10 syllables, e.g. 'The lone and level sands stretch far away.'
Juxtaposition: placing two opposite images or ideas together for effect
Metaphor: describing something by saying it is something else, e.g. 'mind-forged manacles',
Monologue: one person speaking (dramatic monologue), e.g. My Last Duchess.
Motif: a repeated idea or theme.
Narrative: writing that tells a story.
Onomatopoeia: use of words which echo their meaning in sound, e.g. 'thunder'd'
Oxymoron: two words that seem to contradict each other, e.g. 'exploding comfortably'
Personification: giving an object or animal human characteristics, e.g. 'the wind's nonchalance'
Poetic Persona: when the poet takes on a voice in the poem
Quatrain: a group of four lines
Refrain: repeating of a single or group of lines in a poem, e.g. 'Rode the six hundred.' 'But nothing happens.'
Repetition: repeating the same word or phrase, e.g. 'a huge peak, black and huge', 'I struck and struck again', 'Half a league, half a league / Half a league', 'his bloody life in my bloody hands'
Rhyme Scheme: abbcca etc
Rhyming couplets: Two lines that rhyme next to each other, e.g. 'Plunged in the battery-smoke / Right thro' the line they broke'
Rhythm: is the beat or pace of the words. It can be regular or irregular, slow or fast, depending on the effect the poet wants to create.
Sibilance: repetition of 's' or 'sh' sounds, e.g. 'Storm'd at with shot and shell'
Simile: imagery comparison using as or like, e.g. 'little fishing boats / strung out like bunting'
Stanza: is a section of a poem sometimes referred to as a verse
Symbolism: when object stands for something else, e.g. 'dove' = peace and hope.
Tone: mood or feelings suggested by the poem.
Volta: a turning point in a poem often signalled by a discourse marker eg 'But...' or 'Then...'

Science

Topics covered from the beginning of the academy year to the end of this half-term.

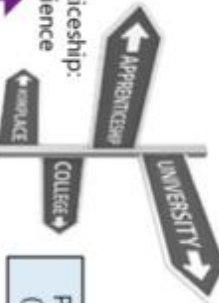
SPRING:

1. B7 Ecology
2. C9 Atmosphere
3. C10 Earth



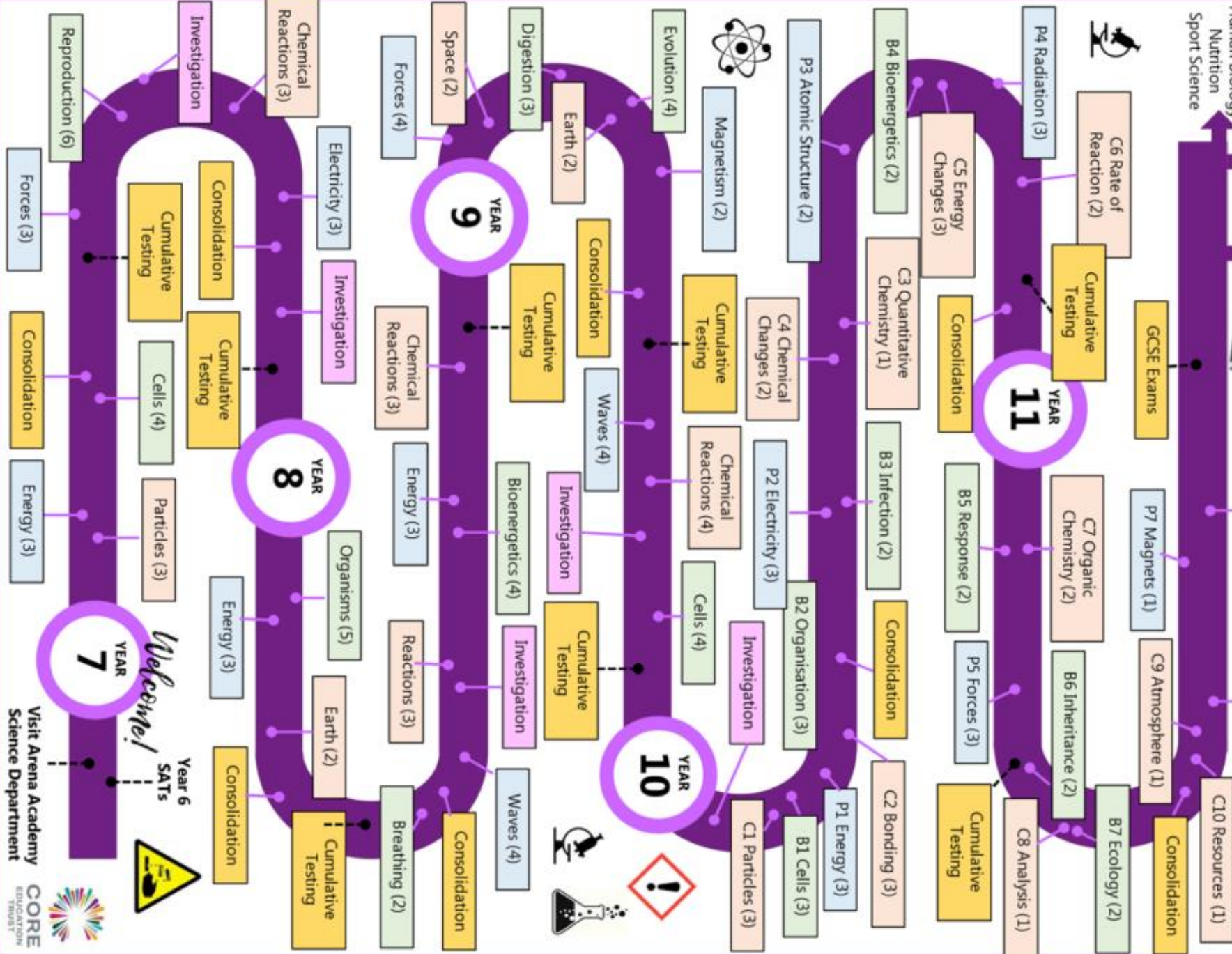
ARENA
ACADEMY

University
degree Bachelors
Apprenticeship:
Bioscience
A Level:
Human Biology
Nutrition
Sport Science



SCIENCE

Learning Journey



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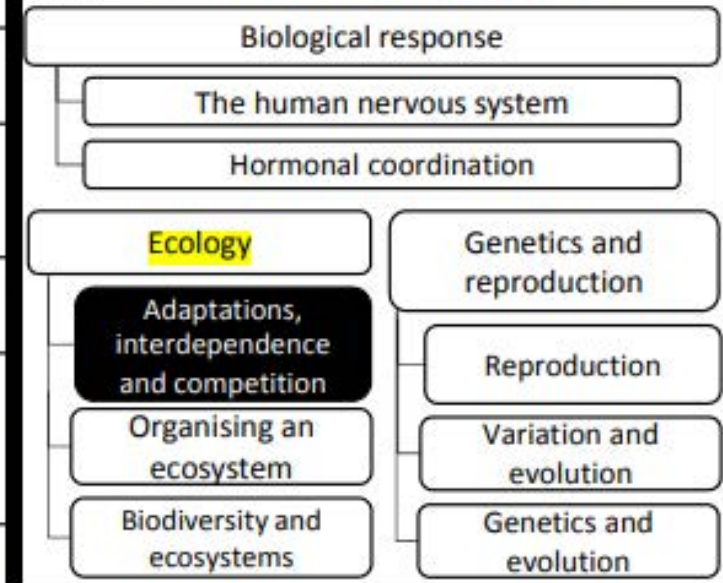
CORE
EDUCATION
THROUGH

<u>Key points to learn</u>	
1 Communities	Group of interdependent plants or animals living together
2. Ecosystem	A system that includes all living organisms (biotic) in an area as well as non-living (abiotic) factors
3. Plants compete for	1. Light and space 2. Water 3. Mineral ions from soil
4. Animals compete for	1. Food 2. Mates – for reproduction 3. Territory
5. Interdependence	Different species relying on each other for food, shelter, pollination, seed dispersal
	Changes to one species affect the whole community
6. Energy source for ecosystems	The sun is the source of energy in all food webs
	Plants use photosynthesis to convert light into chemical energy in glucose
7. Abiotic factors	Non-living factors that affect communities:
	1. Light intensity
	2. Temperature
	3. Moisture levels
	4. Soil pH and mineral content
	5. Wind intensity and direction
	6. Carbon dioxide levels – plants
7. Oxygen levels – aquatic animals	
8. Aquatic	Lives in water

<u>Key points to learn</u>	
10. Biotic factors	Living factors that affect communities: 1. Availability of food 2. New predators 3. New pathogens (microorganisms that cause disease) 4. One species outcompeting leading to numbers too low to breed
11. Adaptations	Features which make an organism better suited to its environment
12. Structural adaptations	Physical features eg fur, beak shape, foot size, sharp claws, thick blubber, big leaves, long roots, camouflage
13. Behavioural adaptations	Changes in behaviour to help survive eg migration, tools, pack hunting
14. Functional adaptations	Biological processes such as reproduction or metabolism eg giving birth to lots of young; hibernation; a chameleons adaptive camouflage
15. Extremophiles	Organisms that live in very extreme environments such as high pressure / temperature / salt concentrations
	Example: Bacteria in deep sea vents
16. Example plant adaptations	Long roots collect water; small leaves reduce water loss; big leaves increase light captured
17. Example animal adaptations	Camouflage to hide/hunt; big surface area increases heat loss; blubber reduces heat loss
18. Quadrat	Randomly chosen small area (often 1m ²). Used to estimate total numbers

B7 Ecology Paper 2

Big picture (Biology Paper 2)



Background

A study recently estimated there to be 8.7 million different species of organism on our planet. They all compete for the limited resources available and nearly all rely on the Sun as their ultimate source of energy.

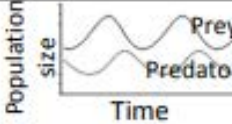
Maths skills

Find the mean, mode and median for a set of data

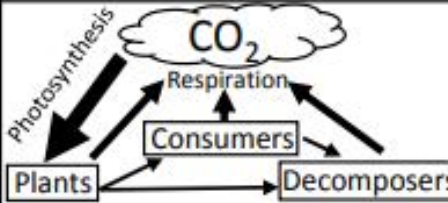
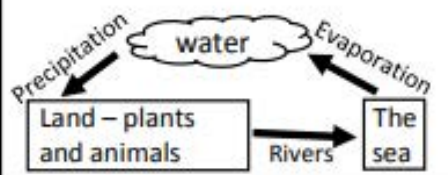
eg. 1, 2, 3, 4, 5, 5, 6

• Mean = $(1+2+3+4+5+5+6) \div 7 = 3.7$ (2sf)

Key points to learn

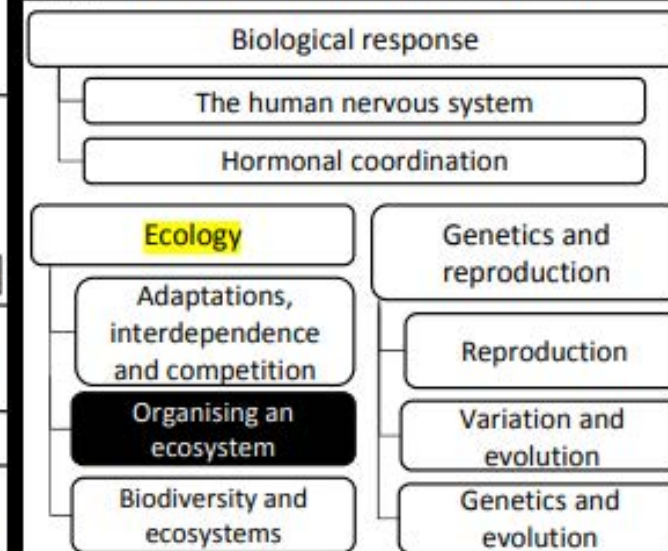
1. Food chains	Producer → Primary consumer → Secondary consumer
2. Biomass	Amount of biological mass in an organism
3. Producers	Green plants or algae. Always first organism in a food chain. Produce most of the biomass for life on Earth eg phytoplankton
4. Primary consumers	Eat producers eg fish
5. Secondary consumers	Eat primary consumers eg seal
6. Tertiary consumers	Eat secondary consumers eg killer whale
7. Predators	Consumers that kill and eat other animals
8. Prey	Consumers that get eaten by predators
9. Predator-prey cycles	Numbers of both rise and fall in cycles 
	<ol style="list-style-type: none"> 1. Lots of plants means prey numbers increase 2. Lots of prey means predator numbers increase 3. Lots of predators means prey numbers decrease 4. Less prey means predator numbers fall 5. Less predators means prey numbers increase

Key points to learn

10 Distribution	Where things are
11 Abundance	How many there are
12. Decomposers	Microorganisms that feed on dead organisms and waste
	Release carbon back into atmosphere and minerals ions into soil
13. Carbon cycle	
14. Photosynthesis	Chemical reaction in which chloroplasts make glucose and oxygen
	The reverse of respiration
	$\text{Carbon} + \text{Water} \rightarrow \text{Glucose} + \text{Oxygen}$ <i>Using light</i>
15. Respiration	Process by which all living things get energy from glucose and oxygen
	$\text{Glucose} + \text{Oxygen} \rightarrow \text{Carbon} + \text{Water} + \text{dioxide}$
16. Water cycle	
17 Material recycling	Many materials are recycled to provide building blocks for future
18 Combustion (burning)	$\text{Fuel} + \text{Oxygen} \rightarrow \text{Carbon} + \text{Water} + \text{dioxide}$

B7 Ecology Paper 2

Big picture (Biology Paper 2)



Background

All living and non-living things are made of atoms. These atoms have been around for millions of years and have been continuously cycled over that time. It is amazing to think that the carbon in us could once been part of Einstein, a cloud, a grasshopper, Cleopatra, a tree or even a piece of tyrannosaurus rex dung. This process of cycling material (and energy) is essential to all life on Earth.



Key points to learn

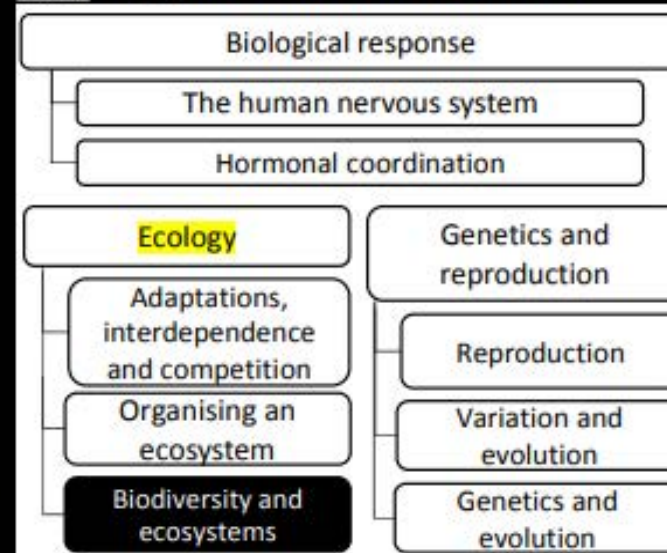
1. Biodiversity	The variety of all different species in a particular ecosystem
2. Ecosystem	A system that includes all living organisms (biotic) in an area and non-living (abiotic) factors
3. High biodiversity	Ensures stability of ecosystems by reducing one species dependence on another
	Future of human species on Earth relies on high biodiversity
4. Negative human impact on biodiversity	Human actions are reducing biodiversity. Actions such as: <ul style="list-style-type: none"> • More waste • More land use • Population growth • Using resources
	Only recently have we tried to reduce impact of these actions
5. Pollution from waste	Pollution kills plants and animals which can reduce biodiversity
	<ul style="list-style-type: none"> • In water, from sewage, fertiliser or toxic chemicals • In air, from smoke and acidic gas • On land, from landfill and from toxic chemicals
6. Land use	Humans reduce land available for animals by: <ul style="list-style-type: none"> • Building • Quarrying • Farming • Dumping waste

Key points to learn

7. Destruction of peat bogs	Used for compost. Leads to reduction in size of this habitat. Decay or burning of peat releases carbon dioxide
8. Deforestation	Removal of forests to : <ul style="list-style-type: none"> • grow cattle and rice fields • grow crops for biofuels
9. Causes of global warming	Carbon dioxide and methane in the atmosphere contribute to global warming
10. Biological impact of global warming	<ul style="list-style-type: none"> • Loss of habitat through flooding • Changes in distribution of organisms as temperatures, rainfall and climate change • Changes in migration patterns as climates and seasons change • Reduced biodiversity as many organisms become extinct
11. Maintaining biodiversity	Actions humans are taking to reduce loss of biodiversity: <ul style="list-style-type: none"> • Breeding programmes for endangered species • Protection and regeneration of rare habitats • Reintroduction of field margins and hedgerows • Reduce deforestation • Reduce carbon dioxide emissions • Recycling rather than dumping in landfill

C9 Atmosphere Paper 2

Big picture (Biology Paper 2)



Background

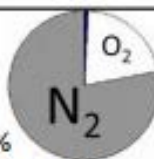
In order to ensure our future health, prosperity and well being we need to take some actions now. Humans need to survive in the environment in a sustainable way.

This topic explores the negative and positive impact we are having on biodiversity and the natural systems that support it.



Key points to learn

1 Atmosphere	Layer of gas around Earth
2. Earth's early atmosphere theory	Volcanos released carbon dioxide (CO ₂), water vapour (H ₂ O) and nitrogen (N ₂) Similar to Mars and Venus
3. Photosynthesis	We think it was responsible for changing early atmosphere
	Removes carbon dioxide and makes oxygen
	Carbon + Water → Oxygen + Glucose Dioxide
4. Fossil fuels	Coal, crude oil and natural gas. Formed from fossilised remains of plants and animals
5. Carbon 'locked into' rock	Carbon stored in shells and skeletons turned into limestone
	Carbon in living things was also locked away as fossil fuels
6. Ammonia and methane	Removed from atmosphere by reactions with oxygen
7. Earth's atmosphere today	Nitrogen: 78% Oxygen: 21% Argon: 0.9% Carbon dioxide: 0.04% Trace amounts of other gases
8. Ozone layer	Nothing to do with Global warming or the Greenhouse Effect. A layer of O ₃ protecting us from UV rays
9. Incomplete combustion	If not enough oxygen is available then poisonous carbon monoxide and soot are produced

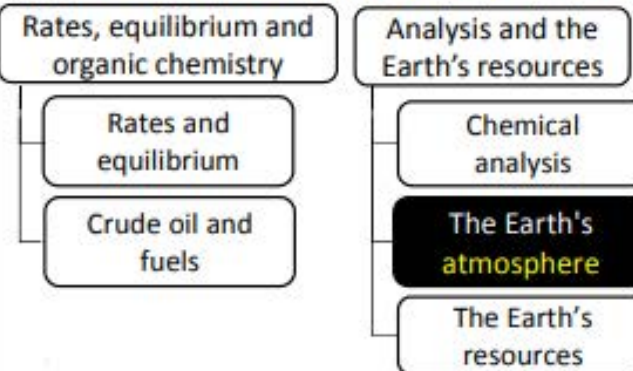


Key points to learn

10. Greenhouse effect	Greenhouse gases stop heat escaping from the Earth into space. This results in Earth getting hotter
11. Greenhouse gases	1. Carbon dioxide: released from burning fossil fuels 2. Methane: released from swamps, rice fields 3. Water vapour (eg steam and clouds)
12. Risks of global climate change	1. Rising sea levels as a result of melting ice caps 2. Extreme weather eg storms 3. Changes to temperature and rainfall patterns 4. Ecosystems under threat
13 Issues with reducing greenhouse gas emission	1. It will cost money 2. There is still disagreement that it is a problem 3. It is difficult to implement
14. Carbon footprint	The CO ₂ released as a result of a persons activities over a year
15. Ideas for reducing our carbon footprint	1. Burn less fossil fuels 2. Carbon capture 3. Reduce demand for beef 4. Planting more trees
16. Carbon capture	Pumping and storing CO ₂ underground in rocks
17. Nitrogen oxide	Released by burning fossil fuels. Causes acid rain and breathing issues
18. Sulfur dioxide	Released by burning fossil fuels. Causes acid rain

C9 Atmosphere

Big picture (Chemistry Paper 2)



Background

The bubble of gas around our planet that we call Earth's atmosphere does far more than provide the oxygen we need for respiration. In Europe, winters are almost two weeks shorter than they were 40 years ago. Extreme weather seems more common than ever. Cases of asthma and respiratory difficulties increase year-on-year and we are always looking at ways of making our air cleaner.



Key points to learn

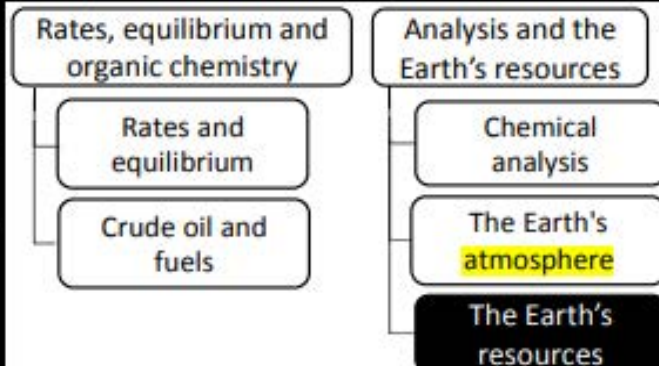
1. Natural resources	Can be found in their natural form. Some are finite and will run out.
2. Fossil fuels	Coal, crude oil and natural gas. Formed from fossilised remains of plants and animals
3. Non-renewable	Finite. Are used quicker than they are made. So will run out
4. Renewable	Made quicker than they are used. Will not run out
5. Sustainable development	Meets current demands without affecting future generations.
6. Potable water	Water that is safe to drink. Not pure as it contains dissolved substances
7. Pure water	No dissolved substances. Only H ₂ O
8. Normal way of making potable water	<ol style="list-style-type: none"> 1. Choose source of water 2. Filter the water in filter beds 3. Sterilise the water with chlorine, ozone or ultraviolet light
9. Desalination	<p>Method for treating salty water. Two methods both energy intensive</p> <ol style="list-style-type: none"> 1. Distillation – evaporate water then condense steam 2. Reverse osmosis. Uses membranes
10. Life cycle assessments (LCAs)	<p>Product environmental impact in:</p> <ol style="list-style-type: none"> 1. Extracting raw materials 2. Manufacturing and packing 3. Use during life 4. Disposal at end of life
11. Recycling	Saves energy and finite resources. Less pollution from making new

Key points to learn

12. Aerobic	With oxygen (exposed to air)
13. Anaerobic	Without oxygen
14. Treating waste water	<ol style="list-style-type: none"> 1. Remove lumps – screening 2. Let sludge sink – sedimentation 3. Bacteria added to clean - Aerobic treatment
15. Treating sludge	Anaerobic digestion by bacteria Can be used as fertiliser or as biofuel
16. Ore	<i>Rock containing enough metal compounds to be worth extracting</i>
17. Copper Ores	<p><i>Contain copper compounds. Becoming scarce so much harder to find large quantities. Main ways of extracting copper:</i></p> <ol style="list-style-type: none"> 1. Mining – dig up rocks 2. Phytomining 3. Bioleaching 4. Electrolysis 5. Displacement with iron
18. Phytomining	<i>Plants absorb coppers compounds. Plants then burned and copper obtained from ash</i>
19. Bioleaching	<i>Bacteria pumped underground absorb copper. Produce leachate solutions containing copper compounds</i>
20. Electrolysis	<i>Breaking down a substance in a liquid using electricity</i>
21. Displacement	<i>A more reactive metal will displace a less reactive metal</i>
22. Economic issues	The cost of doing something

C10 Resources

Big picture (Chemistry Paper 2)



Background

Up to 60% of the rubbish in the average dustbin could be recycled. This wasteful approach has big environmental and economic impact for us all. What are natural resources and why are they important? This topic looks at some of the issues that affect all of humankind.



Additional information

Content in *italics* is Higher Tier only. Look back at Topic C5 and C6 for more on displacement reactions and electrolysis.

Geography

Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1: Urban issues: Birmingham

1. Urbanisation
2. Migration
3. Importance
4. Opportunities of urban change
5. Challenges of urban change

SPR 2: Urban issues: Rio De Janeiro

4. Importance
5. Opportunities of urban change
6. Challenges of urban change



3. Location and Background

Birmingham is a major city in England's West Midlands region, with multiple Industrial Revolution-era landmarks that speak to its 18th-century history as a manufacturing powerhouse. The population is 1.1 million.



3. City's Importance

- Can get to 90% of UK from Birmingham in 4 hours.
- 300 companies; Bird's custard, Cadbury world, HP sauce.
- Biggest public library in Europe.
- Birthplace of scientists such as Matthew Boulton, James Watt and William Murdoch.
- Created the first working steam engine.
- Built the anchor of the titanic
- Civil rights history
- More canals than Venice.



4. Migration to Birmingham

During the industrial revolution, the population dramatically increased with people migrating from nearby rural communities (rural to urban migration) with the attraction of working in the large steelworks, mines or car industry. Other factors include natural increase and internal migration, 50,000 council and 65,000 private houses built between WW1 and WW2, sewerage system built in 1950s Bullring built in 1960s



5. City's Opportunities

Social: Birmingham has various cultural attractions such as the Balti triangle, library and hippodrome. Multicultural; Religion, language and job opportunities.

Economic: The retail sector in Birmingham is the 3rd most popular within the UK (Bullring). There are 160 stores and 50 million visitors on average annually. The Universities and advanced manufacturing contributes to the city's economy.



Environmental: Birmingham has increasing urban greening, public parks, roof gardens and renewable transport systems (Tram, HS2).

6. City's Challenges

Social: House prices have increased along with greater house shortages. Increase in crime rates. Increased noise pollution, overcrowding, strain on services.



Economic: Closure of the car industry (de-industrialisation) caused large scale unemployment, poverty and modern-day slums. Areas with higher % of BAME have more unemployment. Increased waste, language barriers lead to poor education and healthcare.

Environmental: Urban sprawl has led to increased pressure and decline of greenfield sites around the city. Dereliction damages city's image and reputation.

7. Birmingham Regeneration Projects

Brindley Place: Aims- Birmingham wanted to attract investment and job opportunities to the area following de-industrialisation and the abundance of non-profitable brownfield sites.

Main features: Brownfield sites and derelict buildings pulled down. £400 million funded the apartments, offices, hotels, restaurants and cafes. Traditional shopping areas were pedestrianised. Physical environment much improved and now maintained. Cultural celebrations now held there. The CBD (Central business district) has received more advertisement, expansion and recruitment. New Street railway station connects connectivity and accessibility in the local

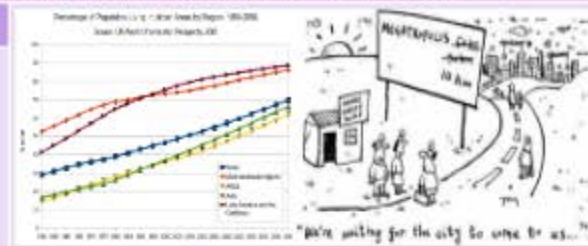


1. What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Where is Urbanisation happening?

Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing in the efforts to industrialise and develop their transport and manufacturing.



1. Causes of Urbanisation

Push factors (migration)

- Natural disasters
- War and Conflict
- Mechanisation
- Drought
- Lack of employment



Pull factors (migration)

- More Jobs
- Better education & healthcare
- Increased quality of life.
- Following family members.



Increase in birth rate (Natural increase)

- High percentage of population are child-bearing age which leads to high fertility rate.
- Lack of contraception or education about family planning.
- Role of women as mothers and caretakers.

Lower death rate (Natural increase)

- Higher life expectancy due to better living conditions and diet.
- Improved medical facilities helps lower infant mortality rate.
- Role of women as career orientated people.

2. Types of Cities

Megacity



More than two thirds of current megacities are in either NEEs (Brazil) and LICs. The number of megacities are predicted to increase from 28 to 41 by 2030.

Exam questions

- Outline the importance of a major UK city you have studied (2)
- Urban change has only challenges. Do you agree? Use a case study., (9)
- Describe and explain the causes and impacts of urbanization (6)
- Outline the implications of megacities (3)
- Evaluate a UK based regeneration project (9)
- Outline the factors causing rapid urbanization (2)
- Discuss the opportunities of urban change in a HIC/NEE you have studied (9)

Key words

Push factors/ pull factors

Encourages you to leave an area/ encourages you to move to a new area

Regeneration

The action or process of improving an area

Megacity

A city with 10 million people or more

Deindustrialization


The reduction of industrial activity and associated economic output

Urban Change in a Major NEE City: RIO DE JANEIRO Case Study



8. Location and Background

Rio is a coastal city situated in the South East region of Brazil within the continent of South America. It is the second most populated city in the country (6.5 million) after Sao Paulo.



9. City's Importance

- Has the second largest GDP in Brazil It is headquarters to many of Brazil's main companies, particularly with Oil and Gas.
- Sugar Loaf mountain is one of the seven wonders of the world.
- One of the most visited places in the Southern Hemisphere.
- Hosted the 2014 World Cup and 2016 Summer Olympics.

10. Migration to Rio De Janeiro

The city began when Portuguese settlers with slaves arrived in 1502. Since then, Rio has become home to various ethnic groups.

However, more recently, millions of people have migrated from rural areas that have suffered from drought, lack of services and unemployment to Rio. People do this to search for a better quality of life.

This expanding population has resulted in the rapid urbanisation of Rio de Janeiro.

11. City's Opportunities

Social: Standards of living are gradually improving. The Rio Carnival is an important cultural event for traditional dancing and music. Chance to go to school/get medicines from doctors

Economic: Rio has one of the highest incomes per person in the country. The city has various types of employment including oil, retail and manufacturing.

Environmental: The hosting of the major sporting events encouraged more investment in sewage works and public transport systems.

12. City Challenges

Social: There is a severe shortage of housing, schools and healthcare centres available. Large scale social inequality, is creating tensions between the rich and poor.

Economic: The rise of informal jobs with low pay and no tax contributions. There is high employment in shanty towns called Favelas

Environmental: Shanty towns called Favelas are established around the city, typically on unfavourable land, such as hills.

13. Self-help schemes - Rocinha, Bairro Project

- The authorities have provided basic materials to improve peoples homes with safe electricity and sewage pipes.
- Government has demolished houses and created new estates.
- Community policing has been established, along with a tougher stance on gangs with military backed police.
- Greater investment in new road and rail network to reduce pollution and increase connections between rich and poor areas.



14. Sustainable Urban Living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.

<h4>Water Conservation</h4> <p>This is about reducing the amount of water used.</p> <ul style="list-style-type: none"> • Collecting rainwater for gardens and flushing toilets. • Installing water meters and toilets that flush less water. • Educating people on using less water. 	<h4>Energy Conservation</h4> <p>Using less fossil fuels can reduce the rate of climate change.</p> <ul style="list-style-type: none"> • Promoting renewable energy sources. • Making homes more energy efficient. • Encouraging people to use energy.
<h4>Creating Green Space</h4> <p>Creating green spaces in urban areas can improve places for people who want to live there.</p> <ul style="list-style-type: none"> • Provide natural cooler areas for people to relax in. • Encourages people to exercise. • Reduces the risk of flooding from surface runoff. 	<h4>Waste Recycling</h4> <p>More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.</p> <ul style="list-style-type: none"> • Collection of household waste. • More local recycling facilities. • Greater awareness of the benefits in recycling.

15. Sustainable urban examples

Freiburg: A city within Germany prided on its sustainable urban planning




1. Pedestrianised
2. Cycling paths integrated
3. Solar panels
4. Food locally grown
5. Energy produced sold back to national grid
6. Hosts sustainability conferences every year
7. Tram system runs on 100% green energy
8. Water is recycled
9. Has a local winery
10. Keeps bees for pollination
11. Has a plant nursery

Integrated Transport System

This is the linking of different forms of public and private transport within a city and the surrounding area.

Brownfield Site

Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.

16. Traffic Management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

<h4>Environmental problems</h4> <ul style="list-style-type: none"> • Traffic increases air pollution which releases greenhouse gases that is leading to climate change. 	
<h4>Economic problems</h4> <ul style="list-style-type: none"> • Congestion can make people late for work and business deliveries take longer. This can cause companies to loose money. 	<h4>Social Problems</h4> <ul style="list-style-type: none"> • There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.

17. Congestion Solutions

- Widen roads to allow more traffic to flow easily.
- Build ring roads and bypasses to keep through traffic out of city centres.
- Introduce park and ride schemes to reduce car use.
- Encourage car-sharing schemes in work places.
- Have public transport, cycle lanes & cycle hire schemes.
- Having congestion charges discourages drivers from entering the busy city centres.




Traffic Management Example: Nottingham

The city aims to develop it's integrated transport system to encourage more people to use the public transport. The city has also invested in cycle routes and hiring schemes.




Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

Urban Regeneration

The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.



History

Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1:

1. Life in Nazi Germany

Knowledge organiser: Life in Nazi Germany, 1933-39

<p>Nazi Germany was a totalitarian state, meaning all aspects of Germans' lives were controlled by the government. It was also one in which those deemed 'enemies of the state' were ruthlessly persecuted.</p>		Chronology: what happened on these dates?		Vocabulary: define these words.	
		1933	Boycott of Jewish shops and businesses; Law for the Encouragement of Marriage passed; Sterilisation Law passed; First concentration camp for women opened at Moringen; First Napola schools set up.	Conscription	Compulsory military service for a certain period of time
Summarise your learning		1935	The Nuremberg Laws passed.	Autobahn	Motorway
Topic 1: Nazi policies towards women	<p>Nazi policies towards women reflected Hitler's own personal views. He wanted to create a society where women had a precise and specific domestic role. Hitler saw their task as bearing and rearing children and educations should prepare women for their future role. Some women actively opposed the loss of their rights and were eventually sent to concentration camps.</p>	1936	Membership of the Hitler Youth made compulsory.	Lebensborn	<p>'Fount of life' – a programme whereby specially chosen unmarried women could 'donate a baby to the Führer', by becoming pregnant by 'racially pure' SS men</p>
		1938	Jewish children were not allowed to attend German schools; <i>Lebensborn</i> programme introduced; Kristallnacht.		
		1939	The euthanasia campaign began; Designated Jewish ghettos established.	Anti-Semitism	Hatred and persecution of the Jews
		Topic 2: Nazi policies towards the young	<p>Hitler saw the young as the future of the Third Reich. Young people had to be converted to Nazi ideals such as obedience, following the Führer, placing the nation first, strengthening the racial purity of the nation and having large numbers of children. These aims were to be achieved through control of education and the Hitler Youth.</p>		
Who or what were these people/events?				Volksgemeinschaft	The people's community. This was the Nazi idea of a community based upon the German race
Topic 3: Employment and living standards	<p>One of the main reasons for increased support for the Nazis was the high level of unemployment, which had reached six million by 1932. Hitler had promised that he would reduce and remove unemployment that had been caused by the Great Depression.</p>	Nazi Teachers' League	Organisation set up to control teachers and what they taught.	Ghetto	A densely populated area of a city inhabited by a particular ethnic group, such as Jews
		Reich Labour Service	A scheme to provide young men with manual labour jobs.	Boycott	An organised refusal to have any dealings with a person, country, or business.
Topic 4: The persecution of the minorities	<p>Hitler had used the Jews as scapegoats for many of Germany's problems. Nazi propaganda was used to turn Germans against the Jews and justify a policy of persecution. During the 1930s Gypsies, homosexual people and mentally and physically disabled people were also targeted and persecuted.</p>	Strength through Joy (KdF)	Organisation to improve the leisure time of German workers by sponsoring a wide range of leisure and cultural trips.	Euthanasia	<p>Bringing death to relieve suffering. The Nazis interpreted this as killing anyone who was seen as substandard and of no further use to the state</p>
		Beauty of Labour	A department of the KdF that tried to improve working conditions. It organised the building of canteens, swimming pools and sports facilities. It also installed lighting in workplaces and improved noise levels.		

Religious Education

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Relationships and families

AUT 2:

2. Religion and Life

Spring:

3. Crime and Punishment
4. Religion, Peace and Conflict

Contraception

Artificial – man made e.g. condom

Natural – a type of practice or behaviour aimed at preventing pregnancy e.g. NFP (natural family planning)

Christianity teaches that sex should be open to the possibility of **procreation**. Therefore, by using contraception, you are preventing procreation from happening. **The Roman Catholic Church** teaches that the use of contraception is a sin. **The Church of England** teaches that sex should open to procreation, however, it accepts that sex is also an **expression of love** and promotes **responsible parenthood**. Therefore, the use of contraception is encouraged if you cannot properly look after an raise a child. You should wait until you're ready.

Islam teaches that children are a blessing from God, if a couple wishes to have them. Muhammad taught that parents should only have as many children as they can properly look after – **responsible parenthood**. So Muslims can and should use contraception.

Families

- **Nuclear** – mum & dad + children
- **Extended** – Nuclear family + other relatives
- **Single-parent** – mum or dad + children
- **Polygamy** – illegal in the UK. Man + more than 1 wife

Many people would argue that the best place for raising children is within a family environment/ Religious families also provide a basis for a religious upbringing, enabling parents to educate their child in a faith.

Theme A: Relationships & families

Sexual relationships

Roman Catholics believe that sex should have 2 purposes: to **UNITE** a couple in married love and to **CREATE** new life. **Pre-marital** sex is a sin, as is masturbation (as it cannot lead to procreation). Some other Christians accept sex before marriage in a committed and loving relationship, as it is an **expression of love**. The Bible says “Do not commit **adultery**”, so having sex with someone other than your marriage partner is committing a **sin**.

Islam teaches that it is a religious duty to marry & have children. Every person should be a virgin before marriage, and observe **chastity** before and during marriage.

Gender equality

Traditionally, men have held positions of authority in most religions. However, there is a debate about what the role of women should be. In the **RC Church** women cannot become priests. Many argue this because: Jesus had male disciples; Jesus chose a man to lead his Church after his ascension (Peter); A woman cannot completely represent Christ during the Eucharist. In the **C of E** women can become both vicars and bishops.

Some of the earliest converts to Christianity were women, for example Priscilla at Ephesus.

“There is neither Jew nor gentile, neither slave nor free, nor is there male and females, for you are all one in Christ” (Galatians 3:28)

“So God created mankind in His own image, in the image of God he created them; male and female he created them” (Genesis 1:27)

Homosexual relationships

For some Christians, **homosexual** sex is thought to be unnatural and cannot lead to pregnancy, so it is a sin and it is wrong. In places, the Bible also says it is wrong for a man to sleep with another man, which has also been used to show that homosexuality is wrong.

The **Qur'an** sets out specific punishments for those who have homosexual relationships. It calls these people fornicators, and **punishment** is severe e.g. flogging or execution.

“Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith”

Marriage & divorce

Marriage is a sacrament in some Christian traditions; it brings a blessing from god. In marriage, a couple promise to each other through **vows/promises**, to be good to each other, to be faithful, to love and cherish each other, until the marriage is ended by death. The rings represent the eternal bond the couple are entering into, in front of God.

For **RC** Christians, divorce is always wrong. Marriage is a sacrament which cannot be broken. The vows state **“until death do us part”** and these promises are binding.

It is possible to have an **annulment**, which is where the marriage is set aside, as if it were never real.

For most other Christians, divorce is discouraged but acceptable as a last resort. It is sometimes the **lesser of two evils**, and also a **necessary** evil.

Christianity teaches:

- God hates divorce (OT)
- “Whoever divorces... then marries another; it as if he committed adultery” (Jesus)
- We should forgive those who wrong us and show love to all (Jesus)

Euthanasia

Euthanasia is illegal in the UK, It can be seen as assisted suicide, therefore breaking the **Suicide Act of 1961**. It can be viewed as manslaughter or murder and carries a prison sentence.

Some people believe that people should have the right to end their own life if they are terminally ill, incapacitated or in severe pain. This is known as euthanasia. In the UK, this is currently against the law, although in some other countries it is legal (Switzerland, Netherlands and Belgium). Some Christians believe that people should not be able to end their own life because all life is sacred, and that the terminally ill should be cared for in **hospices** at the end of their lives.

Islam tells us that Euthanasia is **zulm: wrong doing against Allah**.

Active euthanasia: being given lethal drugs to end a persons life so there illness does not kill them.

Passive euthanasia: a person stops taking medication to end their life.

Sanctity of Life

Many religions believe that life is **sacred** because God created it, including Islam and Christianity. Christians believe that all life is sacred, and precious. Some Christians do not believe that anyone should take their own life or the life of someone else. Therefore some Christians believe that euthanasia and abortion is wrong, as it is wrong to end a human life. In all legal systems **murder** is the worst crime you could commit.

Theme B: Religion and Life

The Use of Animals

Many medicines are tested on animals before they can be used on humans to ensure that they are safe. This is very controversial because many people think that it cruel and unnecessary. However others believe that animal experimentation is necessary to make breakthroughs in science and technology, and to manufacture effective cures. For example many surgical procedures such as transplanted surgery were traditionally perfected on animals.

Christians and Muslims are allowed to eat meat in their diets, although Muslims do not eat pork and some Christians fast during Lent. **Vegetarian:** a person who does not eat meat.

Abortion

The law defines abortion as *“the deliberate expulsion of a foetus from the womb, with the intention of destroying it”*. In the UK abortion is allowed up until 24 weeks of a pregnancy under special circumstances, i.e. if two registered doctors agree that there is a danger to the women’s mental or physical health, the foetus will be born with disabilities, or the mental or physical health of existing children will be put at risk. Some people do not believe that abortion is right because it means terminating the life of an unborn child. However, many people believe that it is the woman who should have the choice as to what happens to her body and therefore it is for her to make up her own mind. There are also circumstances such as rape, genetic abnormalities or failed contraception which cause debate on both sides of the argument.

In Islam, the life of the mother takes precedence – she is a fully developed human with responsibilities, whereas the foetus is not even born and will need everything doing for it.

Pro-Life: term used for arguments against abortion

Pro-choice: arguments in favour of having the CHOICE to choose an abortion

“Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith”

Origins of the Universe and Life

Some Christians believe that the universe was created by God in 7 days. This is described in the bible in the book of **Genesis**. The bible says that Adam and Eve were the first man and women. Christians who believe the literal truth of the bible are known as **Creationists**. Other Christians think the creation story is a metaphor for the creation of the Universe, but do not believe that the world was created in 7 days.

Scientists believe that the Universe was created billions of years ago and is constantly evolving. This is known as **the Big Bang Theory**. **Charles Darwin** was a famous scientist who came up with the theories of evolution and natural selection. This theory explains that humans are descended from apes and that species are constantly evolving to adapt to their changing environment.

Stewardship: the idea that God created the world and that humans have a responsibility to look after it.

Dominion: the belief that God gave humans the right to decide what happens to the world and the species in it.

Violence & violent protest

Christianity teaches non-violence, as Jesus said *“Blessed are the peacemakers”* and told others to turn the other cheek in the face of violence.

Christians are told to love their enemies and love each other. However, God gave humans **free will** and choice and sometimes non-violent protest is ignored, so violence may be used to force change for the common good.

Islam means **peace** and Muslims should act in a peaceful manner, but violence may be used in self-defence. Muslims have a duty to protest about anything unfair and in the UK we have seen protests over wars and issues in the Middle East, what is perceived as **Islamophobia, terrorism** and **racism** issues.

Just War & Holy war

Holy war = it is right to fight in the name of God
Just war = It is right to fight in the interests of justice & the greater good

For **Muslims** a holy war is a just war. There are rules for how Muslims should fight a war in the Qur’an. A jihad may only be fought as a last resort and must never be against a Muslim nation.

St Paul said Christians should obey their rulers, who had been given power by God. St Augustine was the first to try to write a set of rules regarding this, and eventually the just war rules were written in detail by St Thomas Aquinas. *Sometimes if you do not fight, you allow a greater evil to happen than a war would have caused, so you have to fight.*

Theme D: Religion, peace & conflict

Peace & justice

Justice = fairness; **Peace** = to live in harmony & without fear

Christians will fight for justice under the conditions of **The just war theory**. Whilst God desires peace, He also desires that humans should live in justice and freedom.

Forgiveness & reconciliation

Reconciliation = making up between two groups after a disagreement

“To be a Christian means to forgive the inexcusable, because God has forgiven the inexcusable in you” ~ C.S. Lewis

“Forgive seventy times seven” ~ Jesus

“Love your enemies, and pray for those who persecute you” ~ Jesus

Pacifism

Pacifists believe that all violence is morally wrong. They will not participate in any war, regardless of the reasons for that war. An example of a pacifist Christian group is **The Quakers**.

Conscientious objectors are people who refuse to participate directly in fighting wars on the grounds of conscience. However they will assist in non-military ways such as medics, relief work and mediators. Many believe they have a peace-keeping role.

The Church of England accepts the **just war theory** and sees wars as **necessary** in certain conditions, especially in situations where wars are waged to fight injustice.

Buddhism is a pacifistic religion. **The Five precepts** demand a pacifistic approach to life. **The Dalai Lama** said that *“Peace can exist if everyone respects all others”*.

WMD

Weapons of mass destruction are capable of killing & maiming large groups of people. These weapons are considered unjust because they kill civilians. Some religious believers accept the existence of nuclear weapons as a deterrent.

The Roman Catholic Church does not agree with the use of WMD but thinks they are acceptable as a deterrent.

The Quaker Society **utterly condemn** WMD. They are pacifists, and no outward weapons are acceptable. WMD are indiscriminate and beyond control.

Religion & peace making

Christianity teaches to *“love your neighbour”* and Islam means **peace** if both of these teachings were adhered to then there would be peace. Religious groups are regularly involved in peace-keeping in war torn areas and in negotiations to prevent wars happening.

On occasions people have claimed that religion is the cause of war. For example, some fundamentalist groups such as ISIS believe that an Islamic State needs to be created.

Sometimes even with all the best efforts, religion cannot keep peace because there are overriding factors, such as the craving for power, the need to react or attack or to join allies to protect others.

“Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith”

Good & evil actions and intentions

Some people suggest that those who commit the worst crimes are evil.

But where does evil come from?

Christianity: Evil is seen as the abuse of the **free will** God gave to humans. In order to be able to appreciate good, then evil has to exist. Most Christians believe in a figure called **the devil** or Satan. So, evil is a combination of internal and external factors.

Islam: The **Qur'an** says there is a devil who was an angel. Iblis was expelled from paradise because he refused to bow to Adam. Iblis continually tempts and punishes humans to be wicked. Evil is a mix of powerful evil being and the weakness of humans.

3 aims of punishment

Retribution: is the least positive of the 3 aims of punishment. It means that society, on behalf of the victim, is getting its own back on the offender. In the Old Testament it is referred to as *lex talionis* (the law of retaliation). **“An eye for an eye, a tooth for a tooth”**

Deterrence: This is the belief that if offenders are seen to be punished for wrongdoing, then this may ‘put off’ others from committing that offence. The offender themselves might also be put off from reoffending.

Reformation: This is the aim of punishment most Christians prefer because it seeks to help offenders by working with them to help them understand that their behaviour is harming society. It is hoped that offenders will change their attitudes and become responsible, law-abiding members of the community.

Theme E: Religion, crime and punishment

Reasons for crime & types of crime

Causes of crime include: *upbringing, mental illness, poverty, opposition to existing laws, greed/hate, or addiction.*

There are 3 key **types** of crimes: *Crimes against the **person** (e.g. murder); Crimes against **property** (e.g. burglary); Crimes against the **state** (e.g. terrorism).*

St Paul tells Christians to “obey the laws of the land”

Suffering

For many people, suffering is an unfortunate part of living. It may be caused by something natural, such as an illness, or it may be due to how people have behaved. Whatever the cause, Christians believe they should try to help others who are suffering. Christians feel that they should follow the example of Jesus, who helped many whom he saw were suffering, and who taught that those who believe in God should help those who suffer.

Heller Keller was a Christian writer and activist who became deaf and blind when she was only 19 months old. She said *“We are never really happy until we try to brighten the lives of others”.*

Treatment of criminals

Christians do not disagree with discipline. They see a positive need for it: **“He who spares the rod hates their children, but the one who loves their children is careful to discipline them”.** However, they may question the method used since Jesus’ teachings on love and caring for people rule out any physical punishment. Instead, Christians focus on positive sanctions that help offenders to realise the error of their ways and reform. Jesus always treated people with respect, and Christians believe they should follow his example.

Corporal punishment: to punish the offender by causing physical pain. It is illegal in the UK but allowed in some other parts of the world. For example some Muslim countries such as Iran and Saudi Arabia, allow caning as punishment for offences such as gambling and sexual promiscuity.

Community service: offers offenders a chance to make up for what they have done and receive help in reforming their behaviour. Christians are in general agreement that it is a suitable punishment for fairly minor offences.

The death penalty

Abolished in the UK in 1965 and is now illegal in many EU countries.

The Principle of Utility = an action is right if it promotes the maximum happiness for the maximum number of people.

The sanctity of life = God gave life, so only He has the right to take it away.

For	Against
<ul style="list-style-type: none">It is a justifiable retribution for serious crimesIt is a deterrentIt gives the victim’s family a sense of justice	<ul style="list-style-type: none">Only God has the right to take lifeJesus taught a message of love and forgivenessIt is hypocritical

Forgiveness

Forgiveness is a core Christian belief and one Jesus emphasised in his teachings.

Christians are expected to be forgiving towards those who wrong them, if they expect to be forgiven themselves: **“Forgive us our sins, as we forgive those who sin against us”.**

Many Christians would argue that forgiveness is not a replacement for punishment.

During his ministry Jesus was asked how many times you should forgive someone who wrongs you and he replied **“I tell you not seven times, but seventy-seven times”**

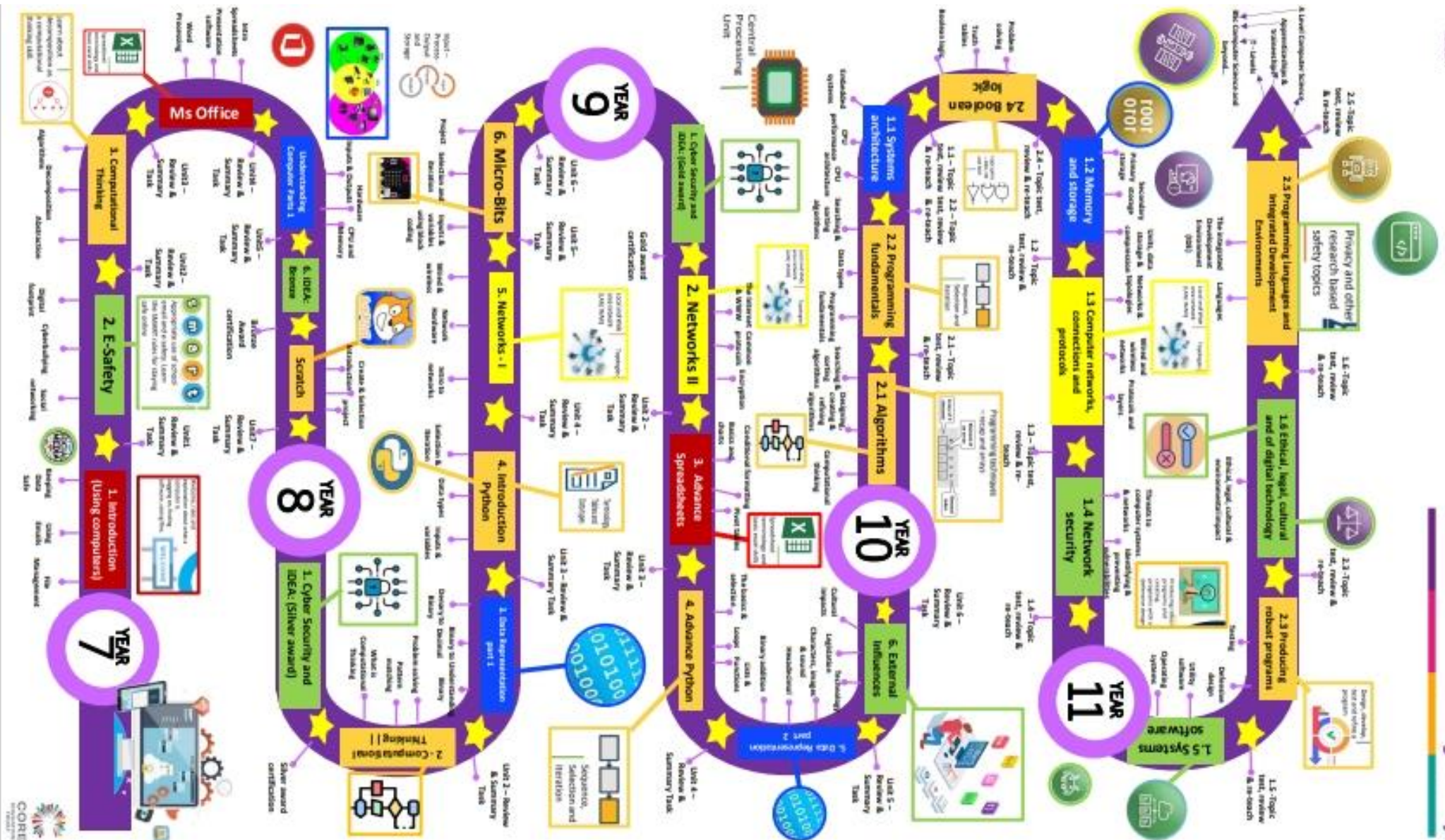
“Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith”

Computer Science

Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1:

1. IDEs



Common tools and facilities available in an integrated development environment (IDE)

add.py - C:/Users/david/Desktop/add.py (3.5.2)

File Edit Format Run Options Window Help

```
number1 = float(input("Enter a Number: "))
number2 = float(input("Enter a number: "))
total = number1+number2
print("Total:", number1)
```

Help with keyword syntax.

Changing the size of the source code to make it more readable.

Editor with coloured keywords in source code.

Find and replace.

Comment out and indent sections of code.

Col: 0

Python 3.5.2 Shell

File Edit Shell Debug Options Window Help

```
Enter a number: 3
Enter a number: 7
Total: 3.0
[DEBUG ON]
>>> |
```

Run-time environment and output window.

Ln: 21 Col: 4

Other IDEs may provide:

- Code completion: suggesting variable names making it quicker to code.
- Automatic indenting of selections and iterations.

Debugging tools.

Debug Control

Go Step Over Out Quit Stack Source Locals Globals

Step through code line by line as it is executing.

__builtin__	
__doc__	None
__file__	'C:/Users/david/Desktop/add.py'
__loader__	<class '_frozen_importlib.BuiltinImporter'>
__name__	'__main__'
__package__	None
__spec__	None
number1	6.0
number2	8.0
total	14.0

Tracing the value of variables.

French

Vocab & Sentence Builders



School subjects	J'étudie – I study	<p>l'art dramatique/le théâtre – drama le dessin/les arts plastiques – art l'espagnol – Spanish l'anglais – English la biologie – biology l'EPS– PE la physique – physics le français – French l'allemand - German la géographie – geography l'histoire – history l'informatique – computing la chimie – chemistry la religion – RS la technologie – technology la sociologie – sociology les maths – maths les sciences – science la gestion d'entreprises – business les langues (étrangères) – (foreign) languages la musique – music</p>	<p>parce que – because</p> <p>c'est – it is</p>	<p>intéressant– interests me ennuyeux- bores me fascinant– fascinates me important– is important to me facile – easy difficile – difficult dur – hard utile – useful inutile – useless pratique – practical créatif – creative pertinent – relevant relaxant – relaxing exact – precise logique – logical exigeant – demanding</p> <p>ça m'ennuie– it bores me</p> <p>mieux que... - better than pire que... - worse than aussi... que - as...as...</p>
	<p>Ma matière préférée, c'est... - My favourite subject is...</p> <p>Je préfère – I prefer</p>			

Teachers	<p>Mon prof de (sciences) / ma prof de (sciences)– My (science) teacher</p>	<p>est - is</p>	<p>patient – patient tolérant – tolerant intelligent – clever travailleur – hardworking sympa – nice</p>	<p>impatient – impatient sévère/stricte – harsh/strict imbécile – silly/stupid paresseux – lazy méchant – mean/unpleasant</p>
		<p>enseigne bien – teaches well explique bien –explains well a un bon sens de l'humour – has a good sense of humor a des attentes élevées – has high expectations crée un bon environnement de travail – creates a good working atmosphere ne se fâche jamais– never gets angry me fait réfléchir – makes me think nous donne des conseils/stratégies – gives us advice/strategies nous met beaucoup de devoirs – gives us a lot of homework</p>		

Uniform	<p>Il faut porter... - I/we have to wear On ne porte pas de – I/we (don't) wear C'est obligatoire de porter... – it's compulsory to wear Je n'aime pas porter– I don't like wearing</p>	<p>un pull – a jumper une robe – a dress une chemise– a shirt une cravate – a tie une jupe – a skirt des chaussures – shoes des chaussettes – socks des collants– tights</p>	<p>blanc/blanche/ blancs/blanches – white noir/noire/noirs/ noires – black bleu/bleue/bleus/ bleues - blue</p>	<p>parce que because</p>	<p>porter l'uniforme scolaire... - wearing school uniform...</p> <p>améliore la discipline improves discipline limite l'individualité – limits individuality donne une image positive de l'école – gives a positive impression of the school</p>
	<p>Si seulement on pouvait ... - If only I could wear...</p>		<p>un jean– jeans des baskets – trainers</p>	<p>un sweat à capuche– a hoody</p>	

WAGOLL (What a good one looks like)

J'étudie dix matières:	I study 10 subjects including
L'anglais, les maths, les sciences et le dessin.	English, maths, science and art.
Ma matière préférée est	My favourite subject is
La biologie car elle me fascine	biology because it fascinates me
et je voudrais travailler comme biologiste marin à l'avenir.	and I would like to work as a marine biologist in the future
bien que cela puisse être très difficile.	although it can be very hard.
En outre, je suis fou de dessin parce que	Moreover I'm crazy about art because
je suis une personne créative et je trouve cela relaxant	I'm a creative person and I find it relaxing
et la prof est patiente	and the teacher is patient
et crée un bon environnement de travail	and creates a good working atmosphere
tandis que mon professeur de mathématiques est très en colère	whereas my maths teacher gets angry loads
et nous donne beaucoup de devoirs.	and gives us lots of homework.
Aussi, je ne supporte pas l'anglais puisque	Also I can't stand English because
c'est trop ennuyeux	it's too boring.
Quand j'étais plus jeune, j'étudiais la technologie	When I was younger I used to study technology
mais je n'aimais pas ça car	but I didn't like it because
c'était dur et inutile et	it was hard and useless and
ne m'intéressait pas du tout.	it didn't interest me at all.

School facilities	<p>Dans mon collège il y a... - in my school there is</p> <p>Mon école primaire avait - my primary school had</p>	<p>une grande salle - a hall</p> <p>une cantine - a canteen</p> <p>un terrain de football - a football pitch</p> <p>un cour de récré(ation) - a yard/playground</p> <p>un gymnase - a gym</p> <p>une piscine - a pool</p> <p>une bibliothèque - a library</p> <p>un terrain de tennis - a tennis court</p> <p>des laboratoires - some science labs</p> <p>beaucoup de salles de classe - lots of classrooms</p> <p>plus/moins d'examens - more/less exams</p> <p>plus d'activités sportives - more sports activities</p>
	<p>Mon collège est - my school is...</p>	<p>mixte - mixed</p> <p>un collège de garçons - all boys</p> <p>privé - private</p> <p>un collège de filles - all girls</p> <p>publique - state school</p>
	<p>Les cours commencent à neuf heures - classes start at 9 o'clock</p> <p>Les cours se terminent à quinze heures - classes end at ___ o'clock</p> <p>La pause déjeuner / la récré dure ___ minutes - lunch/break lasts ___ minutes</p> <p>La journée scolaire est très longue - the school day is really long</p>	

School rules	<p>On ne doit pas - you mustn't</p> <p>Il est interdit de - it's forbidden to</p>	<p>être agressif ou grossier - be aggressive or rude</p> <p>courir dans les couloirs - run in the corridors</p> <p>utiliser son portable en classe - use your phone in lessons</p> <p>porter des baskets - wear trainers</p> <p>mâcher du chewing gum - chew gum</p> <p>porter des bijoux / du maquillage - wear jewellery/make up</p>
	<p>On doit - you must</p> <p>Il faut - you have to</p> <p>On peut - you can</p>	<p>être ponctuel - be on time</p> <p>respecter le temps de parole - wait your turn to speak</p> <p>respecter les autres - respect others</p> <p>travailler dur - work hard</p> <p>écouter en classe - listen in class</p> <p>faire ses devoirs - do your homework</p>
	<p>Les règles - the rules</p>	<p>sont - are</p> <p>trop strictes - too strict</p> <p>nécessaires - necessary</p> <p>importantes - important</p> <p>encouragent une bonne discipline - promote good discipline</p> <p>limitent l'individualité - limit individuality</p> <p>énervent les élèves - annoy the pupils</p>

Random	<p>Mon emploi du temps - my timetable</p> <p>L'éducation préscolaire/primaire - pre-school/primary education</p> <p>L'enseignement secondaire - secondary education</p> <p>Le lycée - sixth form</p> <p>La formation professionnelle - vocational training</p> <p>Rater/réussir un examen - to fail/pass an exam</p> <p>Le redoublement - the retaking of the school year</p> <p>Redoubler - to retake the year</p>
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WAGOLL (What a good one looks like)

Mon école est mixte et elle est située	My school is mixed and it's located in Manchester, in the Northwest of England.
à Manchester, dans le nord-ouest de l'Angleterre.	
Les cours commencent à neuf heures moins le quart	Lessons start at quarter to 9
et se terminent à quinze heures cinq.	and finish at 5 past 3.
À mon avis, la journée d'école est vraiment longue	In my opinion, the school day is really long
et un peu ennuyeuse	and a bit boring
mais je bosse dur.	but I work my socks off.
J'aime mon école parce qu'elle a beaucoup d'équipements	I love my school because it has lots of facilities
comme une bibliothèque, une piscine et un énorme terrain de football.	such as a library, a pool and an enormous football pitch.
Mon école primaire était plus petite	My primary school was smaller
et il n'y avait pas de piscine	and it didn't have a pool
mais il y avait moins d'examens.	but there were fewer exams.
Il y a beaucoup de règles dans mon école	There are lots of rules in my school
et je pense qu'elles promeuvent une bonne discipline	and I think that they promote good discipline
par exemple, on ne doit pas être agressif ou endommager les installations	for example you mustn't be aggressive or damage the facilities
mais ce qui m'agace, c'est que	but the thing that annoys me is that
il est interdit d'utiliser son portable en classe.	you're not allowed to use your phone in lessons.
À mon avis, un portable peut être vraiment utile.	In my opinion, it can be really useful.



Extra curricular activities	<p>Je vais au club de... - I go/have been going to ____ club</p> <p>Je suis membre du club de / d'... - I am/have been a member of ____ club</p>	<p>échecs – chess théâtre – drama</p> <p>journalisme – journalism lecture – reading</p> <p>photographie – photography écologie – environment</p>	
	<p>Je joue de la trompette/de la batterie/du piano/de la guitare – I play the trumpet/drums/piano/guitar</p> <p>Je chante dans la chorale – I sing in the choir</p> <p>Je participe à un concours national – I participate in a national competition</p> <p>Monter une pièce de théâtre – to put on a show</p>		
	<p>Les activités extrascolaires – extra-curricular activities</p>	<p>sont un succès – are an achievement</p> <p>m'aident à oublier les pressions de l'école – helps me to forget school pressures</p> <p>m'aident à développer mes talents – they help me to develop your talents</p> <p>m'aident à faire de nouveaux amis – it helps me to make new friends</p> <p>me donnent un sentiment d'accomplissement – they give me a sense of achievement</p> <p>me donnent plus de confiance – they give me more confidence</p> <p>me donnent l'occasion de m'exprimer – they give you the opportunity to express myself</p>	
	<p>Je viens d'aller à/à l'/au/aux/en ____ avec mon école – I have just been to ____ with school</p>	<p>où - where</p>	<p>nous avons visité de nombreux monuments – we visited lots of monuments</p> <p>nous avons pris beaucoup de photos – we took loads of photos</p> <p>nous avons goûté la nourriture typique – we tried local food</p> <p>nous avons découvert la culture locale – we experienced the local culture</p> <p>nous avons appris sur... - we learnt about...</p>
Problems	<p>Le stress des examens – the stress of exams</p> <p>L'intimidation – bullying</p> <p>La pression du groupe – peer pressure</p>	<p>est un gros problème dans mon école – is a big problem in my school</p>	
	<p>Il y a des élèves qui... - there are students who...</p>	<p>se moquent des autres – make fun of others</p> <p>sèchent les cours– skip lessons</p> <p>ont une mauvaise influence – are a bad influence</p> <p>sont victimes d'intimidation – are victims of intimidation</p>	
Being a good student	<p>Il faut – you have to</p> <p>On doit– you must</p>	<p>participer à la classe – participate in lessons</p> <p>étudier beaucoup – study a lot</p> <p>faire ses devoirs – do your homework</p> <p>organiser son temps – organise your time</p> <p>demander de l'aide – ask for help</p> <p>réviser pour ses examens – revise for your exams</p>	<p>...bien que ce soit difficile- ...although it's difficult (subjunctive)</p> <p>...lorsque c'est nécessaire...when it's necessary</p> <p>...lorsqu'on a le temps- ...when you have time</p>
	<p>(SUBJUNCTIVE PHRASES)</p> <p>Il est essentiel qu' – it's essential that</p> <p>Il est important qu' – it's important that</p> <p>Il est nécessaire qu' – it's necessary that</p>	<p>(SUBJUNCTIVE PHRASES)</p> <p>on fasse ses devoirs – you do your homework</p> <p>on participe à la classe – you participate in class</p> <p>on révise pour ses examens – you revise for your exams</p> <p>on aît le temps d'étudier – you have time to study</p> <p>on étudie beaucoup– you study a lot</p> <p>on demande du soutien – you ask for help</p>	

WAGOLL (What a good one looks like)

À mon avis, il y a beaucoup de problèmes dans la vie scolaire des jeunes.	In my opinion there are lots of problems in the school life of young people.
La pression du groupe et l'intimidation	Peer pressure and bullying
sont de gros problèmes et il y a des élèves qui	are big problems and there are pupils that
sont victimes d'intimidation.	suffer intimidation.
Cependant, le pire problème est le stress des examens.	However, the worst problem is exam stress.
Il y a beaucoup de pression pour obtenir de bonnes notes et	There is lots of pressure to get good grades and
aller à l'université.	go to university.
Pour obtenir de bonnes notes, on doit	To get good grades you must
participer à la classe et faire ses devoirs	participate in class and do your homework
et il est essentiel qu'on étudie beaucoup.	and it's essential that you study a lot.
En outre, il est important qu'on demande de l'aide si nécessaire.	Moreover, it's important that you ask for help when necessary.
Pour éviter le stress, je vais au club de photographie parce que	To avoid stress I go to photography club because
les activités extrascolaires nous aident à oublier les pressions scolaires.	extracurricular activities help you to forget school pressures.
Je viens d'aller à Paris avec l'école	I have just been to Paris with school
où nous avons visité beaucoup de monuments et	where we visited lots of monuments and
découvert la culture locale.	experienced the culture
C'était relaxant et j'ai passé un bon moment.	It was relaxing and I had a great time.



SWIKS: Topic 1 – My studies & life at school

3.1.1 Subjects

1	chemistry	la chimie
2	art	le dessin
3	PE (physical education)	l'EPS (f)
4	French	le français
5	IT (information technology)	l'informatique (f)
6	language	la langue
7	subject	la matière
8	physics	la physique
9	religious studies	la religion
10	term	le trimestre
11	sewing	la couture
12	modern languages	les langues vivantes (f)

3.1.2 Teachers & Pupils

1	primary school teacher (male)	l'instituteur (m)
2	primary school teacher (female)	l'institutrice (f)
3	teacher	le professeur
4	headmaster	le directeur
5	headmistress	la directrice
6	pupil	l'élève (m/f)
7	in year 11	en seconde
8	student	l'étudiant (m)
9	make up	le maquillage
10	to wear, carry	porter
11	school rules	le règlement
12	return to school	la rentrée
13	school (adj)	scolaire
14	board	le tableau
15	citizenship	l'instruction civique (f)
16	head teacher	le proviseur
17	to teach	enseigner
18	rudeness	les incivilités (f)
19	insult	l'injure (f)
20	detention	la retenue

3.1.3 Types of School and Facilities

1	secondary school	le collège
2	lesson	le cours
3	(primary/secondary) school	l'école (primaire/secondaire)
4	lesson	la leçon
5	break, pause	la récré(ation)
6	classroom	la salle de classe
7	sports ground	le terrain de sport
8	school bus	le car de ramassage
9	corridor	le couloir
10	nursery school	la maternelle

3.1.4 Equipment and Classroom Tasks

1	calculator	la calculette
2	to ask	demander
3	homework	les devoirs (m)
4	to discuss	discuter
5	to give out	distribuer
6	timetable	l'emploi du temps (m)
7	reading	la lecture
8	to read	lire
9	break, pause	la pause
10	to think	penser
11	to allow, permit	permettre
12	to repeat	répéter
13	reply	la réponse
14	to know	savoir
15	to find	trouver
16	well equipped	bien équipé
17	badly equipped	mal équipé

3.1.5 Exams

1	to learn	apprendre
2	to understand	comprendre
3	difficulty	la difficulté
4	qualification	le diplôme
5	right	le droit
6	examination	l'examen (m)
7	to pay attention	faire attention
8	study	les études (f)
9	mark	la note
10	to forget	oublier
11	to sit an exam	passer un examen
12	pressure	la pression
13	rule	la règle
14	result	le résultat
15	to pass an exam	réussir un examen
16	gifted	doué
17	to fail	échouer
18	school report	le bulletin scolaire
19	to repeat the year	redoubler

= higher vocab

Vocab & Sentence Builders



Mon travail = my job

Jobs	<p>Je suis - I am Il/elle est - he/she is Je voudrais être - I would like to be Je vais être - I'm going to be Je vais travailler comme - I'm going to work as</p>	<p>avocat(e) – lawyer maçon – bricklayer hôtesse/steward – flight attendant danseur/se – dancer pompier/pomprière – firefighter serveur/se – waiter/ess chanteur/se – singer cuisinier/cuisinière – cook comptable – accountant vendeur/se – shop assistant électricien – electrician infirmier/infirmière – nurse écrivain(e) – writer plombier/plombière – plumber photographe – photographer</p>	<p>guide touristique – tour guide ingénieur/se – engineer jardinier/jardinière - gardener mécanicien/ne – mechanic musicien/ne – musician médecin – doctor coiffeur/coiffeuse – hairdresser journaliste – journalist agent de police – police officer professeur – teacher réceptionniste – receptionist vétérinaire – vet fonctionnaire – civil servant</p>	<p>(parce que) c'est un travail... - (because) it is a ___ job</p>	<p>artistique – artistic passionnant – exciting exigeant – demanding important - important facile – easy difficile – hard varié – varied répétitif - repetitive à responsabilités – with responsibility avec de bonnes perspectives – with good prospects avec un bon salaire – with a good salary</p>
	<p>Je dois- I have to... Normalement, je dois... – I usually have to</p>	<p>servir/aider des clients/patients – look after clients/patients répondre aux appels téléphoniques – answer phone calls enseigner/surveiller les enfants – teach/look after the children réparer les voitures – repair cars servir de la nourriture et des boissons – serve food and drinks voyager dans le monde entier – travel the world</p>			
Personality	<p>Je crois que je suis... - I think that I am... Pour être... il faut être...- in order to be a, you have to be</p>	<p>ambitieux/ambitieuse – ambitious créatif/créative – creative fort(e) – strong organisé(e) – organised pratique – practical travailleur/travailleuse – hardworking</p>	<p>sympathique – understanding extraverti(e) – extroverted/outgoing intelligent(e) – clever patient(e) – patient sérieux/sérieuse – serious courageux/courageuse – brave</p>		
Part time jobs	<p>J'ai un emploi à temps partiel – I have a part time job Je livre des journaux – I deliver papers J'aide avec les tâches ménagères – I help with the housework Je cuisine – I cook Je passe l'aspirateur– I Hoover Je mets/débarrasse la table – I set and clear the table Je tonds la pelouse - I cut the grass Mon patron est gentil – my boss is nice L'horaire est flexible – the hours are flexible</p>				
Applying for a job	<p>Les compétences - skills Un entretien – an interview Il (ne) faut (pas) avoir de l'expérience – Experience (not) needed Je vous écris pour postuler pour le poste de – I'm writing to apply for the post of... Voici mon CV – here is my CV J'ai de l'expérience/je n'ai pas d'expérience– I (don't) have previous experience J'ai étudié/travaillé – I've studied/worked J'ai suivi un cours de... - I've done a course in... J'ai de bonnes capacités en communication – I have good communication skills</p>				

WAGOLL (What a good one looks like)

Si j'ai de bonnes notes, j'ai décidé que	If I get good grades I have decided that
j'allais travailler comme médecin	I'm going to work as a doctor
parce que je suis travailleur et compréhensif	because I am hardworking and understanding
et c'est un travail avec de la responsabilité et un bon salaire	and it's a job with responsibility and a good salary
bien qu'il puisse être très exigeant.	although it can be very demanding.
Maintenant, j'ai un emploi à temps partiel.	Now I have a part time job.
Je travaille dans un restaurant comme serveur et	I work in a restaurant as a waiter and
je dois servir de la nourriture et des boissons	I have to serve food and drink
et aider les clients.	and help the customers.
Mon patron est gentil et les heures sont flexibles	My boss is nice and the hours are flexible
bien que je ne gagne pas beaucoup.	although I don't earn much.
Je n'ai aucune expérience en médecine	I don't have any previous experience in medicine
mais j'ai étudié les sciences	but I have studied science
et j'ai suivi un cours de premiers soins.	and I have done a first aid course.
Ma mère est infirmière et elle aime son travail	My mum is a nurse and she loves her job
cependant, elle dit que c'est un peu difficile.	however she says it is a bit difficult.

Vocab & Sentence Builders



Mon travail = my job

Work experience	<p>J'ai fait de l'expérience professionnelle dans... - I did my work experience in...</p> <p>J'ai fait un stage - I did a placement</p> <p>J'ai passé quinze jours dans... - I spent a fortnight working in...</p>	<p>un centre sportif - a sports centre une ferme - a farm une agence de voyages - a travel agents une école - a school une usine - a factory un bureau - an office un magasin de charité - a charity shop l'entreprise de ma mère - my mum's company un hôpital - a hospital</p>
	<p>Tous les jours... - every day</p>	<p>je voyageais en bus / en métro - I got the bus/metro je commençais / finissais à - I started/finished at... je faisais une variété de tâches - I did a variety of tasks je portais des vêtements élégants - I wore smart clothes je prenais des photocopies - I did photocopying je mettais des tracts sur les étagères - I put leaflets on the shelves</p>
	<p>J'ai appris - I learned</p>	<p>beaucoup de nouvelles compétences - lots of new skills à travailler en équipe - to work in a team à utiliser - to use</p>

A gap year	<p>Si je pouvais prendre une année sabbatique - If I could take a gap year...</p> <p>Si j'avais assez d'argent - If I had enough money...</p>	<p>je soutiendrais un projet environnemental - I would support an environmental project j'apprendrais à skier - I would learn to ski j'aiderais à construire un collège - I would help to build a school je chercherais un emploi - I would look for a job j'enseignerais l'anglais - I would teach English je gagnerais beaucoup d'argent - I would earn a lot of money j'irais en France où... - I would go to France where... j'améliorerais mon niveau de français - I would improve my level of French je n'oublierais jamais l'expérience - I would never forget the experience je travaillerais dans un orphelinat - I would work in an orphanage je ferais le tour du monde - I would go backpacking around the world.</p>

The future	<p>Le chômage - unemployment L'argent - money Le succès - success L'échec - failure Le mariage - marriage L'indépendance - independence</p>	<p>m'intéresse - interests me compte pour moi - matters to me m'inquiète - worries me</p>
	<p>J'espère que je vais... - I hope that I will... Je voudrais... - I would like to... J'ai l'intention de - I plan to/intend to Je veux - I want to Je vais - I'm going to</p>	<p>apprendre à conduire - learn to drive réussir mes examens - pass my exams me marier - get married obtenir un bon emploi - get a good job créer ma propre entreprise - set up my own business avoir des enfants - have children</p>
	<p>Je chercherais un emploi - I will look for a job Je partagerai un appartement avec... - I will share a flat with Je quitterai la maison - I will leave home Je me marierai - I will get married Je continuerai mes études - I will carry on studying in my school Je travaillerai comme... - I will work as... Je ne sais pas quoi faire à l'avenir - I don't know what to do in the future</p>	

WAGOLL (What a good one looks like)

L'année dernière j'ai fait mon stage dans	Last year I did my work experience in
l'entreprise de mon oncle.	my uncle's company.
J'ai appris beaucoup de compétences parce que	I learned lots of new skills because
tous les jours je faisais une variété des tâches et	every day I did a variety of tasks and
donc, je sais qu'à l'avenir	therefore, I know that in the future
je veux créer ma propre entreprise	I want to open my own business
parce que le succès est vraiment important pour moi.	because success and money are really important to me.
J'ai l'intention de réussir mes examens	I intend to pass my exams
et d'aller à l'université pour étudier le management.	and go to uni to study business.
Avant, si je pouvais prendre une année sabbatique, je chercherais un emploi	Before, if I could take a gap year, I would look for a job
pour gagner beaucoup d'argent.	to earn lots of money.
J'espère que je vais me marier et avoir des enfants,	I hope to get married and have children
cependant je vais me concentrer sur mon emploi	however I'm going to focus on my job
car le chômage m'inquiète.	because unemployment really worries me.



SWIKS: Topic 2 – Education Post 16 and Jobs

3.2.1 Education post 16		
1	gap year	l'année sabbatique (f)
2	apprentice	l'apprenti(e) (m/f)
3	to want to	avoir envie de
4	to intend (to)	avoir l'intention (de)
5	a-level(s)	le bac(calauréat)
6	in year 12	en première
7	in year 13	en terminale
8	to study	étudier
9	to drop	laisser tomber
10	freedom	la liberté
11	sixth form college, grammar school	le lycée
12	l'avenir	future
13	espérer	to hope
14	le rêve	dream
15	rêver	to dream
12	careers adviser	le conseiller d'orientation
13	test	l'épreuve (f)
14	establishment	l'établissement (m)
15	university, faculty	la faculté
16	to train	former
17	degree	la licence
18	l'espoir (m)	hope

3.2.2 Jobs		
1	le job	job
2	l'agent de police (m)	policeman
3	le boucher	butcher
4	le boulanger	baker
5	le coiffeur	hairdresser
6	le facteur	postman
7	le fermier	farmer
8	l'infirmier (m)	nurse
9	l'informaticien (m)	it worker
10	l'ingénieur (m)	engineer
11	le maçon	builder
12	le mécanicien	mechanic
13	le plombier	plumber
14	le policier	policeman
15	le vétérinaire	vet
12	l'avocat (m)	lawyer
13	le comptable	accountant
14	le dessinateur de mode	fashion designer
15	l'interprète	interpreter

3.2.3 Applying for a job and at work		
1	le candidat	candidate
2	compter (sur)	to count on
3	l'employé(e)	employee
4	l'employeur	employer
5	gagner	to earn, win
6	l'idée (f)	idea
7	le journal	newspaper
8	la livre (sterling)	pound (sterling)
9	mettre de l'argent de côté	to save money
10	le patron; la patronne	boss
11	le petit job	part-time job
12	recevoir	to receive
13	varié	varied
14	à peine	scarcely
15	assis	sitting
14	le débouché	job prospect/opportunity
15	debout	standing
16	disponible	available
17	élargir	to widen
18	l'entreprise (f)	firm, enterprise
19	l'entretien (m)	interview
20	l'outil (m)	tool
21	venir de	to have just
22	la croisière	cruise



Foundation Writing Survival Kit (Photo Card/40 Word/90 Word)

Q1 Photo Card Writing

- Il y a un/une ...** – There is a ...
- Il y a des personnes** – There are people
- Il y a des adultes** – There are adults
- Il y a des enfants** – There are children
- Il y a des arbres** – There are trees
- Il fait beau** – It is nice weather
- Il fait mauvais** – It is bad weather

Q2 40-word Essay

- | | |
|---|---|
| Je suis – I am | Je joue – I play/I am playing |
| Ils sont – They are; sont - are | Je regarde – I watch/I am watching |
| Il/elle est – He/She is; est - is | Je reste – I stay/I am staying |
| J'ai – I have | Je visite – I visit/I am visiting |
| Je mange – I eat/I am eating | Je fais – I do / I am doing |
| Je bois – I drink /I am drinking | Je peux – I can |
| Je vais – I go/I am going | On peut – You can |

Q3 90-word Essay

	Past	Future / Conditional
to eat	j'ai mangé	je vais/je voudrais manger
to drink	j'ai bu	je vais/je voudrais boire
to go	je suis allé(e)	je vais/je voudrais aller
to play	j'ai joué	je vais/je voudrais jouer
to watch	j'ai regardé	je vais/je voudrais regarder
to stay	je suis resté(e)	je vais/je voudrais rester
to visit	j'ai visité	je vais/je voudrais visiter
to see	j'ai vu	je vais/je voudrais voir
to do	j'ai fait	je vais/je voudrais faire
it was/it is	c'était	ça sera / ça serait
there is/will be	il y avait	il y aura / il y aurait

Opinions & Reasons

- | | |
|--|----------------------------------|
| à mon avis – in my opinion | je déteste – I hate |
| à mes yeux – in my eyes | j'adore – I love |
| je pense que c'est – I find that it's | car - because |
| je trouve ça – I find that | parce que - because |
| j'aime – I like | puisque - because |
| je n'aime pas – I don't like | étant donné que - because |

Time Markers/Time Phrases

- | | |
|-------------------------------------|--|
| normalement – normally | la semaine dernière – last week |
| d'habitude – usually | la semaine prochaine – next week |
| le matin – in the morning | le week-end dernier – last weekend |
| le soir – in the evening | le week-end prochain – next weekend |
| le week-end – at the weekend | l'année dernière – last year |
| toujours – always | l'année prochaine – next year |
| tous les jours – every day | |

Adjectives

- | | |
|----------------------------------|-------------------------------------|
| c'est - it is | utile – useful |
| c'était – it was | difficile – difficult |
| pratique - practical | facile – easy |
| amusant - funny | monotone – boring |
| sensass - sensational | affreux – awful |
| relaxant - relaxing | c'est dommage – it's a shame |
| motivant – motivating | |
| intéressant – interesting | |

Answering a bullet point

- concernant** - – concerning
- CHANGE ton/ta/tes** → to mon/ma/mes
- CHANGE votre/vos** → to mon/ma/mes

Higher Writing Survival Kit (150 word essays)

Answering a bullet point

concernant - – concerning
CHANGE ton/ta/tes → to mon/ma/mes
CHANGE votre/vos → to mon/ma/mes

Opinions & Reasons

à mon avis – In my opinion
à mes yeux – In my eyes
je pense que c'est – I find that it's
je trouve ça – I find that
j'apprécie ça – I appreciate that
car / parce que / puisque / étant donné que - because

Time Markers

normalement – normally
la semaine dernière – last week
récemment – last weekend
l'année dernière – last year
l'année prochaine – next year
concernant mes projets pour l'avenir – concerning my future plans

Key Higher Tenses

Imperfect – I used to...	Simple Future – I will...	Conditional – I would...
j'allais	j'irai	j'irais
je faisais	je ferai	je ferais
je regardais	je regarderai	je regarderais
je jouais	je jouerai	je jouerais
je visitais	je visiterai	je visiterais
j'habitais	j'habiterai	j'habiterais
je mangeais	je mangerai	je mangerais
je restais	je resterai	je resterais
c'était	ça sera	ça serait
il y avait	il y aura	il y aurait

Verb Phrases (take infinitive verbs)

j'ai décidé d'aller – I decided to go
j'ai continué à – I continued to
j'ai essayé de – I tried to
j'ai choisi de – I chose to
je viens d'aller – I have just been

Adjectives

*remember to agree the adjective when describing something masculine/feminine/plural

utile – useful
difficile – difficult
facile – easy
monotone – boring
affreux – awful
pratique - practical
amusant - funny
sensass - sensational
relaxant – relaxing
intéressant – interesting
motivant – motivating
le meilleur – the best
le pire – the worst

Star Phrases

- **qui s'appelle** – which / who is called
- **où** - where
- **après avoir fait ça** - after having done that
- **j'aime ça** - I like it
- **pour que je puisse** – so that I can
- **bien qu'il y ait** – although there is
- **autant que je sache** - as far as I know
- **ce que je préfère c'est** - what I prefer is
- **il faut que je dise que** - I must say that
- **même si j'aurais préféré aller...** –even if I would have preferred to go ...
- **quand je serai plus âgé(e) je voudrais ...** - when I am older, I would like
- **si c'était possible, je voudrais...** - if it were possible, I would like...
- **soit.... soit.....** – either...or
- **quelle surprise** – what a surprise!
- **quelle bonne idée!** – what a good idea!
- **quel désastre!** – what a disaster!
- **il faut que je sois honnête..** I must be honest...
- **je suis sans voix!** – I'm speechless!

Essential Tenses

Infinitive	Present	Past	Near future	Future	Conditional
Jouer to play	je joue	j'ai joué	je vais jouer	je jouerai	je jouerais
Regarder to watch	je regarde	j'ai regardé	je vais regarder	je regarderai	je regarderais
Manger to eat	je mange	j'ai mangé	je vais manger	je mangerai	je mangerais
Faire to do	je fais	j'ai fait	je vais faire	je ferai	je ferais
Boire to drink	je bois	j'ai bu	je vais boire	je boirai	je boirais
Aller to go	je vais	je suis allé / allée	je vais aller	j'irai	j'irais
Être to be	je suis	j'ai été	je vais être	je serai	je serais
Avoir to have	j'ai	j'ai eu	je vais avoir	j'aurai	j'aurais

c'est (it is)
c'était (it was)
ce sera (it will be)
il y a (there is/are)
il y avait (there was/were)
il y aura (there will be)

NEGATIVES		
je ne	VERB (e.g. joue)	pas (I don't)
		jamais (I never)
		plus (I no longer)

Opinions

J'aime / je n'aime pas	I like / I don't like
J'adore / je déteste	I love / I hate
Je préfère	I prefer
À mon avis	In my opinion
À mes yeux	In my eyes
Je crois que	I believe that
Je trouve ça	I find that
Selon moi	According to me

Star Phrases

Après avoir fait ça	After having done that
J'aime ça	I like it
Bien qu'il y ait	Although there is
Autant que je sache	As far as I know
Ce que je préfère c'est	What I prefer, is...
Je dois dire que...	I must say that...
Si c'était possible je voudrais	If it were possible I would like to
Soit... soit...	Either... or...
Il faut que je sois honnête	I must say that
Même si j'aurais préféré aller	Even if I would have preferred to go...

Time Phrases

hier (yesterday) hier soir (yesterday evening) le week-end dernier (last weekend) la semaine dernière (last week) l'année dernière (last year) il y a deux jours (two days ago) récemment (recently)	aujourd'hui (today) souvent (often) d'habitude (normally) une fois par jour (once a day) quelquefois (sometimes) de temps en temps (from time to time)	demain (tomorrow) le weekend prochain (next weekend) la semaine prochaine (next week) l'année prochaine (next year) à l'avenir (in the future)
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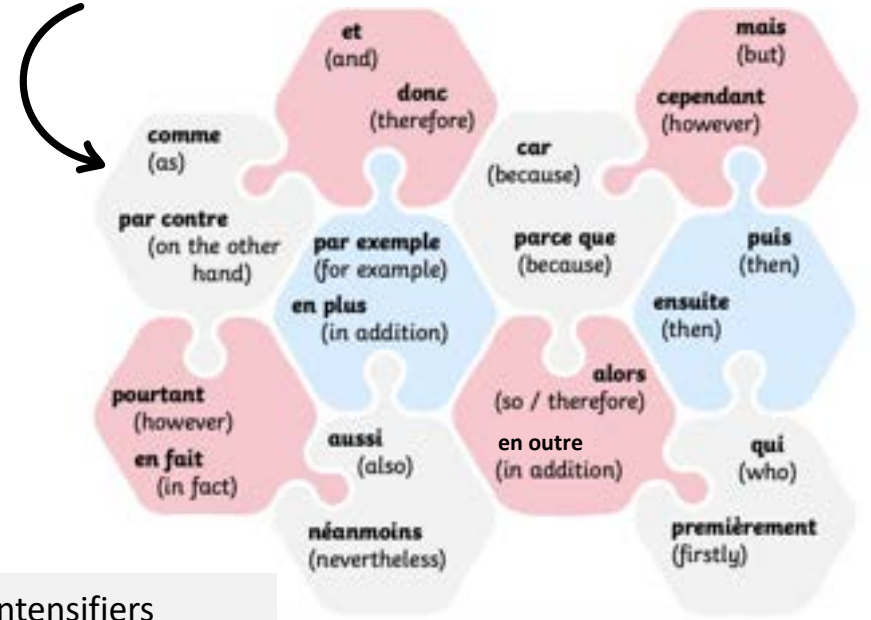
ADJECTIFS POSITIFS

English	Masc. (sing.)	Fem. (sing.)
fabuleux	fabuleux	fabuleuse
cute	mignon	mignonne
adorable	adorable	adorable
beautiful	beau	belle
unbelievable	incroyable	incroyable
fascinating	fascinant	fascinante
amazing	extraordinaire	extraordinaire
fun	marrant	marrante
marvellous	merveilleux	merveilleuse
exciting	passionnant	passionnante
pleasant	plaisant	plaisante
funny	rigolo	rigolote
delightful	jubilatoire	jubilatoire
stylish	chic	chic
surprising	étonnant	étonnante
thrilling	palpitant	palpitante
tasty	savoureux	savoureuse
delicious	délicieux	délicieuse

ADJECTIFS NÉGATIFS

English	Masc. (sing.)	Fem. (sing.)
bad	mauvais	mauvaise
pointless	vain	vaine
useless	inutile	inutile
irritating	énervant	énervante
frustrating	frustrant	frustrante
annoying	embêtant	embêtante
disgusting	dégoûtant	dégoûtante
boring	ennuyeux	ennuyeuse
terrible	épouvantable	épouvantable
gruesome	funeste	funeste
offensive	grossier	grossière
pathetic	minable	minable
tiring	fatigant	fatigante
weird	bizarre	bizarre
strange	étrange	étrange
stupid	bête	bête
depressing	déprimant	déprimante
scary	effrayant	effrayante

Connectives



Intensifiers





Photo card:

How to answer: Q1: qu'est-ce qu'il y a sur la photo?
(what is in the photo?)



APALMOW

ABOUT

Il s'agit de	It is about
La photo est sur	The photo is about
la famille et des amis	family and friends
la technologie	technology
le temps libre	free time
la vie saine	healthy eating
les fêtes et traditions	festivals and traditions
la région locale	local region
les problèmes sociaux	social issues
l'environnement	the environment
les vacances	holidays
l'éducation	education
le travail	work

PEOPLE

Sur la photo il y a ...	in the photo there
personnes	are ... people
il y a un homme	there
is a man	
il y a une femme	there
is a woman	
il y a des enfants	there
are children	
il y a un groupe d'amis	there is a group of

LOCATION

Je pense que	I think that
ils/elles sont	they are
La photo était prise	the photo was taken
à l'intérieur	inside
à l'extérieur	outside
a la maison	at home
dans la cuisine	in the kitchen

ACTIONS

il/elle est en train de	he/she is in the process of
...
ils/elles sont en train de ...	they are in the process of
...
il/elle vient de ...	he/she has just ...
ils/elles viennent de	they have just
il/elle va	he/she is going to ...
ils/elles vont	they are going to ...
poser pour la photo	posing for the photo
s'amuser	having fun
parler	talking
discuter	discussing
sourire	smiling
rire	laughing
se disputer	arguing
travailler	working
jouer	playing
cuisiner	cooking
manger	eating
travailler	working
célébrer	celebrating
étudier	studying

dans le centre ville	in the town
à un mariage	at a wedding
en vacances	on holiday
au travail	at work
au collège	at school
à une fête	at a party
au parc	at the park
à la plage	at the beach

MOOD

à mon avis	In my opinion
Il/elle est	he/she is
Ils/elles sont	they are
content(e)(s)	happy
triste(s)	sad
calme(s)	calm
agacé(e)(s)	annoyed

OPINION

à mon avis	in my opinion
c'est important de	it's important to
c'est intéressant de	it's interesting to
c'est nécessaire de	it's necessary to
c'est vital de	it's vital to
j'imagine que	I imagine that
je suppose que	I suppose that
car	because

WEATHER

à mes yeux	in my eyes
il fait beau	it's nice weather
il fait mauvais	it's bad weather
c'est l'été	it's summer
c'est l'hiver	it's winter
car il / elle porte	because he / she is wearing
car ils / elles portent	because they are wearing
une veste / un short / un tee-shirt	a jacket / shorts / a t-shirt

Art

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Developing ideas (artist 1)
2. Creating a response
3. Reflecting and evaluating your outcomes

AUT 2:

4. Developing ideas (artist 2)
5. Creating a response
6. Design idea planning
7. Experimentation/development
8. Realisation of ideas



ARENA ACADEMY



ARENA ACADEMY

Art Learning Journey



Apprenticeship:
• Fashion and textiles pattern cutter
• Storyboard artist
• Photographic assistant

Art exam
Hand in all work

Idea 1&2

Development and experimentation

- Illustration
- Fine Art
- Photography
- Graphic Design

A Level:

University:

Visual Communication

Theatre Design

Critical study 2: develop

Critical Study 2: research and analysis

Critical Study 1: develop

Critical Study 1: research and analysis

Visual Research

Moodboard

Photography

Wet media

Relief study/mixed media

Stencilling

Activist art

Collage

Respond: mind map

Issue based

Cultural Art

Texture: visual and actual

Collage

family blending

colour

Observational drawing

Mask design

Pattern design

Positive and negative space

Colour theory

Tone/form – value, contours

Relief/making

Observational drawing – still life

Exploring line types and use

Describe and illustrate

Art department!

Induction days

WELCOME!

Visual Elements

Abstraction/Realism

Contemporary artists

Inspired response

Observation of chosen hero

Angled heads

Heroes

Observational study - pastels

Mixed media study

Polyblock printing: reduction

collage

Pattern design

Fragmentation and viewpoint

Proportion/symmetry

Portraiture

Contemporary Architecture

Acrylic paint: monochrome

Cubism Compare/contrast

Observational drawing

Tone and contours

Visual Elements

Abstraction/Realism

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Mixed media study

Polyblock printing: reduction

collage

Pattern design

Fragmentation and viewpoint

Proportion/symmetry

Portraiture

Contemporary Architecture

Acrylic paint: monochrome

Cubism Compare/contrast

Observational drawing

Tone and contours

MIND MAPPING: IDEAS PRESENTED AROUND YOUR THEME

TOPIC/THEME
IN THE CENTER OF THE PAGE, USE IMAGES AND TEXT TO REPRESENT YOUR CHOSEN THEME.

BRANCHES
KEY THEMES, ADD TO EACH MAIN BRANCH BY ADDING OTHER BRANCHES



KEYWORDS

EACH BRANCH REPRESENTS A KEY IDEA, ONE WORD PER BRANCH, ONE WORD CREATES MORE ASSOCIATIONS

COLOR CODING
ALLOWS YOU TO CATEGORISE, MAKES YOUR WORK LOOK MORE APPEALING.

INCLUDE IMAGES
COMMUNICATES MORE THAN WORDS, PROCESSED INSTANTLY, VISUAL STIMULI

MOODBOARD: COLLAGE IDEAS USING COLLECTED IMAGES

CONSIDER YOUR THEME
ARE YOU COLLECTING IMAGES FOR A THEME OR OF AN ARTIST'S WORK?

SOURCES
WHEN RESEARCHING A THEME, COLLECT IMAGES, PHOTOS, WALLPAPER SAMPLES, MAGAZINE CLIPPINGS, LETTERING ETC. WHEN RESEARCHING AN ARTIST (ENSURE ALL THE IMAGES ARE RELEVANT)



PRESENTATION

PULL IT ALL TOGETHER BY STICKING TO A PARTICULAR STYLE AND/OR COLOR SCHEME. USE DAFOUNT FOR YOUR TITLES

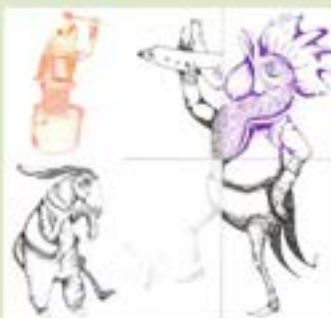
FILL THE SPACE
YOUR MOODBOARD WILL DIRECTLY LINK TO THE DEVELOPMENT OF YOUR PROJECT
FILL ANY EMPTY SPACE WITH ANNOTATION AND SKETCHES
DON'T LIMIT YOURSELF
EVEN IF IT DOESN'T LINK TO YOUR STARTING POINT IT MAY RELATE TO YOUR THEME. ADD ANNOTATIONS AND SKETCHES TO SHOW YOUR THOUGHT PROCESS.

ARTIST RESEARCH: SHOW YOUR UNDERSTANDING

BIOGRAPHICAL INFO
BIRTH, DEATH, STYLE, EDUCATION, IMPORTANT WORKS
SOCIAL, HISTORICAL, ECONOMIC INFLUENCES
WHAT WAS HAPPENING AT THE TIME? WAS THE WORK IN RESPONSE TO ANYTHING?

COLLECTED IMAGES
MOODBOARD - ANNOTATION YOUR THOUGHTS

COPIED IMAGES
SHOW YOUR UNDERSTANDING BY REPRODUCING EXAMPLES OF THEIR WORK.



ANALYSING ARTWORK

ANALYSE ARTISTS AND YOUR OWN WORK USING FORM, CONTENT, PROCESS, MOOD, NEXT STEPS

IN THE STYLE OF
CREATE YOUR OWN VERSION OF THE ARTIST'S WORK. YOU SHOULD WORK IN THE STYLE OF THE ARTIST WORK WITH YOUR OWN IMAGERY.

ARTISTIC INFLUENCES
WHO INFLUENCED THEIR WORK? DID THEIR WORK INFLUENCE ANYONE ELSE?

WHAT IS YOUR VIEW/OPINION OF THE WORK AT FIRST GLANCE.

Analysing Art & Design Work

CONTENT

(Looking at the subject of the work)

- What is the work about?
- Is the work realistic/abstract/surreal? Explain how this impacts the viewer.
- Have any parts been exaggerated or distorted? If so, why/how?
- Are there any recurring features within the artist work? Describe.
- What is the theme of the work?
- What message does the work communicate?

PROCESS

(How has the work been made and developed)

- What media/materials/tools has the artist used? What is the evidence for this?
- How has the artist communicated their decision making/creative journey/ narrative?
- How has the work been made?

MOOD

(Looking at the communication of moods and feelings)

- How does the work make you feel? Explain.
- Does the colour, texture, form, theme, composition affect your mood?
- Does the work reminisce about a dream or your past in any way. Explain.

NEXT STEPS

(How are you going to use this knowledge to develop your own work?)

- How will you develop your work in response?
- What features will you try to replicate?

Key Terms

Proportion
Composition
Accuracy
Quality of Line
Weight of Line
Tone
Tint
Shading
Depth
Definition
Mark-Making
Circular Motion
Smooth Transition
Style
Aesthetics
Genre
Flair
Power
Association
Abstract
Figurative
Layering
Characterful
Sense
Continuous Line
Narrative

MEDIA	BEST PRACTICE
COLOURED PENCILS	<ul style="list-style-type: none"> • APPLY USING A SOFT CIRCULAR MOTION • START WITH THE LIGHTEST COLOURS AND BUILD UP COLOUR/TONE • ANALOGUE COLOURS ADD DEPTH • COMPLEMENTARY COLOURS ADD DEFINITION • A SHARP PENCIL WILL CREATE A CRISP FINISH • AVOID APPLYING A THICK STROPY LINE OF TONE, BLUR IT BY APPLYING SOFT PRESSURE ON THE EDGE
WATERCOLOUR	<ul style="list-style-type: none"> • MIX YOUR OWN VARIATIONS OF COLOUR INSTEAD OF USING THEM STRAIGHT OUT OF THE PALETTE • AVOID ADDING TOO MUCH WATER TO YOUR PAINT OR THE PAPER WILL START TO BUBBLE/WAVE • APPLY COLOUR IN LAYERS TO BUILD UP TONE • TO BLEND COLOURS ON THE PAGE WORK QUICKLY AND PLACE WET NEXT TO WET • WHEN YOU WANT COLOUR TO STAY SEPARATE MAKE SURE YOU DON'T APPLY WET NEXT TO WET • CONSIDER LAYERING MARK-MAKING ON TOP OF DRY LAYERS TO ADD INTEREST • CHANGE YOUR WATER REGULARLY TO AVOID CROSS CONTAMINATION
COLLAGE	<ul style="list-style-type: none"> • RIP OR CUT (NOT BOTH) • USE SMALL PIECES OR USE THE TRACE AND CUT METHOD FOR WHOLE SECTIONS • OVERLAP TO AVOID LEAVING GAPS • USE A VARIETY OF TONES TO MAKE YOUR WORK LOOK MORE INTERESTING • APPLY THE PAPER RIGHT UP TO THE DRAWN LINE TO CREATE A CRISP EDGE
ACRYLIC PAINT	<ul style="list-style-type: none"> • MIX YOUR OWN COLOURS INSTEAD OF USING THEM STRAIGHT OUT OF THE TUB • ADD COMPLEMENTARY COLOURS TO DARKEN YOUR PAINT AND SHOW SHADOWS • ADD WHITE TO YOUR PAINT TO SHOW HIGHLIGHTS • CONSIDER HOW ELEMENTS WITHIN THE IMAGE IMPACT ON EACH OTHER • FOREGROUND IS LIGHTER, BACKGROUND IS DARKER
TONAL PENCILS	<ul style="list-style-type: none"> • KNOW YOUR PENCILS- B= SOFT AND DARK LINE (THE HIGHER THE NUMBER THE SOFTER AND DARKER THEY ARE) • H= HARD PENCILS CREATE A THIN, LIGHT LINE (THE HIGHER THE NUMBER THE HARDER AND LIGHTER THEY ARE) • REST YOUR HAND ON A PAPER TOWEL TO AVOID SMUDGING • MAKE SURE YOUR WORK TRANSITIONS SMOOTHER FROM LIGHT TO DARK • USE A SOFT CIRCULAR MOTION AND BUILD UP TONE GRADUALLY
OIL PASTELS	<ul style="list-style-type: none"> • START WITH THE LIGHTEST COLOURS • PRESS ON HEAVY TO APPLY A STRONG COVERAGE • BLEND COLOURS TOGETHER BY SLIGHTLY OVERLAPPING • BE GESTURAL WITH THE MARKS YOU APPLY
INKPEN	<ul style="list-style-type: none"> • WORK FROM LEFT TO RIGHT OR RIGHT TO LEFT IF YOU ARE LEFT HANDED TO AVOID SMUDGING • USE A PAPER TOWEL TO SOUP ANY EXCESS INK OF THE PEN • WORK QUICKLY TO AVOID LETTING TOO MUCH INK COLLECT ON THE PAGE • EXPERIMENT WITH THICKNESS OF LINE AND MARK-MAKING TECHNIQUES

COLOUR THEORY

PRIMARY= RED, YELLOW, BLUE	ANALOGUE COLOURS= NEXT TO EACH OTHER
SECONDARY= PRIMARY + PRIMARY	COMPLEMENTARY= OPPOSITE
TERTIARY= SECONDARY + PRIMARY	MONOCHROMATIC= SHADES, TONES & TINTS OF ONE COLOUR
SHADES= ADD BLACK	WUE= THE PRESENT
TINT= ADD WHITE	WARM= RED, ORANGE, YELLOW COOL= BLUE, GREEN, PURPLE



MEDIA	THE SUBSTANCE AN ARTIST USES TO CREATE ART E.G. COLLAGE, COLOURED PENCILS, ACRYLIC PAINT ETC.
MATERIALS	THE SAME AS MEDIA BUT CAN ALSO REFER TO WHAT THE ART WORK IS CREATED ON E.G. CANVAS, PAPER, CLAY.
TECHNIQUES	THE METHOD USED TO COMPLETE THE ART WORK, CAN BE GENERIC SUCH AS PAINTING, OR MORE FOCUSED SUCH AS BLENDING.
PROCESSES	THE METHOD USED TO CREATE ARTWORK THAT USUALLY FOLLOWS A RANGE OF STEPS RATHER THAN JUST ONE SKILL.

METHODS OF RECORDING

OBSERVATIONAL DRAWING	DRAWING FROM LOOKING AT IMAGES OR OBJECTS
FIRST HAND OBSERVATION	DRAWINGS MADE FROM OBJECTS DIRECTLY IN FRONT OF YOU
SECOND HAND OBSERVATIONS	DRAWING FROM LOOKING AT IMAGES
PHOTOGRAPHS	USING A CAMERA OR SMARTPHONE TO RECORD IMAGES- ARE CLASSED AS FIRST HAND OBSERVATIONS
SKETCHES	BASIC SKETCHES AND DOODLES CAN ACT AS A STARTING POINT, AID IN DEVELOPING AN IDEA OR HELP YOU PLAN OUT COMPOSITIONS

STAGES OF DRAWING

BASIC SHAPES > ACCURATE SHAPES > DETAIL > TONE

ANNOTATION

- ★ DESCRIBES WRITING NOTES, USING IMAGES AND EXPLAINING YOUR THOUGHTS TO SHOW THE DEVELOPMENT OF YOUR WORK.

STEP 1: DESCRIBE

- WHAT IS THIS AN IMAGE OF?
- WHAT HAVE YOU DONE?
- WHAT WAS THE PURPOSE OF THE PIECE FOR?

STEP 2: EXPLAIN

- HOW WAS THIS WORK MADE?
- HOW DID YOU PRODUCE PARTICULAR EFFECTS?
- HOW DID YOU DECIDE ON COMPOSITION?

STEP 3: REFLECT

- WHY DID YOU USE THESE SPECIFIC METHODS?
- WHY ARE SOME AREAS BETTER THAN OTHERS?
- WHY MIGHT YOU DO THINGS DIFFERENTLY NEXT TIME?
- HOW WILL YOUR WORK DEVELOP IN RESPONSE?

APPLY TONE TO CREATE A GRADUAL TRANSITION FROM DARK TO LIGHT:



- ★ PRODUCE A RANGE OF TONES BY VARYING THE PRESSURE AND LAYERING
- ★ CONSIDER USING SOFTER PENCILS FOR DARKER SHADES
- ★ APPLY TONE USING A SOFT CIRCULAR MOTION TO CREATE A SMOOTH COVERAGE
- ★ ADD DETAIL/INTEREST BY APPLYING TONE USING MARK-MAKING TECHNIQUES

ALTERNATIVE TECHNIQUES TO ADD TONE:



CROSS-HATCHING



HATCHING



CONTOUR LINES



STIPPLING



SCRIBBLE LINES



PATTERN

FORMAL ELEMENTS

FORM



Form is a three dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms. In 2D artworks, tone and perspective can be used to create an illusion of form.

SHAPE



A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either geometric, like a circle, square or triangle, or irregular. When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as negative space.

COLOUR



Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours. Two primary colours mixed together make a secondary colour. Tertiary colours are created by mixing a primary colour and the secondary colour next to it on the colour wheel.

PATTERN



A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements. Patterns can be man-made, like a design on fabric, or natural, such as the markings on animal fur.

ZONE

This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. There is a range of tones in between the highlights and shadows.

LINE



Line can be used to show many different qualities, such as:

- Contours - showing the shape and form of something
- Feelings or expressions - a short, hard line gives a different feeling to a more flowing one
- Movements

TEXTURE



This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture. Actual texture really exists, so you can feel it or touch it. Visual texture is created using marks to represent actual texture.

A ROUGH	VISUAL OR MAQUETTE	FINAL PIECE
A BASIC SKETCH OF A FINAL IDEA	A SMALL IMAGE OR MODEL CREATED IN SELECTED MATERIALS (USUALLY SMALLER IN SCALE THAN INTENDED)	AN IMAGE OR SCULPTURE THAT IS THE END PRODUCT OF YOUR PROJECT/ JOURNEY, PULLING ALL PREP WORK TOGETHER

COMPOSITIONAL LAYOUTS:



RULE OF THIRDS



LEADING LINES



BALANCED ELEMENTS



CROP

Performing Arts: Music/Drama

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

Drama/Music

1. Exploring a brief
2. Physical theatre
3. Intention
4. Tonality

AUT 2:

Drama/Music

7. Application of knowledge to Unit 2
8. Refinement of initial work
9. Rehearsal logs
10. Evaluation



Apprenticeship: in music performance, and production, and games art.



PERFORMING ARTS - Music Learning Journey

Rehearsal logs



A Level Music

BTEC Music Diploma

GCSE results day

Presentational skills

Unit 1 and 2 retrieval and gap filling

Unit 3

Responding to a brief

Unit 2

Intention

Tonality

11 YEAR

Create and refine original work

Feedback

Vocal projection

Learning Unit 1

End of Year 10 Assessment

Responding to a brief

Unit 1

Content

Unit 1

Solo Performance

Stage Presence

Styles/Genres

Practitioners

Evaluation

Target Audience

Ensemble

Rehearsal techniques

Song structure

Performance Techniques

Compositional Techniques

Planning using storyboards

Independent Music Research Project

Introduction to logic (DAW)

Responding to a stimulus/brief

Soundtracks

Sound effects/Midkey Mousing

Battle of the Bands

Careers in music

Practitioners

End of Year 9 Assessment

9 YEAR

Leitmotif

End of Year 8 Assessment

Riffs

Ensemble performance

Remix

Composition techniques

Film Music

Leitmotif

End of Year 8 Assessment

Lyrics

Hooks and riffs

Practitioners

End of Year 9 Assessment

9 YEAR

Soundtracks

Sound effects/Midkey Mousing

Lyrics

Hooks and riffs

Practitioners

End of Year 9 Assessment

Audience and stage presence

9 YEAR

End of Year 8 Assessment

Lyrics

Hooks and riffs

Practitioners

End of Year 9 Assessment

Singing and ensemble vocal work

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Polyrhythms

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Singing in unison and harmony

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Ensemble skills

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Playing techniques

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Melody/Harmony

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Pitch

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Communication

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Confidence

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Baseline Assessment

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Visit Arena Academy PA Department

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Introduction and building bricks of music

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

World Music features

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Reggae Blues Latin/Samba Indian

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Themes and Variations

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

Introduction and building bricks of music

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS

World Music features

8 YEAR

End of Year 7 assessment

World Music features

Reggae Blues Latin/Samba Indian

Themes and Variations

End of Year 6 SATS



ARENA ACADEMY



CORE



Education Trust

GCSE Physical Education

Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1:

1. Media in sport
2. Sponsorship
3. Ethical issues

SPR 2:

4. Participation
5. commercialisation



ARENA
ACADEMY

Health & Social Care, P.E,
Physics, Chemistry, Biology



G.C.S.E.P.E
Learning Journey

Qualitative & Quantitative → Analyse & evaluate data



Components of fitness recap

AQA
Practical moderation

Chapter 7 – Use of data

Somatotypes



Ectomorph
Endomorph
Mesomorph

Sedentary lifestyle

Mental health & well-being

Chapter 6 – Health & Fitness

Social health & well-being

Physical health & well-being

Lever systems recap



Drugs in sport

Ethical issues

Barriers to participation
Women
Ethnicity
Disability

Chapter 5 – Socio-cultural influences

Arousal

Personality types

Golden Triangle

11
YEAR

11
YEAR

Chapter 4 – Sports psychology

Types of feedback

Basic model of information processing

Classification of skills

AQA

Lever systems

Analysis of selected movements

Push ups
Throw in
Running

Planes & Axis

Chapter 2 – Movement Analysis

Components of fitness

Fitness testing



Principles of training

Chapter 3 – Physical Training

Types of training

Major muscles

Chapter 1 – Applied anatomy & physiology



Respiratory system

Structure of the heart

Aerobic & Anaerobic

Functions of the skeleton

Structure of the skeleton

10
YEAR

10
YEAR

Commercialisation of sport

Sport is increasingly managed and marketed to make money. The media, including Sky Sports, is now a significant influence on modern sport.

Athletes and performers are seen as commodities that can be bought and sold.

Making money from sport depends on the so-called golden triangle, i.e. the link between the sports, media and sponsorship.



The role of the media in sport

Inform

Educate

Entertain

With high-profile events and sportspeople, the media creates role models and villains. It tends to create a culture of competition and increased hype and pressure.

This media engagement generates vast amounts of money through the sponsorship of:

- › clubs
- › competitions
- › events
- › individuals.

Sportsmanship

Playing in the spirit of the game.

Gamesmanship

Bending the rules to gain an advantage.

Ethical issues

With the increase in money and exposure comes increased pressure on the athletes to stay on top of their game.

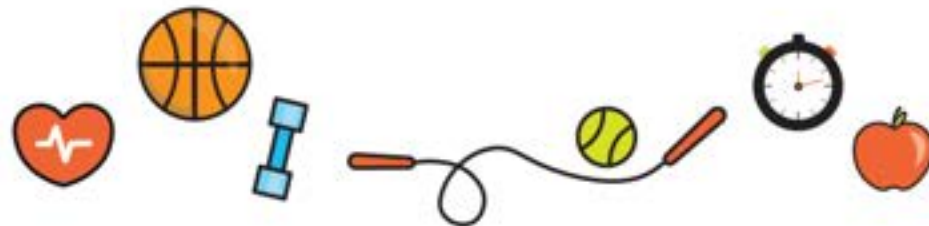
Sport, like all institutions, requires participants to stick to a set of written and unwritten rules.

Participants are expected to behave responsibly to ensure respect and fair play as well as safety.

There are shared social values that all are expected to adhere to. Unfortunately, due to the pressures of elite sport this is not always the case. Sportspeople often bend the rules or even cheat to try to gain an advantage.

Deviance occurs when anyone behaves in a way that knowingly breaks the rules or ethics of the sport. This behaviour can take many different forms, including:

- › violence
- › bribery
- › taking performance enhancing drugs.



Sport and physical activity are provided for at both local and national level.

Participation in sport

Participation in sport is influenced by many social factors, such as:

- » family
- » gender
- » society
- » peers
- » cost
- » access
- » role models.

These factors may also create barriers to participation.

It is important not to stereotype individuals based on social factors.

Understanding the impact of social factors can help improve opportunities to participation.

Understanding how and why certain groups participate in sport and the barriers to participation can help tackle some of existing inequalities.

Public, private and voluntary sectors all provide sports facilities and opportunities.

Provision of sport

Sport is provided for by many agencies, such as public and private sector gyms and leisure centres, schools, and local and national clubs.

Public sector facilities are paid for by local and national government and/or lottery funding.

Private sector facilities are run by companies to make a profit – these are often member-only clubs.

All providers will look to target specific groups in society, either for profit, health, and engagement or both.

There are lots of target groups in areas such as:

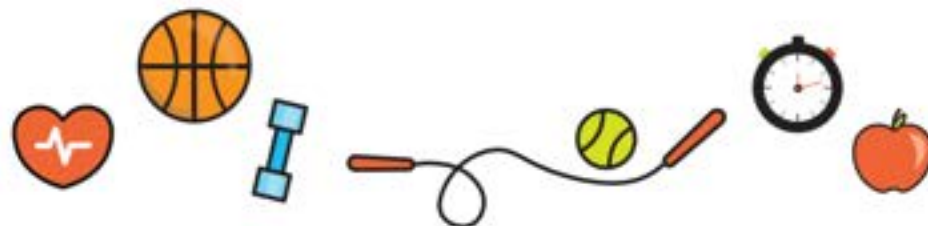
- » gender
- » race
- » disability
- » socio-economic.

There are different strategies and campaigns that are used to encourage participation in the target groups.

School PE and sports programmes are also significant.

Benefits of physical education and sport at school:

- » Better at physical activity (physical literacy)
- » Knowledge and skills to continue to engage in activities
- » More motivated and enthused about participation
- » Physical, mental, emotional, and social health benefits
- » Encourages lifelong participation
- » Cross school benefits – increased self-confidence and improvements in academic attainment



Design Technology

Photography

Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1:

1. Refinement of sub theme introductory aspects
2. Analysis of critical sources
3. Inspired photoshoots

SPR 2:

4. Further critical studies
5. Editing and development
6. Idea planning
7. Generating a response
8. Final response

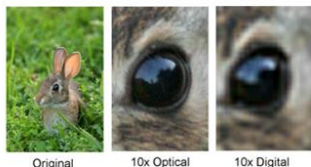


Help sheet Camera Functions

You can improve the quality of your images by selecting and experimenting with camera functions. You can find these by pressing 'MENU' or 'SET'.

You can find the camera manual online-search for '**casio exilim EX-Z335 manual**'

- **Zoom (optical/digital):** Optical zoom produces a higher quality image than digital zoom. Optical zoom operates using the slider on the shutter button, push this twice to the right to use digital zoom.



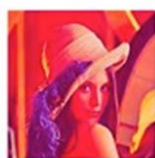
- **ISO (100/200/400/800/1600):** You can choose how sensitive the camera is to light. A high ISO will produce a lighter/brighter image but with more noise, whereas a lower ISO might be sharper but darker.



- **Adjustments to lighting/colour/contrast/sharpness:** Enhance and refine your images!

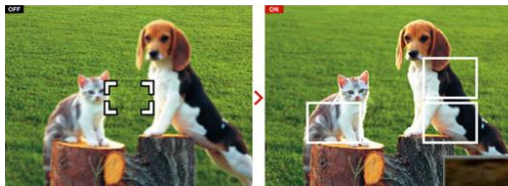


low saturation



high saturation

- **Focus Area (intelligent/spot/multi/tracking):** Be specific about which part of the image you want in focus (sharp) and use the right setting to achieve it!



intelligent focus

spot focus



tracking focus

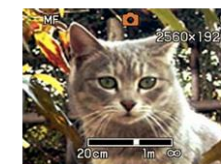
- **Focus (manual/auto/macro/pan/infinity):** Select the right focus mode for your subject! To use manual focus, select MF from the menu and then use the arrow buttons to focus.



macro focus

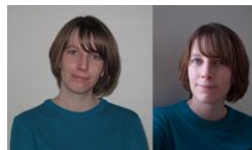


infinity focus



manual focus

- **Flash (on/off/soft/auto):** flash can be used to illuminate a scene, capture moving objects and change the light quality. See how flash affects atmosphere and focus.



no flash

flash

- **Exposure value (-2.0 to + 2.0):** These are settings that alter the lighting and are built in to the camera. They are worth using to achieve optimum exposure more easily and in unusual light conditions.



over exposed under exposed correct exposure

- **Metering (multi/centre-weighted/spot):** this setting determines which part of the image is used for metering (balancing) the light in the image.



centre weighted – safer option, tends to use centre of image to balance the light, good contrast

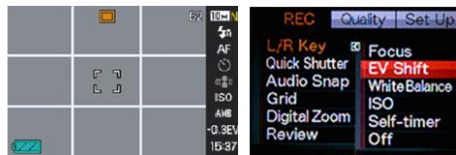


spot – uses focus area to balance the light



multi – evaluates whole image to balance the light

- **Grid:** Use this on-screen rule of thirds grid to help you compose harmonious shots.





Taught Techniques Help sheet:

- **Lighting:** can affect atmosphere, emotion and give contextual clues.



soft harsh directional colour shadow/silhouette

- **Visual elements:** useful in creating a well balanced image and in abstract photography.



line colour shape pattern tone texture form

- **Odd numbers:** capturing odd numbers creates a harmonious image.



- **Rule of thirds:** position subjects on the lines or where they cross for good balance.



- **Symmetry:** create a striking image using reflection and symmetry.



- **Depth of field:** capture the fore ground, back ground or middle ground in focus and blur out the remaining image to direct the viewer's attention to a particular point or highlight certain areas.



fore ground focus middle ground focus back ground focus

- **Space and composition:** consider the framing of your shot and use of space!

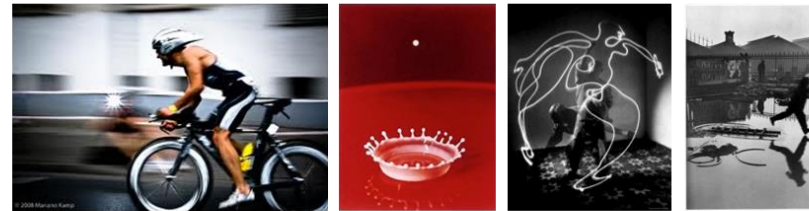


- **Angle, viewpoint & crop:** use these to create dynamic images and suggest narrative.



camera rotation low angle high angle in camera crop

- **Movement:** experiment with shutter speeds to capture/imply movement.



- **Looking and seeing:** Remember to question what an image really represents and that different viewers may interpret images in a personal way. How does knowing contextual information about an image affect what it means to us?



Photography Literacy Mat

MANUAL PHOTOGRAPHY CHEAT SHEET

EXPOSURE
 JUST RIGHT
 UNDEREXPOSED
 OVEREXPOSED

APERTURE
 SHALLOW DEPTH OF FIELD
 DEEP DEPTH OF FIELD

SHUTTER SPEED
 SLOW
 FAST

ISO
 LIGHT SENSITIVITY

WHITE BALANCE
 AUTO FLUORESCENT WARM TUNGSTEN DAYLIGHT



Each of the three aspects of the triangle relate to light and how it enters and interacts with the camera.



MAKE SENSE OF SHOOTING MODES

- Landscape mode**
Sets aperture to maximize depth of field, but overrides other settings, see p16.
- Close-up mode**
Sets a wide aperture to blur backgrounds, but overrides other settings, see p16.
- Sports mode**
Sets a fast shutter speed to freeze action, but overrides other settings too, see p16.
- Night portrait mode**
Combines flash with a slow shutter speed, but overrides other settings, see p16.
- Flash off mode**
Fully automatic mode that ensures flash does not fire - see full details on p16.
- Automatic depth of field**
Tweaks aperture and focus to ensure key parts of picture are sharp. See p16.

Aperture
 small aperture: F32, F22, F16, F11, F8, F5.6, F4, F2.8, F2, F1.4
 large aperture

Shutter
 fast shutter speed: 1/1000, 1/500, 1/250, 1/125, 1/60, 1/30, 1/15, 1/8, 1/4, 1/2
 slow shutter speed

ISO
 low sensitivity: 50, 100, 200, 400, 800, 1600, 3200, 6400, 12800, 25600
 high sensitivity



- Full Auto**
The red/green square mode - sets all the camera settings for you automatically.
- Creative Auto**
Only found on most recent EOS SLRs. Lets you tweak aperture and exposure compensation in a guided way.
- Metered manual**
You set both aperture and shutter speed, but the camera still gives a meter reading (see p17).
- Aperture priority**
You set the aperture, and the camera then sets the shutter speed for you.
- Shutter priority (time value)**
You set the shutter speed, and the camera then sets the aperture for you.
- Program shift**
The camera picks aperture and shutter speed, but you can tweak them - see below.
- Movie mode**
Only found on the mode dial of some newer EOS models that feature HD video recording.
- Portrait mode**
Sets a wide aperture to blur backgrounds, but overrides other settings, see p16.

Key Vocabulary:

- scale
- framing
- zoom
- capture
- focus
- atmosphere
- emotion
- subject
- visual balance
- perspective
- point of view
- angle
- background/foreground
- narrative
- composition
- close up
- definition
- out of focus
- distorted
- abstract
- format
- manual
- automatic
- over/under exposed
- panoramic
- viewer
- saturation
- contrast
- cropping



Connectives

Use these when comparing and contrasting and analysing images

- Furthermore . Likewise
- Whereas . Alternatively
- Nevertheless . Therefore
- Although . As well as
- However . Similarly

Why Annotate?

- To show your **critical understanding** –What you did and why? How could you improve? (A02)
- To show your **cultural understanding**— Links to photographers/ themes/cultures. (A01)
- To show your **personal thoughts**—What do you think? What does it mean? (A04)
- To show **technical understanding**– subject knowledge and language. (A02/A03)

Sentence Starters for Annotations:

- This photo shows/displays/presents/exhibits/illustrates ...
- I feel this photo has been successful because ...
- To develop this image further I could ...
- Reflecting back on this image ...
- In contrast, this image shows ...
- My intention with this photo was ...
- I am pleased with ...
- I have tried to demonstrate ...
- In addition, this photo ...
- In comparison ...
- This photo demonstrates ...
- I could enhance the impact of this photo by ...
- The impact this photo has is created by ...
- Successful aspects of this image include ...

Annotation help!

Stage 1: Contact Sheet

Discuss general facts about your shoot:

- Where did you go to take your shots?
- What camera or camera functions did you experiment with?
- What were the challenges with your shoot?

Show your selection process by circling/highlighting selected images and cropping out parts of your thumbnail images. You could add basic annotations such as 'under exposed', 'odd numbers' etc

Stage 2: Selected Images

Discuss your reasons for choosing these images:

- Give a brief outline of the camera functions used/choices made in taking the image.
- Why do you feel this image has been successful? (this could be effective lighting, atmosphere, use of techniques etc)
- How well does the image connect with the project theme as well as more specific themes within this?
- How could you develop this image further? (think about improving the quality of the image, further shots inspired by this image and editing)

Stage 3: Edits

Present and annotate your edited images:

- How did you edit the image and why? (use screenshots to show this process)
- Do you think the edit was successful? Why? Why not?
- How has the edit affected the quality of and meaning within the image?

Specific to this lesson:

Punctuation

Comma	,
Full Stop	.
Exclamation mark	!
Capital letter	C
Apostrophe	'
Question mark	?
Speech marks	“ ”
Colon	:
Semi- colon	;
Brackets	()

Psychology

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Social influence

AUT 2:

2. Language and thought

Later on:

3. Brain and Neuroscience
4. Psychological problems

Prosocial Behaviour

Piliavin's Subway Study

Aim

To investigate how victim characteristics influence bystanderism in a natural environment.

Method

Passengers on the subway were observed to see if they would help an actor when he fell over. In one condition he had a cane, in the other, he had a bottle of alcohol

Results

Disabled - helped 90% of the time, 87% within first 70s
Drunk - helped 50% of the time, 17% within first 70s

Conclusion

In a naturalistic setting; characteristics of the victim affect likelihood of receiving help but the number of others witnessing does not affect the likelihood of people helping

- G** - sample made up of city commuters so may not reflect the behaviour of suburban people
V - participants did not know they were being observed so they didn't alter their behaviour
E - participants did not give consent, were not debriefed nor given the right to withdraw

Factors Affecting Prosocial Behaviour

Behaviour that is beneficial to another, but may not be beneficial to the helper

Dispositional Factors - to do with the individual

Similarity to Victim

The **more** a person identifies with a victim, they are **more** likely they are to help

Expertise

Those with **more** knowledge/experience are **more** likely to feel confident enough to help

Social Factors - to do with one or more others

Presence of Others

The **more** bystanders there are, the **less** likely people are to help

Cost of Helping

The **higher** the level of cost to oneself, the **less** likely they are to carry out the behaviour

Conformity

Asch's Line Study

Aim

To investigate how people respond to group pressure

Method

A naïve participant, with a group of confederates are shown a standard line and 3 comparison lines. The confederate lies about which line matches and then the naïve participant is asked.

Results

The naïve participant would give the false answer about 1/3 of the time, but 75% of participants never conformed.

Conclusion

People are influenced by group pressure

- R** - standardised procedure makes it easy to replicate, replications have consistent results
V - the artificial task has low importance - doesn't reflect real behaviour and consequences
E - the naïve participants were deceived into thinking the confederates were other participants

Factors Affecting Conformity

Real or imagined pressure from one or more others resulting in a change of behaviour

Dispositional Factors - to do with the individual

Personality

Those with an **external** locus of control are **more** likely to conform.

Expertise

Those with **more** knowledge/expertise are **less** likely to conform.

Social Factors - to do with one or more others

Group Size

The **larger** the group the **more** likely it is people will conform

Task Difficulty

Higher levels of **difficulty** makes people **more** likely to conform

Anonymity

When someone is **anonymous** they are **less** likely to conform

Obedience

Factors Affecting Obedience	Milgram's Agency Theory	Adorno's Theory
Acting in response to an order from a perceived authority	<u>Autonomous State</u> We are acting for ourselves	<u>Authoritarian Personality</u> A personality that makes you more obedient
<u>Dispositional Factors</u> - to do with the individual (Adorno)	<u>Agentic State</u> We believe we are acting on behalf of an authority figure	<u>Status</u> Look up to those with high status and look down on those with inferior status
<u>Similarity to Victim</u> The more one identifies with a victim, the more likely the help	<u>Agentic Shift</u> We move from an autonomous state to an agentic state	<u>Black and White Thinking</u> View things as either good or bad, with no inbetween
<u>Expertise</u> Those with more knowledge/experience are more likely to help.	<u>Responsibility</u> When in an agentic state, we believe the authority figure is taking responsibility for our actions	<u>Parenting</u> Research using this questionnaire suggests people with a strict upbringing are more likely to have an authoritarian personality
<u>Social Factors</u> - to do with one or more others (Milgram)	E - supported by the electric shock experiment (Milgram)	E - The F-scale was bias and gave correlational data
<u>Authority</u> The more authority is perceived, the more obedience is given	A - applies to real world events (Nazi war crimes)	E - participants from Milgram's study didn't have strict parents
<u>Culture</u> In some cultures, further up the hierarchy = more obedience	L - reductionist (only looks at social factors)	L - other dispositional factors seem to play a larger role
<u>Proximity</u> As closeness to a 'victim' increases , obedience decreases		

Crowd and Collective Behaviour

Crowd - a large, temporary gathering of people with a common focus

Collective Behaviour - occurs in crowds - different to how a person acts as an individual

<u>Dispositional Factors</u> - to do with the individual	<u>Social Factors</u> - to do with one or more others
<u>Personality</u> Those with an external locus of control are more likely to follow the <i>social norms</i> of the crowd	<u>Deindividuation</u> The less of an individual one feels, the more likely they are to follow the social norms of a crowd
<u>Morality</u> Those with a greater moral strength are less likely to be guided by social norms and more likely to be guided by their own sense of right and wrong	<u>Social Loafing</u> When there are others contributing to the task, the less effort individuals put in
	<u>Culture</u> The more collectivistic one is, the more likely they are to work in the best interest of the group

Language and Thought

Piaget's Theory

Language Depends on Thought

People have to understand things before they can talk about them

Children

Match words to existing schemas, language matches stage of cognitive development

Schemas

We learn through developing schemas (mental frameworks)

E - Research into the order in which two-word phrases develop

A - The theory is challenged by the Sapir-Whorf hypothesis

L - Schema's cannot be scientifically measured

The Sapir-Whorf Hypothesis

Thought Depends on Language

It is not possible for people to think about something they do not have the words for

Strong v Weak Version

Strong - Language *determines* thought

Weak - Language *influences* thought

Language and Cross-Cultural Variation

Variation in memory - Hopi (past present & future) and Carmichael (labelling ambiguous figures)

Variation in perception - Zuni v Dani (colour recognition)

E - Cross cultural evidence (Inuit, Hopi, Zuni)

A - Explains link between language and intelligence or education level

L - Based upon flawed research such as the number of Inuit v English words for snow

Human and Animal Communication

Von Frisch's Bee Study

Aim

To understand how bees communicate about food

Method

Placed sugar water 20m & 300m from glass hive. Repeated 6000 times over 60 years

Results

Round dance by moving in small circles when food source was nearby

Waggled in a line before circling back in a figure of 8 pattern when the food source was further

Bees oriented the dance to show direction

Conclusion

bees use movements to communicate to each other about the whereabouts of food sources

R - replications in different hives to increase ecological validity have shown consistent results

V - bee feeders and sugar water are artificial and do not match bee's natural environments

V - too reductionist, doesn't account for sounds that bees may make

Human Communication

Discreteness

Individual units of meaning that can be put together and ordered to create words

Productivity

Combining units of language to create unlimited expressions or sentences

Plan Ahead

Ability to discuss the future

Displacement

Ability to communicate about things that are not currently in our environment

Animal Communication

Food

Animals such as bees can communicate about food using movement

Territory

Animals such as rhinos can communicate about territory using faeces

Survival

Animals such as prairie dogs can communicate about danger using sound

Reproduction

Animals such as cuttlefish can communicate about reproductive fitness using colour

Non-Verbal Communication

Eye Contact	Body Language	Personal Space
<p><u>Regulating Conversation</u> Turn taking is supported by looking and averting eyes</p>	<p><u>Open and Closed Posture</u> Not crossing v crossing limbs shows acceptance/disagreement</p>	<p><u>Culture</u> Countries have different norms for preferred distances. May be related to climate</p>
<p><u>Signalling Attraction</u> People who use eye contact are judged as more attractive</p>	<p><u>Postural Echo</u> Copying another's body position</p>	<p><u>Gender</u> Women stand closer. Dislike space invaded from the side Men stand further. Dislike space invaded from front</p>
<p><u>Expressing Emotion</u> Emotions judged to be more intense with eye contact</p>	<p><u>Touch</u> Physical contact can lead to more positive views of others</p>	<p><u>Status</u> Similar status stand closer, unequal status stand further apart</p>

Explanations of Non-Verbal Communication

Darwin's Theory	Yuki's Emoticon Study
<p><u>Natural Selection</u> Organisms adapt to environment to survive and pass on genes</p>	<p><u>Aim</u> To see how memory is reconstructed when recalling an unfamiliar story</p>
<p><u>Evolution</u> Non-verbal communication evolved as a way to express emotions</p>	<p><u>Method</u> US & Japanese shown emojis with combinations of happy/sad features. Rated 1-9 for happiness</p>
<p><u>Serviceable Habits</u> Behaviour with a purpose e.g. angry faces show teeth as a warning to stop before getting bitten</p>	<p><u>Results</u> Japan - highest ratings to emoticons with happy eyes US - highest ratings to emoticons with happy mouths</p>
<p><u>Nervous System</u> Dilated pupils & open mouths evolved as ANS responses to help us survive</p>	<p><u>Conclusion</u> Non-verbal communication is learnt due to differences in socialisation in the two cultures</p>
<p>E - Some facial expressions are universal (Eckman)</p> <p>L - Ignores social learning theory (suggests we learn from others in our culture (Yuki)</p> <p>L - Gestures do not support survival or reproduction</p>	<p>G - the participants were all students, cannot generalise to older and younger</p> <p>G - only happy and sad faces, cannot be applied to other emotions</p> <p>V - artificial task, real faces do not look like the emoticons from the study</p>

Structure & Function of the Nervous System

Function	Structure	James-Lange Theory
<p><u>The Nervous System</u> Collects and responds to info & coordinates organs</p>	<p><u>CNS</u> - Brain and Spinal Cord <u>PNS</u> - ANS + SNS</p>	<p><u>Arousal</u> Physiological arousal first (heart races, cheeks redden) <u>Interpretation</u> Interpret arousal as an emotion</p> <p>If there is no arousal, there is no emotion</p> <p>E People with phobias experience increased HR before fear. A May be useful in treating phobias L Similar physiological response for fear and love</p>
<p><u>Central Nervous System (CNS)</u> Brain - Conscious, Stem - Autonomic, Spine - Reflex</p>	<h3>ANS</h3>	
<p><u>Peripheral Nervous System (PNS)</u> Info from senses to CNS and CNS to muscles</p>	<p><u>Homeostasis</u> Maintains bodies internal state such as temperature and pH</p>	
<p><u>Autonomic Nervous System (ANS)</u> Breathing, heart rate (HR), stress response</p>	<p><u>Automatic</u> Not under conscious control</p>	
<p><u>Somatic Nervous System (SNS)</u> Voluntary movement</p>	<p><u>Sympathetic</u> - Fight/Flight Physiological arousal</p> <p><u>Parasympathetic</u>-Rest/Digest Physiological depression</p>	

Structure and Function of Neurons

Neuron and Electrical Transmission	Synapse and Chemical Transmission	Hebb's Theory
<p><u>Neurons</u> Sensory: PNS to CNS, Long dendrite, Short axon Relay: Sensory to Motor, Short dendrite, Short axon Motor: CNS to Muscles/Glands, Short dendrite, Long axon</p>	<p><u>Synapse</u> Terminal button, Synaptic cleft, Postsynaptic receptor sites</p> <p><u>Neurotransmitters (NTs)</u> Vesicles (in terminal button) releases chemicals into cleft</p>	<p><u>Plasticity</u> The brain is plastic, it changes in response to experiences <u>Engrams</u> Traces of activity that become permanent with repetition <u>Cell Assemblies</u> Neurons that fire together, wire together - neuronal growth.</p> <p>E It is scientific, neurons have been observed objectively A Stimulating school environment to increase neuron growth L Reductionist, ignored Piaget's accommodation</p>
<p><u>Cell Body</u> - Nucleus and DNA <u>Axon</u> - Carries electrical signal <u>Myelin Sheath</u> - Fatty covering to speed up signal <u>Terminal Button</u> - Part of synapse</p>	<p><u>Reuptake</u> Chemical to electric at receptors - remaining NTs reabsorbed</p>	
<p><u>Electrical Transmission (Neuron Firing)</u> Negative charge at rest. Less negative - create action potential</p>	<p><u>Summation</u> Excitatory NTs increase charge - more likely to fire Inhibitory NTs decrease charge - less likely to fire If excitatory signals > inhibitory, neuron will fire</p>	

Structure and Function of the Brain

Structure	Function	Penfield's Interpretive Cortex
<u>2 Hemispheres</u> Cortex	Specific areas have specific jobs Cortex has processing power	<u>Aim</u> To investigate function of Temporal Lobe
<u>Frontal Lobe</u> Motor Area	Thinking, planning and personality Left brain controls right body movements and vice versa	<u>Method</u> Operated on patients with severe epilepsy, stimulated areas of brain in conscious patients
<u>Parietal Lobe</u> Somatosensory Area	Sensory processing, most sensitive areas take up most space Damage here reduces ability to feel pain	<u>Results</u> Experiences and feelings of vivid memories like hallucinations and deja vu
<u>Occipital Lobe</u> Visual Cortex	Controls vision Damage here causes cortical blindness	<u>Conclusion</u> Area of brain called interpretive cortex stores personal meaning of episodic memories
<u>Temporal Lobe</u> Auditory Area Broca's Area (left only) Wernicke's Area (left only)	Damage here can lead to aphasia. Production of words Understanding words	G - Unusual sample, all severely epileptic, brains may be different to rest of population R - Attempts at replications unsuccessful
<u>Cerebellum</u> Little Brain	Autonomic Functions Balance, coordination and heart rate	V - Used precise method to stimulate same area of brain and get verbal reports

An Introduction to Neuropsychology

Cognitive Neuroscience	Neurological Damage	Tulving's Gold Memory Study
<u>Structure and Function of Brain relates to Behaviour</u> E.g. motor area - movement, amygdala - aggression	<u>Context</u> The situation when a memory is formed acts as a cue for recall	<u>Aim</u> Are episodic memories biologically different to semantic
<u>Structure and Function of Brain relates to Cognition</u> E.g. hippocampus - memory, frontal lobe - decision making	<u>Godden & Baddeley</u> Memory is better when recall and learning environments match	<u>Method</u> Inject with radioactive gold, PET scan with memory tasks
<u>Cognitive Neuroscience and Mental Health</u> Low serotonin: cognition (depression) behaviour (low motivation)	<u>Real World Example</u> Forgetting why you went upstairs due to a change in setting	<u>Results</u> Difference in 3/6. Episodic - frontal, semantic - parietal
Scanning Technique	Evaluation	Conclusion
<u>CT Scan</u> Lots of X-Rays, combined to give detail	Layers give detail BUT exposure to X-Rays can be harmful	G - only 6 participants, conclusion based on just 3 V - Scientific evidence from scans hard to fake V - Difference between Episodic and Semantic unclear
<u>PET Scan</u> Inject with radioactive glucose, brain activity shown on screen	Shows localisation of function BUT radiation harmful to some	
<u>fMRI Scan</u> Measures blood oxygen levels, displays 3D computer image	Clear images without radiation BUT most expensive	

Psychological problems

Mental Health

Understanding Mental Health and Illnesses

Incidence Rates

MIND rates per 100:

Depression - 2.6, Anxiety - 4.7, Eating Disorders - 1.6

1 in 2 people will experience mental health problems

Changes Over Time

2007: 24% compared to 2014: 37%

2 times as many women as men. The gender gap is widening

Increased Challenges of Modern Living

Lower Income (Economic Problems)

Elderly (Social Isolation)

Cultural Variations in Beliefs about Mental Health

Hearing Voices many be a positive in places such as India or Africa

Culture Bound Syndromes only occur in certain cultures

Characteristics of Mental Health

Subjective and arbitrary

Difficult to measure some symptoms objectively (e.g. difficulty sleeping)

Increased Recognition

Medical model focus on symptoms of ill health rather than characteristics of health

Jahoda's 6 characteristics of health:

E.g. Self Esteem, Personal Growth, Functioning in Society

Lessening Social Stigma

Labelling creates expectations (stigma)

Mental health problems has less of a stigma than 'Lunatic'

Individual Effects of Mental Health Problems

Damage to Relationships

Mental health problems affect the 2-way communication that interpersonal relationships need.

Difficulties Coping with Day to Day Life

Not looking after self e.g. problems getting dressed, socialising, making meals etc.

Negative Impact on Physical Wellbeing

Production of cortisol (stress hormone)

Immune system does not function fully - can lead to other illnesses

Social Effects of Mental Health Problems

Need for More Social Care

Increased taxes to fund social care providing food, human company, learning new skills for self-care

Increased Crime Rates

People with mental health problems are 4 times more likely to commit crimes

May be due to other factors such as substance abuse

Implications for the Economy

Caring for people with mental health problems costs £22 billion per year

Cheaper treatments are needed

<u>Aetiology</u>	<u>Theories</u>	<u>Therapies</u>
Depression		
<p><u>Sadness</u> a healthy emotion, can still function</p> <p><u>Depression</u> medical term, long lasting, reduce function</p> <p><u>Unipolar</u> one emotional state of depression</p> <p><u>Bipolar</u> alternating states of depression and mania</p> <p><u>Diagnosis</u> 2-3 key symptoms plus 2 others for 2+ weeks</p> <p>Key Symptoms:</p> <ul style="list-style-type: none"> • Low mood • Loss of interest • Reduced energy levels <p>Other Symptoms:</p> <ul style="list-style-type: none"> • Changes in sleep patterns • Changes to appetite levels • Decrease in self confidence <p>Plus - Guilt, Pessimism, Self Harm etc.</p>	<p style="text-align: center;"><u>Biological</u></p> <p><u>Neurotransmitters</u> Low levels of serotonin in synapse decreases stimulation of next neuron Lower mood, Poor concentration, Changes to sleep</p> <p><u>Causes</u> Genetic Inheritance OR Low tryptophan from diet</p> <p><u>Evaluation</u></p> <p>E - Research links low serotonin levels to depression</p> <p>A - Leads to use of SSRIs as treatment</p> <p>L - Doesn't explain normal serotonin levels. Not only factor involved</p>	<p style="text-align: center;"><u>Wiles' Study</u></p> <p><u>Aim</u> Investigate if CBT + SSRI is better than just SSRI</p> <p><u>Method</u> Continued Usual Treatment or added CBT. Measured using BDI</p> <p><u>Results</u> 20% of UT, 45% of UT + CBT had 50% decrease @ 6 months</p> <p><u>Conclusion</u> CBT + antidepressant is better than antidepressant alone</p> <p>R - Randomly assigned, avoids extraneous variables</p> <p>V - Self report may not be accurate if patient doesn't have good insight</p> <p>A - Led to development of holistic therapy</p>
	<p style="text-align: center;"><u>Psychological</u></p> <p><u>Faulty Thinking</u> Irrational, black & white thinking, hopelessness, negative self-schema Internal, Global and Stable negative attributions</p> <p><u>Causes</u> Role of nurture - Leads to learned helplessness</p> <p><u>Evaluation</u> Dogs react to challenge by giving up, (learned helplessness) Leads to use of CBT as treatment Depressed people may be more realistic</p>	<p style="text-align: center;"><u>Therapy</u></p> <p><u>CBT</u> Cognition - change faulty thinking Behaviour - behavioural activation (making plans for pleasant activities) Therapist - disrupts negative thinking patterns Patient - thought diary to develop rational response to automatic thoughts</p> <p><u>Evaluation</u> Research shows effects are long lasting Focus is psychological and treats the whole person (holistic) Takes time and effort - some patients drop out</p>

Addiction

Saliency

It becomes the most important thing

Dependence

psychological reliance

Addiction

dependence plus a 'buzz'

Misuse

not following the 'rules'

Abuse

using to get a 'high'

Diagnosis

3 or more symptoms in the past year

- Strong desire to use substance
- Persisting despite known harm
- Difficulty controlling use
- Higher priority given to substance
- Withdrawal if stopped
- Tolerance (needing more for same effect)

Kaji's Study (Biological)

Aim

Investigate if addiction is due to nature (hereditary) or nurture

Method

Male twins on Swedish temperance board interviewed

Results

60% of MZ and 40% of DZ both alcoholic

Conclusion

Alcohol abuse related to genetic vulnerability - but not 100%

R - Supported by Kendler's research

A - Difficult to understand genetic vulnerability

V - temperance board only includes drinkers who make a public display

Psychological

Social Learning Theory

Observe, imitate those we identify with

Social Identity Theory

Pressure to conform with peers

Evaluation

E - Research shows positive correlation between peers and smoking

A - Has led to peer pressure resistance training

L - Bidirectional ambiguity means it may be peer selection

Therapy

Aversion Therapy

Uses classical conditioning to pair an unpleasant stimulus to the addiction
Antabuse treats alcoholism by pairing vomiting with smell & taste of alcohol
Electric shocks treat gambling addiction by pairing pain with gambling
Rapid smoking treats nicotine addiction by pairing nausea with cigarettes

E - Research has shown poor long-term effectiveness

A - Reductionist on own, but typically combined with CBT - holistic

L - unpleasant experience leads to patients not completing treatment

Self-Management - 12-Step Programmes (e.g AA)

Giving control to a higher power
Admitting and sharing guilt with a group
Recovery never complete, lifelong process, group supports cases of relapse
Self-help groups offer a non-religious version

Evaluation

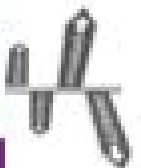
E - Lack of clear evidence

A - Holistic - Focuses on whole person with social support

L - Requires motivation - dropout rate due to individual differences



ARENA
ACADEMY



G.C.S.E Psychology

Learning Journey

A-Levels in:
Psychology,
English, RE,
Sociology or
Apprenticeships
Careers in nursing
and Psychology

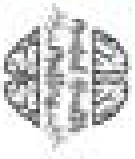
Results Day

GCSE EXAMS

Exam Skills

Depression
and
addiction

Psychological Problems



Brain and
Neuropsychology
Verbal and non-verbal
communication

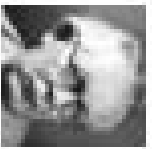
Neuron function

Language, Thought, Communication,

AQA

Paper 2

YEAR
11



Piaget

Crime Statistics

Nature VS Nurture



Learning

Conformity
and
obedience
(Milgram)

Crowed Psychology

Social influence

Development

Memory and Perception

Sampling

Paper 1

YEAR
10

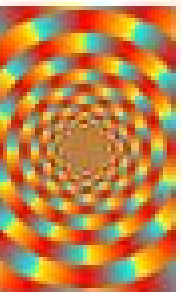
Visual cues,
illusions
and theories
of
perception

Types of
memory

Data handling and
ethics

Research methods

Welcome to
Psychology
GCSE



Welcomes!

Sociology

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Crime and Deviance

AUT 2:

2. Crime and Deviance

Spring:

3. Social Stratification



ARENA
ACADEMY



G.C.S.E Sociology

Learning Journey

A-Levels in:
Psychology,
English, RE,
Sociology or
apprenticeships
Careers in nursing

Results Day

GCSE EXAMS

Exam Skills

Life
chances

Poverty



Class

Social
Stratification

Authority

Factors
affecting
crime

AQA

Marxist and
Feminist
explanations
of crime

YEAR
11

Crime Statistics



Marx and Feminist
view on Education

Types of
school

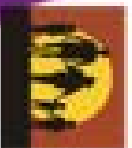
Crime and Deviance



Ethnicity and
Education

Education

Marriage and Divorce



Families

Gender and Education

Research methods

Paper 1

YEAR
10

Marxist
views on
Families,
and
Feminist
views

Types of
families

Qualitative Data and
Quantitative Data

The Social

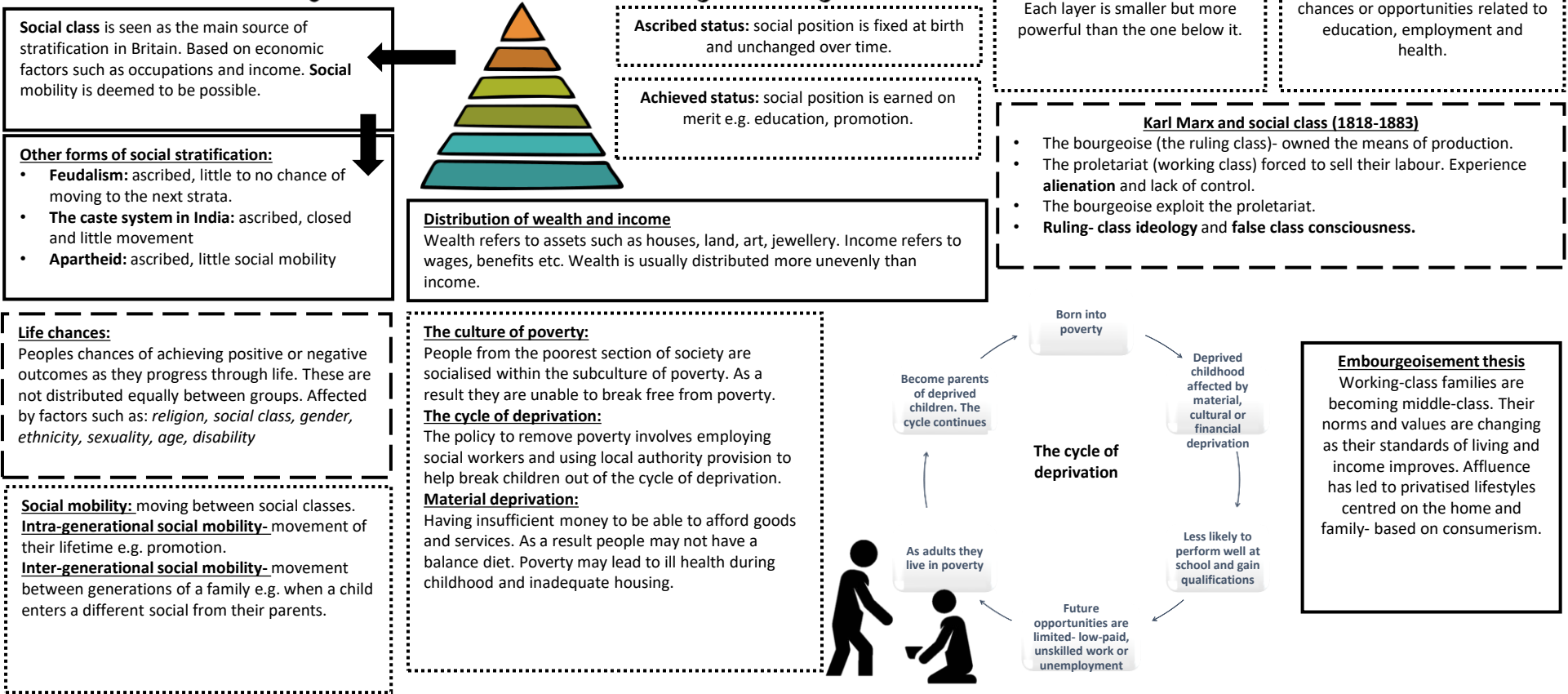
Approach:

1. Marxism,
Durkheim,
Feminism

Welcome!
to
Sociolog
Y:GCSE



Social Stratification knowledge Organiser



Keythinkers

Davis & Moore (1945) (Functionalist)	Max Weber (1864-1920) (Marxist)	Fiona Devine (1992)	Charles Murray (1996)	Peter Townsend (1979)
Social stratification was a 'universal necessity' for every society. The system must match the most able people with the functionally most important positions in society. These high rewards would encourage ambitious people to compete for them, with the most talented achieving success.	Classes are formed in market places, such as the labour market. One class hire, the other sells their labour. A class is a group of people with similar life chances- being successful. Weber stressed the importance of status (prestige) and power in determining life chances and shaping patterns of stratification e.g. members of aristocracy may have no savings, but have a title that gives them status.	Devine tested Lockwood's idea that 'privatized instrumentalism' would become typical amongst the working class. This term refers to social relationships centred on the home with work only to an end, when affluent workers joined with their workmates. Paid work is a means to a comfortable lifestyle rather than having job satisfaction.	Society had a growing underclass. Government policies have encouraged the members of this underclass to become dependent on benefits. Traditional values such as honesty, family life and hard work were being undermined by the members of the underclass, to be replaced by an alternative value system that tolerated crime and various forms of anti-social behaviour.	Identified three ways of defining poverty: The state's standard of poverty on which official statistics are based, The relative income standard of poverty based on identifying those households whose income falls below the average for similar households. Relative deprivation, when families are unable to participate in activities and have the living conditions that are widely available in society

Social Stratification knowledge Organiser

Sex & Gender

Sex: Male or female (biology)

Gender: masculine or feminine.

Gender & power:

Feminists see gender inequality as the most important source of division in society. Society is mainly controlled by men who have considerable power within politics and the workplace.

The crisis of masculinity:

Men are currently experiencing this because of the underachievement of boys in school, the decline of paid work in manufacturing, women's increased participation in paid employment.

Inequalities:

- Gender dominated occupations e.g. fire-fighting, nursery worker.
- Glass ceiling for women- invisible barriers for promotion.
- Gender pay gap.
- Women's triple shift.
- Childcare provision- barrier preventing women from returning to work.

Age

Chronological, biological or a social category. When does 'youth' begin and end?

Childhood & Power

Families are agency of social control so they are expected to authorise discipline of their children. Parents exercise power when they try to influence their child's behaviour against their will.

Young People & Power

Authority from teachers over students based on their status in the school setting. Some students do not conform to this authority however. See Paul Willis.

Inequalities:

- Ageism- age discrimination. Younger or older people tend to be victim of this.
- Negative stereotyping
- Older people living in poverty.

Absolute Poverty: Income is insufficient to have the minimum to survive. No access to the basic necessities in life e.g. shelter, food, clean water, heating & clothes.

Relative Poverty: Cannot afford the general standard of living of most people in their society. Income is much less than the average for that society.

Gender & Poverty:

- Women have longer life expectancy so more female pensioners living alone.
- Women more likely to head lone-parent families. Usually have a low income.
- Gender pay gap
- Women are more likely to be in part-time income than men.

Ethnicity & Poverty:

- Lower income families
- Generally disadvantaged in employment, pay and quality of job.

Child Poverty: More likely to live in poverty if:

- Household has four or more children.
- Where the head of the house is a lone parent or from an ethnic minority
- With no paid workers.



Ethnicity

A social group that share an identity based on their cultural traditions, religion or language

Ethnicity & Power:

Under-represented in political power/decision makers. Also under-represented in teaching, armed forces, police officers, particularly at high levels of the organisation. Although 40% of highest positions in the NHS are from ethnic minority groups

Inequalities:

- Unemployment
- Discrimination in the labour market
- Minority groups have become an underclass (see Charles Murray)
- Racism is built into the workings of capitalism.


The welfare state: (a system in which the state takes responsibility for protecting the health and welfare of its citizens and for meeting their social needs.)

- **The National Health Service (NHS):** Funded by central government from national taxation. Provided GPs, hospitals, opticians and dentists.

Welfare Benefits:

- **National Insurance Benefits:** If you have paid into the system (National Insurance Contributions) you are entitled to Jobseekers Allowance and the state retirement pension.
- **Income Support and Child Tax Credit**
- **Local Benefits** could include free school meals, educational subsidies, housing benefits.



	Poverty	Power
Functionalists	Focus on the positive functions of poverty for some groups e.g. knowing you could live in poverty means people will undertake undesirable jobs, creates jobs for groups who deal with the poor. The poor also reinforce mainstream norms and provide examples of deviance such as lazy and dishonest.	Government and politics serves a purpose to regulate main stream norms and values. 
Marxists	Poverty is the result from class-based inequalities. It is inevitable that some people will be poor in a capitalist society. Poverty serves the interests of the bourgeoisie who can hire and fire people e.g. if they demanded higher wages, the bourgeoisie could threaten to higher from the unemployed.	Weber- power is based on coercion or authority. The main sources of authority are traditional, rational legal and charismatic authority. Marxists argue the bourgeoisie use their power to exploit the proletariat. They have economic and political power.
Feminists	Women face the greatest risk of poverty than men, lone-mothers and the older women living alone in particular. The gender pay gap and the inequality of the division of caring responsibilities contribute to this.	Patriarchy- the system of our social structures and practices are male dominated and they use this power to oppress and exploit women.
New Right	Focus on individuals behaviour rather than structural causes of poverty. Stress the importance of traditional values and self-reliance. Welfare dependency and the underclass are key ideas in this approach.	The government does not meet it's peoples needs, and they believe their should be minimal government intervention from the welfare state.

Sports Studies

CNAT Sports Studies

Learning Journey



ARENA
ACADEMY



Unit R184 Externally assessed Exam

- Contemporary issues in sport

Unit R184

Contemporary
issues in sport
Performance
Objective 3-5

Unit R184 Contemporary issues in sport • Performance Objective 1-2

- Understand negative effects that the media can have on sport

Unit R186 Sport and the Media

Unit R186

- Understand positive effects that the media can have on sport

Unit R186 Sport and the Media

- Know how sport is covered across the media

Unit R186 Sport and the Media

- Understand positive effects that the media can have on sport

Word rich

focus-

Evaluation and analysis of sports performance

Unit R185

Evaluate sporting sessions highlighting areas for improvement

Unit R185

Deliver a sporting activity of your choice to younger participants

Word rich

focus-

Leadership styles and qualities

Unit R185

Evaluate sporting sessions highlighting areas for improvement

Unit R185

plan a sporting activity of your choice.

Prep
research
for
media
unit

11
YEAR

Word rich

focus-Sports from around the world

Unit R055 Sports Leadership

- Be able to evaluate own performance in delivering a sports activity session.

How are you assessed?

3 Units

R184- Exam Unit 40%

R185- Performance unit 40%

R186- Media in sport unit 20%.

Unit R185 Performance unit

- Practice methods to improve performance

Unit R185 Performance

- Perform in two chosen sports (individual or team)

10
YEAR

Welcome!



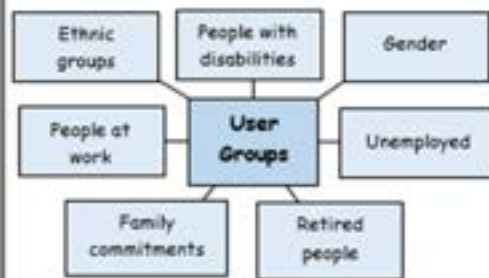
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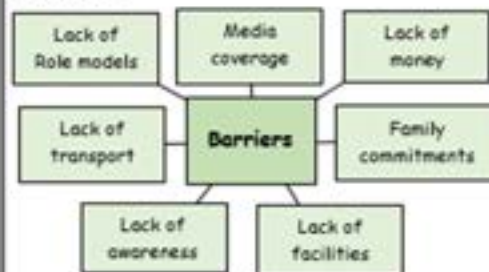
ARENA
ACADEMY



User groups



Barriers



Solutions

- Role models
- Targeted campaigns
- Free sessions
- Free creche
- Free transport
- Specialist equipment

Factors affecting the popularity of a sport



Emerging sports

- Footgolf
- Kabaddi
- Quidditch
- Pickleball

Sporting values



Olympic creed

The most important thing is not to win but to take part

Olympic Values

- Respect
- Excellence
- Friendship

Paralympic values

- Determination
- Inspiration
- Courage
- Equality

Sporting initiatives and campaigns

- Kick it out (racism)
- This Girl Can (gender)
- We are Undefeatable
- Rainbow laces

Sportsmanship

- Kick ball out
- Shake hands
- Gracious in victory & defeat
- Leave together at end (tennis)
- Walking when out (cricket)
- Respect to ref

Gamesmanship

- Time wasting
- Faking injury
- Grunting in tennis
- Enter a weakened team
- Sledging in cricket
- Diving in football

Performance enhancing drugs

Reasons for taking	Reasons NOT to take
<ul style="list-style-type: none"> • Pressure from coaches • Improve performance • Gain advantage • Win money/trophy • Mask pain 	<ul style="list-style-type: none"> • Unfair advantage • Damage reputation • Ill health • Addiction • Suffer consequences • Bans/fines

Positive and negative aspects of hosting an event

Positives	Negatives
<ul style="list-style-type: none"> • Infrastructure • National pride • Commercial gains • Role models • Facilities • Raise profile • Investment • Kudos for city • Generate money • Investment • Employment • Tourism 	<ul style="list-style-type: none"> • Pollution • Criminals • Poor performance • Drug scandals • Facilities unused • Loss of reputation • Employees need checking • Costly • Money spent elsewhere • Increase in taxes • Building work • All roles not filled

Role of National Governing Bodies



NGB schemes

Lawn Tennis Association (LTA)
'Youth Start Scheme'



Scheme to get aged 4-11 playing tennis, provides equipment and coaching and activity cards.

The Football Association (FA)
'Survive, Revive & Thrive'



Improve participation in football and unite communities for all user groups

England and Wales Cricket (ECB)
'Inspiring Generations'



Inspiring people to play cricket, Targets Current and future players over 5 years

The role of technology

Enhance performance

Equipment:

- Tennis rackets (lighter, big sweet spot)
- Golf club (easier to hit, goes further)
- Football (lighter easier to control)
- Bikes. (lighter, better brakes)

Clothing

- Breathable fabric (prevents overheating)
- Compression garments (reduce swelling)
- Swimsuits (faster, more streamlined))
- Trainers. (lighter, absorb shock))

Recovery

- Cryosauna (increase recovery)
- Physiotherapy (increase recovery)

Accessibility

- Disabled (wheelchairs prosthetic limbs)

Increase safety

- Helmets, gumshields, shin pads (improve safety)

Fair play accuracy of officials

- Video Ref (football, rugby)
- Hotspot (cricket)
- Hawk-eye (tennis)

Enhance spectatorship

- Video replays (don't miss the action)
- Modern TVs (allow you to pause live TV)
- Stadiums (No obstructions, large screen)
- VAR (feel part of the decision making)
- Information (statistics, internet, analysis)

+VE For Sport	+VE For Sport
<ul style="list-style-type: none"> • Improved performance (equipment/clothing) • Lower risk of injury (equipment/clothing) • Quicker recovery time (Cryosauna/physio) • Accurate decisions (VAR/hawk-eye/hotspot) • Technical analysis (Judits/statistics) 	<ul style="list-style-type: none"> • Unequal Access (facilities/location) • Cost and availability (equipment/location) • Decisions influenced (VAR) • Flow of the game (VAR delays game)
-VE For Spectator	-VE For Spectator
<ul style="list-style-type: none"> • Stadiums (clear view big screen) • Fairness (correct decision made) • 24/7 coverage (internet access) • Modern Tv (pause and rewind TV) 	<ul style="list-style-type: none"> • Changing the nature (Var spoils game) • Holds up play (VAR delays game) • Deteriorate skills (relies on technology) • Lessens excitement (VAR prevents goal)

Business Studies



Business Studies Learning Journey

SUCCESS COMES FROM HARDWORK

Theme 2
L1r 4S

Theme 1
L1r 4S

L1 Making business resources available

L1.2 Association

L1.2 training

L1.2 Effective recruitment

L1.2 Effective promotion

L1.1 Organisational structure

L1.1 understanding performance

L1.1 Business calculations

L1 Making Operational decisions

L1-22 research (S research (S research (S research (S

L1-22 Basic test

L1-22 operations

L1-22 working with top-level process

L1-22 The sales

L1-22 Basic test

L1-22 research (S research (S

L1-22 research (S

L1 Making financial decisions

L1.4 Prices

L1.4 Making working decisions

L1.4 Production

L1.4 Price

L1.4 Product

YEAR 11

L1.1 research (S

L1.1 Basic test

L1.4 Costs

L1.2 contribution & business

L1.1 covering the business

Theme 1

Theme 1

Theme 1

Theme 1

Theme 1

Theme 1

Theme 1

L1.3 Legislation & Business

L1.3 Technology & Business

L1.3 Stakeholder

L1.3 Understanding external influences

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L1.1 Pricing a business like a profit

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L1.2 Market Segmentation

L1.2 Competitive environment

L1.2 Customer needs

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L1.1 Identifying a business opportunity

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L1.1 Identifying and Evaluating

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Topic 1.1.1 Dynamic Nature of Business

Section 1 - Key Vocabulary

Business – an organisation that seeks to satisfy the needs and wants and wants of consumers through the production of goods and services

Dynamic – continual change

Consumer – the end user of the product or service

Obsolete – outdated; a product that has declining sales or come to an end

Entrepreneur – an individual who comes up with a business idea and is willing to take a risk to develop it

Section 2 - Core Knowledge

The world changes constantly, and therefore so do consumer needs, and so businesses must therefore be dynamic to respond to these changes, or they risk failure.

1.	Business ideas come about because of:	
	Changes in technology	
	Changes in what consumers want	
	Products and services becoming obsolete	
2.	Business ideas come about because	
	An entrepreneur has a completely original idea – this is invention	
	Adapting an existing idea – this is innovation	
	Adaptions to products can be:	
	<ul style="list-style-type: none"> • New flavours • Different colours / pack sizes • Online access to a product or service • Offering personalisation 	

- Section 3 – Common Misconceptions**
- Innovation and inventions are not the same thing
 - Avoid statements like “ALL customer have...”; “NOBODY uses...”
 - Don’t assume that all products that have declining sales will become totally obsolete – some see revivals, e.g. vinyl records
 - Don’t assume that all ideas will be successful – unfortunately a lot do not succeed

Wider Business World

Apple – great example of business that continually adapts products

Iceland – changed from frozen only foods to non-frozen and non-food goods because this is what consumers want when they shop

Synoptic Links

Marketing – the product life cycle states that all products eventually need to be removed from sale

Technology – changes in technology have led to obsolete products and changes in consumer tastes

Role of enterprise – entrepreneurs are the individuals who develop new ideas

Topic 1.1.2 Risk and Reward

Section 1 - Key Vocabulary

Risk – something bad / negative that could happen

Reward – something good / a positive effect

Financial – related to money

Non-financial – non-money related

Profit – what a business has left from its income after paying all of its costs

Section 2 - Core Knowledge

1	Starting and running a business are risky activities. A large percentage of start-up businesses fail in the first five years. Risks are things that can go wrong. These include:
2	<ul style="list-style-type: none"> • Business failure • Financial loss • Lack of security due to not having a regular income
3	Business can fail because: An entrepreneur does not know the market well Not having enough capital to start the business Poor decision making Competition from other businesses Not meeting the needs of customers
4	Rewards are what can be achieved through business success. These include
5	<ul style="list-style-type: none"> • Profit • Personal independence

Section 3 - Common Misconceptions

- Although risks can cause a business to fail, careful planning and research can reduce risks
- Don't confuse the term 'security'. It is not about prevention from theft, but about regular income

Wider Business World

Thomas Cook, BHS – businesses that have failed. Find out why

Richard Branson – an entrepreneur worth billions, but he still takes risks when starting new ventures. Why would this be?

Synoptic Links

Role of enterprise – entrepreneurs are the individuals who take risks

Ownership – different types of ownership have different levels of risk for the owner

Customer needs – knowing what these are helps to reduce risk

Market research – doing this helps to reduce risk

Topic 1.1.3 Role of Enterprise

Section 1 - Key Vocabulary

Goods – physical items that a business can produce or sell

Services – non-physical products; things that you can experience, e.g. a haircut

Needs – the essential products that consumers need to survive: food, water, shelter, clothing, warmth

Wants – anything that is not a basic need. Often referred to as luxuries

Customer – the person who buys the product

Consumer – the person who is the eventual user of the product

Adding value – adapting a product so that the selling price is higher than the cost of creating the product

USP – Unique Selling Point

Factors of production – resources needed to produce goods and service: land, labour, capital, enterprise

Section 2- Core Knowledge

1	<p>A business will produce goods or services</p> <p>Goods or services must meet the customer needs, or they will not sell</p> <p>The entrepreneur is the uses and organises the four factors of production in order to produce goods or services.</p>
2	<p>Adding Value:</p> <ul style="list-style-type: none"> • Branding – creating an image for a product that sets it apart, e.g. Apple logo • Quality – for example using better cuts of meat in a pie • Design – unique features and designs can lead to consumers paying higher prices • Convenience – when something saves a customer time, this can lead to them paying a higher price, e.g. pre-prepared vegetables • USPs – a characteristic or feature of a product that can not be replicated by an alternative

Section 3 – Common Misconceptions”

- Not all businesses produce goods; some produce services
- WiFi is not a need
- Don't confuse the terms consumer and customer
- Customers will not always want the cheapest product
- Adding value does not meet making the price higher

Wider Business World

Gap, Nike, Gucci – examples of brands that cost a lot more than the actual cost of the materials

McCain – produce a lot of ready-meals and pre-prepared items that cost more than the ingredients

Synoptic Links

Customer needs – knowing what these are helps to ensure that that the business is satisfying them

Risk and reward – the entrepreneur takes risks, in order to achieve rewards

Marketing – the use of branding and USPs

Topic 1.2.1 Customer Needs

Section 1 - Key Vocabulary

Customer needs – the specific things that a buyer wants about goods and services

Customer reviews – feedback from customers, which can be online

Word of mouth – when a customer tells another person about a business

Repeat purchase – when a customer returns to the same business

Section 2 - Core Knowledge

1 Customer needs are the specific wants or needs that buyers have when purchasing goods

Different customers have different needs

2 If a business knows and understands its customers' needs it is in a better position to produce the products that customers want, in the way that they want them, leading to increasing sales, and so contributing to long term survival

3 Customer needs are:

- **Price** that reflects the quality of the product, and is low enough to match consumer incomes
- **Quality** – usually more important for those with higher income levels
- **Choice** – consumers like to select from a range of options, e.g. different flavours, colours or packet sizes
- **Convenience** – making life easier for customers

Section 3 – Common misconceptions

- Don't assume consumers always go for the cheapest option
 - they have other needs that may override price depending on the circumstances

Wider Business World

Aldi & Lidl versus Tesco – meet different need though the price level and choice available

Banks – a variety of ways to access your funds is convenience

Takeaways – offer convenience so we pay more than the cost of the ingredients

Synoptic Links

Market research – this is how a business finds out customer needs

Market segmentation – how we divide up customers into smaller groups with similar needs

Added value – meeting customer needs can allow a business to charge higher prices, i.e. add value to a product

Topic 1.2.2 Market research

Wider Business World

Innocent Smoothies – conducted initial market research at a festival using two bins – Yes or No to launching their business

Survey monkey – a free online survey platform making it easier to conduct research

Section 1 - Key Vocabulary

Market research – the process of gathering, processing and interpreting information about consumers' behaviour

Secondary research – using research that has already been carried out for another purpose

Primary research – collecting new information

Qualitative data – research into opinions and views

Quantitative data – data that is numerical

Focus group – a small number of consumers who have a discussion

Market trends – an overall pattern related to products

Market gap – where demand is not being met by the existing products available

Bias – a one-sided view

Sample-size – the number of consumers that are involved in market research

Section 2 - Core Knowledge

The purpose of market research is:

- To identify and understand customer needs
- Identify market gaps
- Reduce risk
- Inform business decisions

	Benefits	Limitations
1) Primary	<ul style="list-style-type: none">• Up-to-date information• Information secret from competitors	<ul style="list-style-type: none">• Can be expensive• Can be time consuming• Results may be inaccurate
2) Secondary	<ul style="list-style-type: none">• Easy to find• Cheap or free to obtain• Good overview of whole market	<ul style="list-style-type: none">• May be inaccurate• Can be out-of-date• Likely to be unrelated to business needs

Social media has made it easier to collect data using comments, reviews, surveys, and online focus groups

Trends can be identified from tracking hashtags

Synoptic Links

Market segmentation – how we divide up customers into smaller groups with similar needs

Customer needs – market research aims to find out what these are, if they are being met, and what else is wanted

Risk and reward – market research can reduce the risk

Section 3 – Common misconceptions

- Don't assume that a market gap will guarantee success
- Remember that research can be unreliable if the sample size is too small, the wrong target market are questioned or the sample is biased

Digital IT

Component 3 Learning Aim B Cyber Security- B3 Policy Security Policies

Key Vocabulary

Software Audit

A manual or automated process that lists the name, version and installation date of all software found on a digital device. The process may be carried out remotely, for example, across a network, or in person.

Acceptable Use Policies

Unapproved software could contain malware that might infect the organisation's systems and network.

It may conflict with the hardware or other software on the digital system.

An acceptable software policy explains what will be done to help prevent any attempted installation and use of unapproved software.

Use of unapproved software

The use of unapproved software is usually disallowed by an acceptable software policy. Breaching the policy may result in disciplinary action e.g. verbal or written warning even if the employee did not install the software. Most operating systems can prevent the use of certain software applications. Preventing the use of unapproved software helps to protect the organisation from malware and potential external threats.

The AUP reinforces the need for the installed software to be used responsibly and legally. It also usually prohibits unauthorized duplication of the software for home use unless permitted by the software's licence.

Installation

- Users are usually forbidden from installing unapproved software or updates.
- Users may ask for approval for new software or be asked to select from an approved list.
- Users may need support from their manager or another department for their request to be considered.
- Users will need to justify why this new software is required for their job.

Security policy statements may state the following:

You may **not** install software on digital systems used within the organisation.

All software requests **must** be justified and approved by a manager and then sent to the IT department or Help Desk in writing or by email.

New software **must** be selected from the IT department's approved software list unless no match can be found that meets your needs.



Enforcing AUPs

The operating system applies the safeguards that prevent the installation of software if the user does not have sufficient administrative rights.

Other techniques that prevent unwanted installation of software:

- CCTV monitoring of employees
- Software audit of digital systems

Example Exam Questions:

1. Identify the risks of installing and using unapproved software.
2. Describe how an acceptable software policy might be enforced.
3. Describe what a software audit is.
4. Give two reasons why employees are not automatically allowed to duplicate software for home use.

Component 3 Learning Aim B Cyber Security- B3 Policy

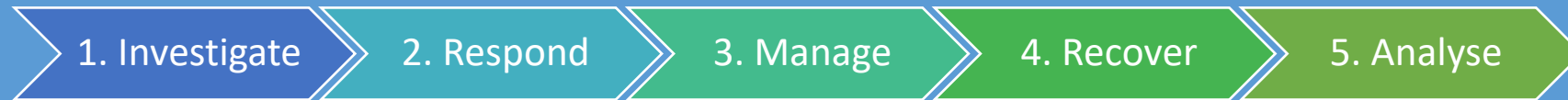
Actions to take after an attack

Key Vocabulary

Data Protection Controller	The named person in an organisation who takes responsibility for the safety and security of the organisation's data.
Remedial Action	An action taken to fix something that has gone wrong; a remedy

Actions to take after an attack

After an attack it is crucial that an organisation and its employees have a clear idea of the actions to take to resolve the situation and reduce the likelihood of it happening again.



Investigation

The organisation will investigate the nature of the attack. It will want to find out the following:

- **The type of attack** e.g. malware, network attack, data theft, phishing
- **The severity of the attack** e.g. Level 1 (low risk) to Level 5 (severe risk)
- **Which processes or services are affected.**
- **When it happened.**

The information gathered at this point is vital to help the organisation determine how to respond, manage and recover from the incident.

Response

The type of response will vary depending on the severity of the attack.

- An organisation will inform:
- Stakeholders (employees, shareholders, customers, suppliers, business partners etc)
 - Appropriate authorities (law enforcement including police, National Crime Agency, **Data Protection Controller**, etc)

Notifying stakeholders

This is important as data breaches might include confidential details (usernames and passwords) that customers might use for other services.

Informing stakeholders may lead to a damage to public image.

Not telling the authorities could result in legal action and potential fines.

It is also important that interested parties are kept updated as more information becomes available from the investigation.

Manage

The priority is to isolate the problem by containing the threat as close to the source as possible.

e.g. disconnecting an infected computer from the network or blocking unauthorised network traffic by using a firewall.

Recover

The organisation will have a separate disaster recovery policy that it will follow in the event of an attack.

- This will include:
- Employees responsible for specific tasks
 - The expected timeline
 - The **remedial action** involved.

Analyse

Analysis will focus on the following:

- What went wrong,
- How it happened (internal or external threat),
- How it could have been prevented,
- How effectively the organisation responded to the attack
- What lessons have been learned.

Health & Social Care



ARENA ACADEMY

A Level
Health & Social Care,
Geography, Law, History,
Sociology, Philosophy,
Psychology or Politics



Health & Social Care Learning Journey

Apprenticeship
Health and Social Care, Child Development

GCSE Results
Day

Security measures

Safety procedures and measures

Infection prevention
Mock exam

Person-centred -values

Effective communication

Verbal and non-verbal communication

Importance of active listening

Special methods of communication

Rights of service users

Care settings

RO32 Principles of care in health and social care settings

Jan / Feb - RO35 coursework deadline

Deliver and evaluate a health promotion campaign

Factors influencing health and wellbeing

11 YEAR

Lifestyle choices

Leading a healthy lifestyle

Barriers to a healthy lifestyle

Plan a health promotion campaign

Public health challenges

Importance of a healthy society

Current public health issues

RO35 Health Promotion Campaign

April - RO33 coursework deadline

Role of practitioners

Factors affecting growth and development

Impacts of life events

Impacts life events have on individuals

Identifying individuals' needs

Sources of Support

Life events and their impacts on individuals

Welcome!

Choosing options

10 YEAR

PIES Development

Life Stages

RO33 Supporting Individual's

through life events

Life stages and key milestones

Life Stages and development



ARENA ACADEMY



Topic Area 4: Protecting service users and service providers in health and social care settings

4.1 Safeguarding

Safeguarding means the measures taken to protect people's health, well-being and rights.

This enables them to be safe from harm, abuse and neglect.

EVERYONE is responsible for safeguarding. professionals have a duty to safeguard all service users and protect their human rights. It is a key aspect of providing high-quality person centred care.

Individuals who may need safeguarding:

- ★ vulnerable groups - homeless people
- ★ children
- ★ people with physical and learning disabilities
- ★ people with mental health conditions
- ★ older adults dependent on carers in residential care settings
- ★ people with a sensory impairment- sight or hearing loss
- ★ children in residential care who are dependent on carers
- ★ older adults in residential care.

Some individuals may be more at risk of abuse, maltreatment or neglect these include: individuals who

- ❖ have a learning or physical disability
- ❖ have a sensory impairment (visual or hearing)
- ❖ lack mental capacity due to dementia or being unresponsive (coma)
- ❖ are homeless

Impacts for service users of a lack of safeguarding:

Physical - effects to an individual's body

Intellectual - effects to the individual's thought process, thinking skills, understanding, learning, comprehension and knowledge

Emotional - effects on the individuals feelings

Social - Effects on the individuals relationships with others

Safeguarding issues:

- Maladministration of medication
- Inadequate care and neglect
- Falls
- Poor nutritional care
- Lack of social inclusion
- Institutional abuse
- Physical abuse
- Financial abuse
- Maltreatment
- Preventing impairment of children's health and development including their well-being and education
- Ensuring children grow up in a stable home with the provision of safe and effective care.

Safeguarding procedures:

All care environments must have safeguarding procedures in place.

They must have a specific person who is responsible for safeguarding.

All staff and users must be aware of the procedures and who/ how to report any safeguarding issues too.



Health and social care

Key term:

Vulnerable: When someone is less able to protect themselves from harm due to, for example mental health problems or a physical or learning disability.

Sensory impairment: When one or more of the senses (sight, hearing, smell, touch, taste and spatial awareness) does not function normally.

Disclosure: When an individual tells you directly through their behaviour, that they have been, or are being, abused.

Safeguarding policy:

All care settings are required by LAW to have a safeguarding policy and procedure in place. The policy must state how the settings works and what procedures are to be followed if a safeguarding issue arises.

All staff must be trained so that they know and understand the policy. Staff needs to be aware of what to do if anyone makes a disclosure of abuse.



Topic Area 4: Protecting service users and service providers in health and social care settings

4.1 Safeguarding

Designated Safeguarding Lead (DSL):

The DSL is the person in an organisation, or service that has overall responsibility for safeguarding:

The role of the DSL includes:

- creating the settings safeguarding policy
- reviewing the setting plan for safeguarding
- ensuring all staff know how to raise safeguarding concerns
- referring concerns over an individual's welfare to social services, police, the CQC or other organisations
- providing training so all staff understand the signs and symptoms of abuse and neglect
- gathering any evidence or information about incidents of abuse or neglect

Disclosure and Barring Service (DBS)

Standard - checked for criminal convictions, cautions, reprimands and final warnings

Enhanced - an additional check of any information held by the police that is relevant to the role being applied for

Enhanced with list checks - additionally checks the 'barred list'

Barred list - a list of individuals who are on record as being unsuitable to work with children or vulnerable adult. There are therefore 'barred' and not allowed to do this kind of work.



Health and social care



Care Quality Commission

The five R's:

Recognise - signs and symptoms of abuse or harm

Respond - listen, write it down, reassure the individual, inform them that you will write it down what they have said and will pass it on.

Report - the concern to the DSL

Record - the DSL will record the concern raised.

Refer - the DSL will investigate that allegations, complaints or suspicions of abuse. If a crime has been committed then the DSL will contact the police.

**Safeguarding is
Everyone's
Responsibility**



Disclosure & Barring Service



Topic Area 4: Protecting service users and service providers in health and social care settings

4.3 Safety Procedures and measures

Safety procedures:

A procedure is a process not a specific action. It is a set of actions that are carried out in a particular order.

Examples:

Emergency evacuation procedure, practised with regular fire drills - this is so staff know their responsibilities in an emergency.

DBS checking for all staff - this ensures that checks are carried out so staff are safe to work with children and vulnerable adults.

Safeguarding policy and procedure

First aid policy and procedure

Risk assessments

Staff training



Key term:

Risk: The likelihood that someone or something could be harmed

Hazard: Anything that could cause harm.

Risk assessment: The process of evaluating the likelihood of a hazard actually causing harm. Identifying potential hazards, and how they can be minimised or removed completely.

Control measure: Actions that can be taken to reduce the risks posed by a hazard or to remove the hazard altogether

Policies: A policy is a plan which outlines:

- The purpose of the policy

- The instructions to achieve the policy's aim of keeping service users safe and promoting their rights.

- Ensure that the setting is complying with the requirements of legislation.



Health and social care

Safety measures:

A safety measure is a specific action such as putting up a fire safety notice or using a wet floor sign after mopping the floor.

Examples:

Fire safety notices in every room - promotes awareness of safety procedures

Fire doors kept clear

A fire blanket in kitchen areas

Fire alarms throughout the buildings

Safety warning signs - raising awareness of hazards and prevents accidents

Wearing protective clothing - prevents injury and prevents the spread of infection



Risk assessments:


Step 1	Look for hazards associated with the activity
Step 2	Identify who might be harmed and how
Step 3	Consider the level of risk - decided on the precautions or control measures needed to reduce the risk
Step 4	Make a written record of the findings
Step 5	Review the risk assessment regularly and improve the precautions or control measures if necessary.

Food Science

Personal Development

1 Why do you need to Know British Values? Understanding British values is an important way to enable you to embrace the key values that you need to be equipped for life in modern British society. There are 5 fundamental British Values. Through understanding the British values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect, and Acceptance for those with different faiths and beliefs, you will develop self-knowledge, be better able to make the right choices and make contributions to the school and the wider community.

Democracy

2	Democracy	8	<p>Examples of Political Parties:</p> 
3	In the United Kingdom we vote (age 18 +) for the people we want to run our councils and Government.		
4	We vote for Members of Parliament (MP's). Elections take place at least once every 5 years.		
5	In our democracy there are political parties. At the time of writing the political party who has the majority of MP's in Parliament is the Conservative Party. Labour are currently the opposition Party.	9	
6	The Leader of the Conservatives and our current Prime Minister is Theresa May. The Leader of the Opposition is Jeremy Corbyn.	10	
7	MP's debate in the Palace of Westminster, in the House of Commons. On the opposite side of the Building is the House of Lords. The House of Lords (unelected members) ratify law and policies put forward by parliament.		
			Where can I see British Values at School? Democracy – School Council / Form Representatives / Student Executive. We hold mock elections and in PSHE you will learn more about politics. We participate in the MAT debating competition, held in the council chamber at the Town Hall.

The rule of law

11	In the UK, we have laws which determine what is legal and illegal. You are expected to know the difference between right and wrong.	14	There are consequences for making the wrong choice or taking illegal actions. We all take responsibility for our actions.
12	The rule of law is a principle that individuals and institutions are subject and accountable to, which is fairly applied and enforced.	15	Where can I see British Values at School? Rule of Law – Our Behaviour Systems and Behaviour Policy. We have agreed rules and expectations so that our school is a safe and happy place where all differences are reconciled peacefully. We have a PCSO that comes into school to educate you in the law.
13	Those who commit crimes will ultimately be brought to justice through the legal system including Police officers, courts and lawyers. The rule of law acts as a deterrent, to deter people from criminal acts.		

Individual liberty

16	In the UK you are free to have an opinion (unless it is extremist) and believe in what you want without discrimination.	18	Where can I see British Values at School? Mutual Respect – Our academy ethos, antibullying and assemblies. Boundaries are used to ensure you are safe.
17	You have the freedom to make choices and decisions without being judged.		

Mutual **respect** for and **tolerance** of those with different faiths and beliefs and for those without faith.

19	Mutual Respect and Tolerance are the proper regard for an individuals' dignity, which is reciprocated, and a fair, respectful and polite attitude is shown to those who may be different to ourselves.	21	We should all actively challenge students, staff or parents expressing opinions contrary to the values we hold in society and as a school and those that underpin the fabric of a democratic Britain. This is crucial to us to protect one another and to tackle 'extremist' views and prevent people from being radicalised.
20	Differences in terms of faith, ethnicity, gender, sexuality, age, young carers and disability, are differences that should be respected, tolerated and celebrated.	22	Where can I see British Values at School? Acceptance of Faith – RE Lessons and Assemblies. We give you messages of tolerance and respect for others no matter what their ethnicity, beliefs, sexuality, gender or disability.

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance
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