



Frank Field
Education Trust

“The view from space is really very special. From the window you can look back at the earth and see the stars around you. I just hope that more people from Britain get the chance to experience it.”

- Helen Sharman

Helen Patrica Sharman OBE is a British chemist who became the first British astronaut and first woman to visit the MIR space station in 1991.



Year 10 Knowledge Organiser

Learning Programme 5

Pupil Name:

Form Group:

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Instructions to use the Knowledge Organiser

Use of the Knowledge Organiser

Every school day you should be studying at least 1 section of your Knowledge Organiser (KO) for homework.

The timetable outlines the tasks you will study during that week.

Your subject teacher will set the relevant homework task from the Knowledge Organiser booklet and inform you of when the homework is to be handed in.

Your homework is to be completed in your subject exercise book, unless the instructions are different within the task.

You need to bring your Knowledge Organiser and exercise books with you EVERYDAY to the academy.

You will also be tested in your lessons on knowledge from the organisers every week to ensure that the core knowledge is retained over time.

You should also be developing your core knowledge by developing your self-testing, revision and study skills techniques alongside the homework tasks.

You can use any of the adjacent techniques on top of the core homework tasks to enhance your revision skills.

Self-testing, revision and study skills techniques

You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the 'How to self-test with the Knowledge Organiser' booklet to help you.

Below are some possible tasks you could do in your workbooks, no matter which task you do you should always check and correct your work in a different coloured pen.

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

How do I self quiz?

How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

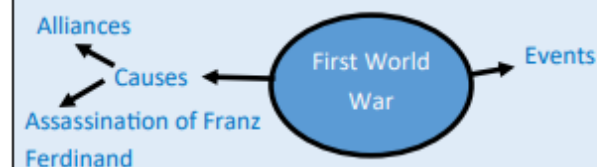
How to use... Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

How to use... Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.



How to use... Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because**, **but**, and **so**. These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

How to... Summarise a process/idea

Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.


1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.

How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.

Act 1: **Hermia** and **Lysander** love each other but are not allowed to marry so decide to run away to the forest to get married in secret. **Demetrius** wants to marry **Hermia**. **Helena** loves **Demetrius**. They follow **Hermia** and **Lysander** into the forest.



The diagram shows four characters: Hermia, Lysander, Demetrius, and Helena. Hermia and Lysander are connected by a double-headed pink arrow. Demetrius has a pink arrow pointing to Hermia. Helena has a pink arrow pointing to Demetrius.

Week	Subject	Task
LP5.1	English	Researching speech topic.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP5.2	English	Researching speech topic.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP5.RLW	ALL	<p>This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development.</p> <p>This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.</p>

Week	Subject	Task
LP5.3	English	Drafting speech.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP5.4	English	Drafting speech.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP5.5	English	Improving draft speech following teacher feedback.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP5.6	English	Writing speech.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP5.7	English	Writing speech.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.

Subject	Task
3D Design	Create a list of your ideas for your final piece.
	Annotate your ideas, explaining how they link back through your journey.
	Annotate your planning page, exploring where your ideas originated from.
Art	Complete a checklist of elements needed to create your ideas into a final piece.
	Annotate your sketchbook, explaining how you have improved your skills.
	Select your favourite material and create a small a5 drawing, reflecting on the different techniques you have used this year.
Business	Complete the task on Seneca.
	Complete the task on Seneca.
	Complete the task on Seneca.
Drama	Look at the key vocabulary in the knowledge organiser. Choose 5 and learn the spelling and definition. Look, cover, write to test yourself.
	Research the practitioners that you have learnt about.
	Research practitioner styles for the devised performance.
Geography	Key word sheet.
	Key word sheet.
	Key word sheet.
Health and Social Care	Design a healthy set of meals for one day using the eat well guide and only 2500Kcals.
	Write a list of diseases excessive drinking can cause and the impact each can have on an individual.
	Explain two different cultural barriers that stop people from accessing health care.

Subject	Task
History	List and add a description for the early problems faced by Elizabeth I.
	Create a mind map for different ideas of Catholics and Protestants in the Middle Way.
	Create a fact file for Elizabeth's key advisors (Privy council).
ICT	Complete the task on Seneca.
	Complete the task on Seneca.
	Complete the task on Seneca.
Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
Music	Find a famous example of a cover version where the song has been drastically changed in comparison to the original. Compare the two - what has been changed and how?
	Create a revision card about rehearsal techniques.
	Complete the genre profiles given by your teacher.
Btec Sport	Research or design two drills that improve performance.
	Explain how organising participants improves a coaching session.
	Explain how space, equipment, or timing can positively influence a session.
Photography	Create a bullet point list of ten ideas for what you could create as your final piece.
	Create a sketch of your best three ideas and explain where your inspiration has come from.
	Annotate your ideas, explaining the process and journey you have been on to reach your final idea.
Religious Education	Answer a 4-mark question about the Trinity.
	Explain the creation story in your own words.
	Explain the Christian belief about life after death.
Hospitality and Catering	Write a comparison of all the food groups and explain how spaghetti bolognese is balanced in terms of the eatwell guide.
	Explore the food groups, detail which you consider to be the most important for a healthy adult and why.
	Create a three-course menu for someone who is gluten intolerant and dining in a 3-star restaurant.

This Learning Programme you will be focusing on completing your final piece.

1. Evaluate your work so far
2. Create final piece ideas
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece



A01 EXPLORE
 BEGIN TO LINK A THEME TO YOUR CHOSEN ARTISTS WORK
 WRITTEN ANALYSIS LINK ARTISTS WORK TO IDEAS AND ARTWORK

A02 EXPERIMENT WITH A RANGE OF MEDIA
 LINKING TECHNIQUES TO ARTISTS AND THEMES
 TEXTILES WATERCOLOUR CLAY MIXED MEDIA PHOTOGRAPHS OIL PASTEL PEN AND INK

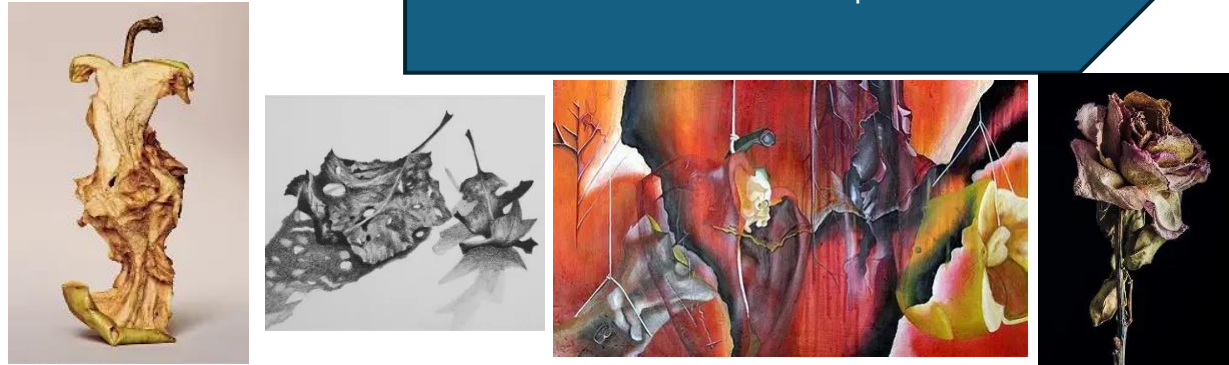
A03 IDEAS
 IDEAS LINKING TO ARTISTS WORK ALL ARTWORK LINKING TOGETHER PLANS IN A RANGE OF DIFFERENT MEDIA

A04 FINAL
 MEANINGFUL PIECE OF WORK INFORMED RESPONSE LINKS TO ARTISTS WORK PRESENTATION RELEVANT

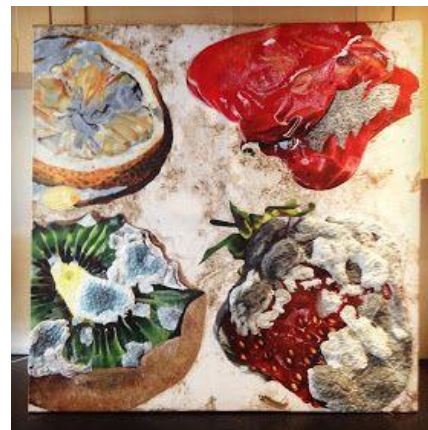
Key Word	Definition
Resolution	The level of detail in an image or artwork; higher resolution means clearer and sharper detail.
Evaluate	To judge or review something carefully, explaining what works well and what could be improved, and why.
Tone	The lightness or darkness of a colour or shade, used to create form, depth, and mood.
Texture	The surface quality of an artwork, either real (how it feels) or visual (how it looks like it feels).
Refine	To improve or adjust an artwork by making thoughtful changes to details, techniques, or ideas.
Reflect	To think carefully about your work or the work of others, considering decisions, outcomes, and improvements.
Observational	Drawing or creating art by closely looking at real objects, people, or scenes from life.
Art Elements	The basic visual components used in art, such as line, shape, form, tone, texture, colour, and space.

This Learning Programme you will be focusing on completing your final piece.

1. Evaluate your work so far
2. Create final piece ideas
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece



Keyword	Definition
Composition	The arrangement of visual elements within an artwork, including how shapes, colours, lines, and forms are organised to create balance and focus.
Tone	The lightness or darkness of a colour, used to create depth, contrast, or atmosphere in an artwork.
Review	To look back over a piece of work, considering strengths, weaknesses, and what could be improved.
Analyse	To examine a work of art in detail, breaking it down into elements (e.g., colour, shape, meaning) to understand how it works.
Reflect	To think carefully about your own work, considering what went well and what you might change next time.
Resolution	The level of detail or clarity in a digital image, usually measured in pixels; higher resolution means a sharper image.
Inspiration	A source of ideas or motivation for creating artwork (e.g., artists, objects, experiences, cultures).



A01 EXPLORE
 BEGIN TO LINK A THEME TO YOUR CURRENT ARTIST'S WORK
 WRITTEN ANALYSIS
 LINK ARTISTS WORK TO IDEAS AND ARTWORK

A02 EXPERIMENT WITH A RANGE OF MEDIA
 LINKING TECHNIQUES TO ARTISTS AND THEMES
 TEXTILES
 CLAY
 MIXED MEDIA
 PHOTOGRAPHS
 OIL PASTEL
 WATER COLOUR
 PEN AND INK

A03 IDEAS
 IDEAS LINKING TO ALL ARTWORK
 LINKING TOGETHER PLANS, DESIGNS IN A RANGE OF DIFFERENT MEDIA
 OBSERVATIONAL DRAWINGS
 PLANS
 EXPLANATIONS
 ANNOTATION

A04 FINAL MEANINGFUL PIECE OF WORK
 INFORMED SHOW UNDERSTANDING
 RESPONSE LINKS
 LINK BETWEEN VISUALS AND ARTISTS
 PRESENTATION RELEVANT

This Learning Programme you will be learning about scale, aims and functional areas of retail business. You will also learn about supply chains and the location of retail businesses.

Key Vocabulary

Scale	the level of output or size at which a business operates
Breakeven	When neither a profit or a loss is made.
Market Share	Proportion of sales made by a business in relation to the whole market
Logistics	Manages the process of getting the right products to the right customers in the right place at the right time
Sourcing	identify suitable suppliers who will provide the goods and services needed for the business to carry out its activities
Dynamic	Retail business activity is constantly changing, in other words, it is dynamic. Retail businesses must respond to these changes to remain competitive. To remain profitable, a business cannot just stand still.
Transport Hub	A place where passengers and cargo are exchanged between vehicles or between transport modes. These include bus stations, train stations, airports, and ferry ports.

Scale of retail businesses

Local

A retail business that operates at a local level is often small, limited in size, the number of people it employs and the revenue it creates.

Characteristics of local and small-scale businesses include:

- Small number of owners, usually one person, the ownership structure is simple and likely to be an unlimited business.
- Relatively low amounts of money invested in the business, generates lower amounts of revenue with lower costs than larger businesses.
- A much smaller market than larger businesses, often serving local communities.
- Usually focusing on a single area, many are run from home and do not have multiple outlets.
- Usually very few employees, owners will often staff the business themselves and may employ workers at busy times.
- Community based – attract loyal customers who see the business as a vital part of the local community.
- Technology – the growth of social media and blogs have been utilised by many small businesses due to its effectiveness and low cost.

National

A national retail business will operate all over one country. It may have multiple retail outlets throughout the country, and a distribution network to ensure it can distribute its products to where they are being sold.

A national business will offer the same products or services, usually at the same prices, to customers all around the country or over a large area of the country.

Compared to a local business, a national business will have more resources to use in carrying out its activities. The extra capital can be spent superior marketing activities and employing highly skilled workers.

The ownership of national businesses is more complicated than a local business, often having multiple owners and likely to be a private or public limited company.

The market size of a national business is much greater than a local business so there is a great opportunity to attract a greater number of customers to obtain a high level of sales. The population of the UK is 67 million, for a national business these are all potential customers.

Tend to have highly developed websites which allow for online purchases with quick delivery times.

Global

A global retail business will operate internationally throughout the world.

The factors of trading at a global scale include:

- A much bigger market, the potential to sell products to more people across the globe is an obvious attraction to retail businesses who wish to increase their sales.
- Manufacturing or sourcing products from different countries at lower costs. Some UK retail businesses may not have the necessary raw materials to produce in the UK or other countries may be able to produce some goods and services more efficiently than we can.
- Improved communications as the internet makes it possible to trade efficiently across the globe. Improved transportation systems have led to cost effective transportation of materials and products across large distances.
- Global brands are products and services that are recognised throughout the world. The same products are sold in numerous countries are easily identified by customers. Coca-Cola, Apple and Ikea are examples of global brands.
- Complicated ownership and management structure as many global businesses will be owned by a parent company who in turn will own other businesses.

Aims of retail businesses

Survival/breakeven

For many new retail businesses, the initial objective is to survive the difficult time of gaining customers, establishing a good local name and building a reputation. Also, this applies for some large businesses in times of difficulty.

To survive, a business must at least breakeven. This means that it makes neither a profit nor a loss.

Increase market share

The market share is the proportion of sales made by a business in relation to the whole market. The market share is calculated by the number of customers a business has and is usually given as a percentage.

Market share is important as it shows how well the business is doing compared to the competition.

Customer satisfaction

Customer satisfaction measures how goods or services supplied by a retail business meet or surpass a customer's expectation.

If a retailer fails to meet customer satisfaction, then it could result in a decrease in sales and profit.

Profit maximisation

Increasing profit is different from increasing revenue as profit is what remains after all the costs of running the business have been met. Sales revenue – costs = profit

Increasing profit is possibly the main objective for most retail businesses.

Aims are used by retail businesses to focus the business and reach future targets. Many retailers will use their aims to create more specific objectives such as increasing profits by 10% over the next 12 months.

Specific retail aims

Aims that are specific to the retail industry, examples include:

- introducing an additional service such as click and collect or a home delivery service
- introducing a multi-channel approach by starting a website to accompany the physical store
- training staff to improve their product knowledge
- replacing the manual stock control with IT systems.

Increase sales revenue

Sales revenue is the total value of the products and services sold. An increase in sales revenue can be achieved through selling more products to existing customers, selling products to new customers or changing prices.

Ethical, environmental and social

Ethical, environmental, and social elements go beyond the activities of the business. Retailers operate in the wider community and their actions can affect society.

Examples include:

- reducing the carbon footprint of the business
- switching suppliers to source organic food and local produce
- developing Fairtrade Foundation objectives
- supporting local charities.

Diversification

Diversification is expanding the business into different markets selling different products. Diversification can increase sales and profits through new revenue streams and limit a negative impact in its original market.

Functional areas of retail business

Purchasing

Also known as procurement. This is the buying of stock that will be sold in the retail businesses physical outlets, online or any other retail channel.

A retail business will purchase stock from suppliers, it is important that the stock is at the quality and quantity needed, at a suitable price, and delivered at time that is suitable for the retail business.

Logistics

Manages the process of getting the right products to the right customers in the right place at the right time.

Logistics involves the purchasing and transportation of products, the warehousing of products, managing stock, fulfilling orders, and making sure the stock is safe and secure.

Warehousing

Part of the logistic function, warehousing is the storing of products before they are moved to the retail stores or delivered to customers.

The products need to be stored securely and be able to be moved quickly to the store or to customers.

Sales

Is responsible for selling the product to the customer.

The sales function determines how the business interacts with its customers and receives revenue. The sales function will include all the activities needed to sell products and includes the sale staff that make sales and keep customers loyal to the business.

Customer service

Is the support that a retail business gives to its customers. This takes place before, during and after a customer has bought the product or service.

Marketing

Finding out who your customers are, known as market segmentation.

Finding out what your customers want, known as market research.

Offering a product that meets customer needs, calculating a price that customers will pay, promoting the product or service to persuade customers to buy it and making the product or service available to buy at the right place, known as the marketing mix.

Finance

Manages the money that flows into and out of the business.

Looking for sources of finance for start-up, growth and to pay the running expenses of the business. Creating financial documents, such as profit and loss accounts and cash flow forecasts.

Maintaining financial records and analysing financial records and business performance.

Human resources

Is responsible for all staff-related issues.

These include including the recruitment of new staff, the induction, training and development of staff, staff performance systems, disciplinary procedures, ending employment and complying with relevant government legislation.

Administration and ICT

The supportive functions that help the retail business run efficiently and achieve its aims.

ICT is responsible for the infrastructure, hardware, software and networking of computers in a retail business. They are also responsible in providing support to staff and making sure data is secure.

Competitive

Retail businesses must compete in a competitive environment. This means that they are not the only business providing a particular product. Therefore, consumers usually have a choice on what they spend their money on.

Products are sold to consumers in markets and there is a market for every product. Different markets will have different levels of competitiveness, the more sellers in the market, the more competitive it is likely to be. Some markets are dominated by very few large retail businesses, so these are considered to have reduced competition.

Retail businesses compete in market by having cheaper prices, offering quality products, and offering a wider range of products. They also compete by using good levels of customer service, advertising, carrying out promotional activities, the design of the store, use of multi-channels and staff training.

Dynamic

Retail business activity is constantly changing, in other words, it is dynamic.

Retail businesses must respond to these changes to remain competitive. To remain profitable, a business cannot just stand still. What made the business successful yesterday will not automatically make the business successful tomorrow.

Consumers needs and wants are not static. Their tastes, preferences, attitudes, demands, and expectations are constantly changing. New production techniques, new technology, new competitors, and new markets present businesses with opportunities (as well as threats) to succeed in a dynamic and competitive environment. Other drivers of change include consumer expectations, social factors, and economic factors.

The dynamic business environment should be seen by most retail businesses as an opportunity and not a threat.

If a retail business fails to recognise the competitiveness and dynamic nature of the market, it will struggle to gain the sales it needs to be successful.

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Sourcing

A retail business needs to identify suitable suppliers who will provide the goods and services needed for the business to carry out its activities.

A retail business needs to consider the cost, quality, quantity, delivery time and the reliability of the supplier. They should also consider the reputation of the supplier, the ethical and environmental actions of the supplier, and payment terms and contractual issues (late or non-delivery of stock penalties).

The growth of globalisation has resulted in many UK retail businesses sourcing their other supplies from all around the world.

Logistics

The management of the flow of products, services, equipment, people, money, and information from the source to the end user.

Logistics includes transportation of supplies, storage (warehousing) of stock, packaging of products, transportation, and distribution of products to customers and the security of products.

The growth of e-commerce and online shopping has changed the way many retail businesses organise their logistics.

Stock control

Effective stock management is an important part of the supply chain. A retail business cannot function effectively if it does not control its stock. Retail businesses must ensure that the right stock is available for sale when the customer wants it.

Many retail businesses will operate a stock control system to make sure they have the required stock when they need it. The storage and use of stock by retail businesses when largely depend on the types of stock they sell.

Businesses can monitor what has been used and the frequency of use. Many computerized stock control systems will order the stock automatically.

Electronic point of sale systems (EPOS), a computer system that scans bar codes at the tills produces reports on what stock has been sold. This takes sales payments from customers, records the sales and monitors stock levels. Many EPOS systems will have automated stock ordering.

Urban

Located in town and city areas where there is a high concentration of people.

Tend to have a high footfall and will attract people from other geographical areas.

Rural

Located outside cities and towns and are less populated. These can include small villages and areas in the countryside.

Tend to be focused on the local population and will have a much lower footfall than urban areas. There is often much less choice for shoppers in rural areas.

High street

Usually located in urban area in the town or city centre, but can also refer to a main area of shops in a more rural area.

The high street is the main concentration of shops in one area and will have many other businesses located near the shops, such as hospitality and leisure.

High street locations have very high levels of footfall with excellent transport links, but in recent years, the high street has faced many difficulties.

Local

Many retailers are sole traders or small businesses and will have only one physical store in one location. Their customers are local people, and they will concentrate their business on providing a service to these people. Local retailers can be in urban or rural locations.

Out-of-town retail parks

Usually located away from city centres with easy access and good parking facilities. Many out-of-town retail parks can also be shopping centres.

Most out-of-town retail parks are open air and will not have the different stores all under one roof as each retailer will have their own entry from the outside. Many retailers who locate in out-of-town retail parks will have larger stores that are not possible in urban areas and high streets, and often open for longer hours.

Shopping centres

Usually located in urban areas where a range of different retailers are housed under one roof. These shopping centres will usually have other hospitality and leisure facilities to satisfy a wide range of customer needs and will have a high footfall.

Many of these shopping centres will be in the centre of town and city centres near to the main high street, but some are located away from the centre in out-of-town locations.

Transport hubs

A place where passengers and cargo are exchanged between vehicles or between transport modes. These include bus stations, train stations, airports, and ferry ports.

Major transport hubs will have high footfall.

Retail outlets that locate in a transport hub must sell suitable products that travellers are willing to buy.

This Learning Programme you will be learning about:

DEVISING

Key Vocabulary

Brief	A brief is a set of instructions given to a group to create a performance.
Stimulus	A Stimulus is a starting point from which all of your ideas stem.
Research	Research is finding out information that will help you create your performance. This may be finding out ideas about a particular time period, location that the play is set.
Producing	Managing the project. This could be through communicating with companies, venues, organizing marketing and the budget.
Concept	Concepts are the general ideas for what you want your performance to look like.
Script - writing	Writing the words (dialogue) that people will say in a play.
Directing	Leading a group of people to create a performance

1

Target Audience	The people that you want to 'reach' and 'impact' with your performance. These are the people that you are aiming your performance at.
Theme	A theme is what the play is about. It is an idea in the story that runs throughout the whole performance.
Context	The circumstances of the story. This could include what has happened before the scene, the relationships between characters, the time period, the location, the social class and the cultural influences.
Structure	The order that the story is performed in.
Story-board	A storyboard is a series of images that explain how your story will look, shot by shot. Each image appears in chronological order, with notes underneath to explain what's happening.
Style	A theatre style is a 'type' of theatre. It is HOW the piece is performance. Some example of different styles are: Realism, Physical Theatre, Melodrama, Abstract.

2

Contextual links:

Practitioners including -

Stanislavski <https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>

Berkoff <https://www.dramacraft.net/steven-berkoff.html>

Brecht <https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>

3

Creative Intentions	How you want your audience to feel or the mood and atmosphere you want to create at any given point throughout your performance – for instance scared, sad, excited.
Mood /Atmosphere	The overall feeling created through the performance. Some example of moods/atmosphere are: exciting, scary, busy, calm.
Climax	The key moment that the performance builds up to. This could be a turning point or a high point of tension in the story.
Tension	A sense of anticipation or suspense – the feelings that the story is building up to something.
Symbols / Semiotics	Using something visual or a sound in a performance to suggest something to the audience. For example, a red flashing light could symbolise danger to the audience.
Resources	Resources are the physical objects you will need to put on the performance. E.g. specific props, costumes, rehearsal timetable, letters to target audience, devices for filming rehearsals

Research for a secondary stimulus	Finding other stimuli e.g. newspaper articles, historical artefacts, photos, which links to the stimulus in the brief.
Solo work	Writing something to perform yourself e.g. a monologue, solo song or dance piece
Small group work	Writing something to perform in a small group e.g. a duologue
Ensemble work	Working together with your group to come up with a scenario and short script to start off your story
Sketches, drawings and photographs	Drawing out your ideas or finding photos for inspiration
Mock-ups	Create a version of your set/props/costume using what you have around you to give you some inspiration for your performance

Role on the wall	Drawing an outline of a character and writing facts about them and their personality inside
Movement techniques	Try out some touch and response improvisation, round-by-through sequences or chair duets
Vocal work	Try out performing some words, phrases or sounds with your voice to create a mood and atmosphere. See if it generates any ideas.
Hot-seating	Create a character and take it in turns to ask questions to fill out the background of the character.
Mind-mapping	Write down your first thoughts about your stimulus. What ideas come to mind from the start
Explore the senses	Go through each sense – what type of tastes, smells, sights, sounds and textures does the stimulus make you think of?

ENDING	How will you end your performance? This could be with a tableau (freeze frame) or an exit from the stage
PLOT	This is the story you are telling through your performance.
ISSUE	For a performance to be meaningful and interesting, there needs to be an issue (this could be a theme or problem)
CHARACTERS	These are the people in your performance. It is important you understand your character's background and personality to play them convincingly.
STRUCTURE	This is the order you will tell the story in. Not all performances have to be in chronological (time) order. Sometimes it is effective to put scenes in the wrong order to make a point in your performance.
AIM	This is the reason for your performance – WHY is it being performed? What is it trying to achieve? For example, it could be to educate the audience about an issue or entertain the audience and make them laugh.
RESOLUTION	This is the way that your issue is resolved (sorted out). Your piece may have an "happy" or "unhappy" resolution. For example, a bully character could see the error of their ways and stop their bad behaviour (happy resolution). Alternatively, something bad could happen to the character being bullied (unhappy resolution). Sometimes there is no resolution (for example, a 'cliffhanger' ending) however, this should only be done for a specific effect.



This Learning Programme you will be learning about how to plan, draft, write and deliver a presentation.

Key Vocabulary

Rhetoric	The art of using language effectively and persuasively, especially in speaking or writing.
Persuade	To cause someone to believe or do something through reasoning or argument.
Inform	To give someone facts or information about a topic.
Assert	To state something confidently or forcefully as a fact or belief.
Position	A person's point of view or opinion on an issue.
Determine	To decide something after thinking carefully or examining the details.
Journal	A written record of thoughts, events, or reflections, usually kept regularly.
Opinion	A personal belief or view that is not necessarily based on fact.
Examine	To look at something closely in order to understand or analyse it.
Determine	To decide something after thinking carefully or examining the details.

1

What do you have to do for this part of your exam?

- ✓ As part of the GCSE English Language course all students are expected to complete an assessment of their speaking and listening skills.
- ✓ This will be graded against the 'Pass', 'Merit' and 'Distinction' criteria.
- ✓ This grade is separate to the overall '9-1' grades that students achieve for their English Literature and Language, but a pass must be achieved to be entered for the exams.

2

Discussion skills

In a discussion, you should aim to **interact and respond to what other people are saying**. Talk with confidence and let others speak. Remember that listening is as important as speaking.

You can show you are listening by:

- ✓ making eye contact with the speaker and **responding** to what they say
- ✓ using body language to show co-operation and **understanding**, for example shrugs and nods
- ✓ **building** on what other people say
- ✓ **challenging** points made by others

A good discussion has a flow to it with people agreeing and disagreeing, giving explanations for their viewpoints. Each person needs to be allowed time to speak and to share their opinion before the next person adds their point.

Things to avoid in a group discussion include:

- ✓ interruption – except maybe to show agreement, eg "Yes, I see"
- ✓ cutting people off mid-sentence
- ✓ talking over other people
- ✓ breaking off into mini-discussions within a big group

What do I talk about?

This is completely up to you!

All we ask is that you choose a topic that you are passionate, knowledgeable and confident about to speak formally for 3-5 minutes before your questions.

What does it mean by 'an effective range of strategies to engage the audience?'

Use your knowledge of Language Paper 2: Question 5 to help you prepare your presentation.

3

Audience

To help you decide on a style of speaking that is suitable for a particular situation or context you should think about:

- ✓ **who** you are speaking to
- ✓ **why** you are speaking to them

For example, in a conversation with friends you are likely to use a very different style of speaking and listening than you would in a formal presentation to an unfamiliar **audience**.

Ask yourself the following key questions when preparing for speaking and listening:

- ✓ Who are your audience? (peers and an examiner!)
- ✓ How old are they? (15+)
- ✓ What matters to them? (your ideas and knowledge about Literature)
- ✓ Why should they listen to you? (because you're knowledgeable and interesting!)

Your answers to these questions should help you focus on how you might best speak to your audience in an interesting and convincing way.

Writing Guidance

4 Top Tips:

- Pick 2-3 main ideas
- Get your facts together
- Persuade with a clear structure: introduction, main argument, conclusion
- Be direct and to the point
- Simplify – after you've written your first draft, go back and look for words that you can cut out

Remember, the aim is to know your speech rather than reading it. Directly reading it may result in a pass only!



6

TOP TIPS:

- ★ Try to develop your ideas thoughtfully – think about what will appeal to an audience.
- ★ Link ideas across paragraphs to create fluent writing – you might repeat ideas to reinforce a point.
- ★ Keep checking the task you have been given to make sure you remain focused.
- ★ Choose persuasive techniques that help you and improve your writing – you don't need to tick off every technique that you know.

5

DAFOREST:

- Direct Address
- Alliteration
- Facts
- Opinions
- Rhetorical questions
- Emotive language
- Similes
- Triples



Next steps:

Read or watch famous speeches from history. Are there any techniques that you can copy?

Work through some sample tasks and write a plan for them.

Read your teacher's feedback for talks/speeches you have written in the past. What do they think you need to do to improve?



7

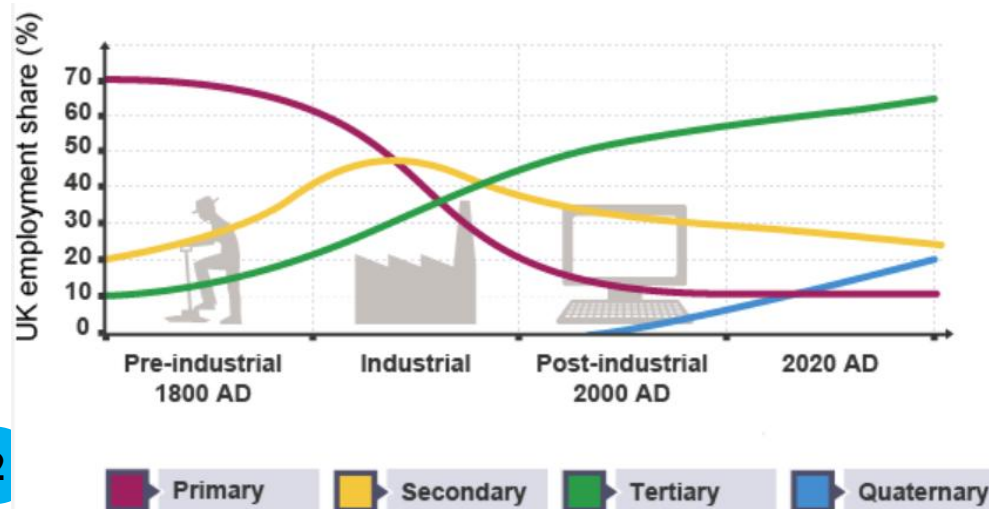
Pass	Merit	Distinction
<ul style="list-style-type: none"> • Expresses straightforward ideas / information / feelings • Makes an attempt to organise and structure talk • Makes an attempt to meet the needs of the audience • Listens to questions / feedback and provides an appropriate responses in a straightforward manner 	<ul style="list-style-type: none"> • Expresses challenging ideas / information / feelings using a range of vocabulary • Organises and structures talk clearly and appropriately to meet the needs of the audience • Achieves the purpose of talk • Listens to questions / feedback responding formally and in some detail 	<ul style="list-style-type: none"> • Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary • Organises and structures talk using an effective range of strategies to engage the audience • Achieves the purpose of talk • Listens to questions / feedback, responds perceptively and elaborates with further ideas and information

This Learning Programme you will be learning about the post-industrial future of the UK; its reduction of manufacturing, and move towards the service sector.

Gross National Income (GNI)	The total income earned by a country's people and businesses, including money earned abroad, usually shown per person.
Industrial structure	The balance of different types of jobs in an economy (primary, secondary, tertiary, quaternary).
Infant mortality	The number of babies who die before their first birthday per 1,000 live births.
Information technologies	Technologies used to store, process, and share information, such as computers, mobile phones, and the internet.
Intermediate technology	Small-scale, affordable technology designed to be used in developing countries (e.g. hand pumps, simple machinery).
Life expectancy	The average number of years a person is expected to live in a country.

1

The **quaternary industry** has **increased**, whilst **secondary** has **decreased**.
Numbers in **primary** and **tertiary** industry has **stayed the steady**.
Big increase in **professional** and **technical jobs**.



2

De-industrialisation and the **decline** of the UK's industrial base.
Globalisation has meant many industries have moved overseas, where labour costs are lower.
Government investing in supporting vital businesses.

3

Science Parks are **groups of scientific and technical knowledge based businesses on a single site**.

- Access to **transport routes**.
- **Highly educated workers**.
- Staff benefit from **attractive working conditions**.
- Attracts **clusters** of related **high-tech businesses**.



4

Population change in rural areas

Rising house prices have caused tensions in villages.

Villages are **unpopulated** during the day causing **loss of identity**.

Resentment towards **poor migrant communities**.



5

Lack of affordable housing for local first time buyers.

Sales of farmland **has**

increased rural

unemployment.

Influx of poor migrants puts

6

A **£15 billion 'Road Improvement Strategy'**. This will involve 10 new roads and 1,600 extra lanes.

£50 billion HS2 railway to improve connections between key UK cities.

£18 billion on Heathrow's controversial **third runway**.

UK has many **large ports** for importing and exporting goods.



7

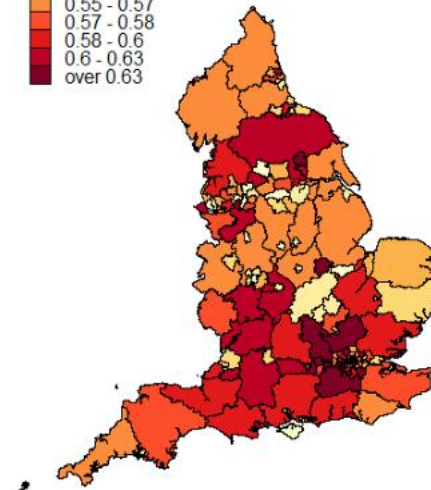
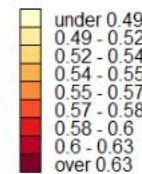
- Wages are **lower** in the North.

- Health is **better** in the South.

- Education is **worse** in the North.

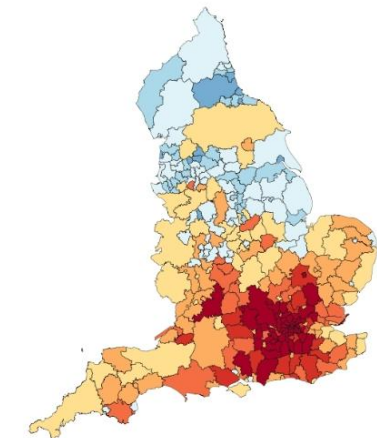
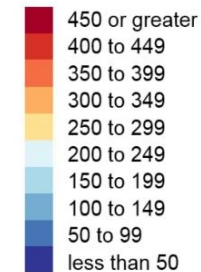
+ The government is aiming to support a **Northern Powerhouse** project to resolve regional differences.

+ More **devolving of powers** to disadvantaged regions.



Average prices

£,000



This Learning Programme you will be learning about component 3 – Health and Wellbeing. You will explore a depth of topics covered in component 1 and 2 and practice the composite knowledge for your exam.

Key Vocabulary

Economic	Relating to the money, cost and affordability
Indicator	A gauge or meter of a specified kind
Empowerment	Authority or power given to someone to do something
Discriminatory	Making or showing an unjust or prejudicial distinction between difference categories of people, especially on the grounds of ethnicity, sex, age or disability
Domiciliary	Concerned with or occurring in someone's home
Obstacles	A thing that blocks one's way or prevents or hinders progress
Barriers	An obstacle that prevents movement or access to services

Component 3

This section is split into 4 different areas. Knowledge of health and wellbeing, understanding health and wellbeing, applying knowledge and making connections between the different aspects of health and wellbeing.

A) Factors could be:

Physical Factor—illness, mental health, sensory impairments, disabilities

Lifestyle Factors - Nutrition, Physical Activity, Smoking, Alcohol, Substance misuse

Social Factors - Supportive and unsupportive relationships, social inclusion and exclusion, bullying, discrimination

Cultural - Religion, Gender roles, gender identity, sexual orientation, community participation

Economic factors - employment, financial resources

Environmental - housing, location, home environment, pollution

B) Physiological indicators

Knowing what you are reading is crucial. You can be asked about the followings:

Heart rate—normal = 60-100bpm

Heart rate recovery (after exercise) - too slow = unfit, quick =fit

Blood Pressure—normal is between 90/60 and 120/80.

Body Mass Index (BMI) - you will be given a graph and have to find the middle

You will also need to know/be able to talk about the following:

Nutrition—Eatwell guide

Physical activity

Alcohol

Smoking

Substances

C—Person Centered Approach to improving health and wellbeing and barriers

1) you need to understand the needs, wishes and circumstances of the individual in our care.

2) The importance of person-centred approach for individuals (why do we act/care for people in this way)

3) How this benefits the people in our care compared to other methods

Also, we need to ensure we can do the following:

A) Establish recommendations for helping to improve health and wellbeing

B) Understand what support is available when following recommendations

C) And the barriers that are stopping people receiving the best healthcare possible.

1

2

3

Hints and tips

The exam is designed to try and catch you out. It is worded to make you overthink and overwrite.

Highlight the key parts of the question and key words such as negative/positive impact, barriers, lifestyle, habits (drinking or smoking) and try to use common sense.

If someone is drinking too much, their liver could fail/develop conditions.

The exam can be and is easy - stay calm, think clearly and you will do well!

4

How to understand exam based questions

Every paper you will face starts off with some multiple-choice questions or one-word answers. These questions are designed to start off your thinking and will often be the only logical answer in the paper.

Example: 'Which of the following substances is illegal?'

- A) Heroin
- B) Nicotine
- C) Alcohol
- D) Caffeine

6

Then after are the 4 markers. These are split into 2 mini questions each where you will need to give a key term and then explain what that means.

Example: Name two barriers that impact a blind person, who lives alone in the countryside, from going to see the GP regularly.

- 1) Sensory impairment—due to their blindness they cannot drive, and this means they would have to seek alternative arrangements to get to the GP.
- 2) Environmental barrier - because of where they live getting to the GP might become more difficult.

7

Finally, the 6-mark questions. These are longer essay questions that require you to find out all the information in the case study and then explain how these impact the person/what recommendations you would make to ensure we provide the most support to the person in the case study.

This Learning Programme you will be learning about how the reign of Elizabeth I politically, socially, culturally and religiously shaped Britain.

Key Vocabulary

Succession	Inheriting a title
Rebellion	An act of resistance against a leader
Excommunicated	Being kicked out of a church
treason	Crimes against monarch or country
Religious settlement	Elizabeth's plan to stop disagreements about religion in England
Golden age	A period of time with great success, peace and progress
exploration	Travelling to new places to find out what is there and learn new things

Patronage ensured loyalty

Elizabeth gave out patronage (titles and monopolies), giving men an income. The queen had a lot of titles to give away in the church and royal ones at court. This ensured loyalty to Elizabeth, as they became dependant on Elizabeth for their income, so had to be loyal to her or she would remove it. By distributing patronage widely she maintained political stability, as people would not rebel as people felt widely rewarded. She was also not using royal money as the economy was weak and funds limited.

Elizabeth's early problems

Religion

Elizabeth's father had broken from the Catholic Church in order to divorce his first wife. Edward continued with the Protestant religion. When Mary came to the throne she tried to turn England back Catholic! Elizabeth was a Protestant, but she was also practical - she allowed the Catholics to worship privately. But for some Catholic, this was not enough - they viewed Elizabeth as an illegitimate Queen, and viewed her mother's marriage to her father as illegal and invalid. Alongside this was the threat of the Puritans. Extreme Protestants that believed Elizabeth was too soft on the Catholics.

Mary Queen of Scots

Without a direct heir, next in line to the throne was Elizabeth's Catholic cousin Mary. In 1568, Mary had to run for her life from Scotland (her own country!) and was placed under house arrest in England. She became a real threat to Elizabeth because it gave the Catholics an alternate queen to fight for.

Taxation

The Government needed money and one of the few ways to get it was through taxes. Unfortunately, at a time of great poverty taxes would be very unpopular with people of England, so raising taxes was very dangerous for a new monarch.

Rebellion

Like other English Monarchs, Elizabeth viewed herself as the queen of Ireland. Unfortunately, many Irish disagreed - they rebelled in 1559. Elizabeth spent thousands of pounds and sent her best soldiers to stop the rebellion but nothing seemed to work in the long term.

The Netherlands

Powerful countries wanted power over England. France and Spain were both Catholic countries and had the support of the Pope, saw Protestant England as a target. One major area of disagreements was the Netherlands. The mainly Protestant population was in conflict with the Catholic Spanish who ruled most of the area Elizabeth would have to decide how to deal with this - but her main priority was keeping England safe.

Succession

All of Elizabeth's siblings had died without children and she had yet to produce an heir. It was uncertain who would take over, wars had been fought over successions. Parliament wanted her to marry and have an heir ASAP!

Strengths:

English parents - freer from overseas influence.

Education - used her intelligence to survive Mary's reign. She spoke 5 languages, one of the most educated women of her time.

Popularity: She was popular with her people.

Weaknesses

Gender - Having a queen would make England look weak. There was a worry if she married a foreign ruler they would take control.

Religion - Religious conflict between Catholics and Protestants was huge. Elizabeth had to try and maintain stability.

Invasion - Threats from

MQS, French and Spanish.
Money - Mary I had left debts of £250,000, which was a huge amount of money at the time.

Parliament

Made up of the House of Lords and the House of Commons.
Had influence over tax and passing laws.
Had much less power than Parliament today - Elizabeth could choose when to call Parliament and was free to listen to their advice or ignore it.

Lord Lieutenants

Appointed by the queen to take responsibility for a certain section of the country.
Responsible for:
Collecting taxes.
Raising soldiers to fight for the queen if needed. The position of Lord Lieutenants could lead to great power and influence and often lead to a position on the Privy Council.

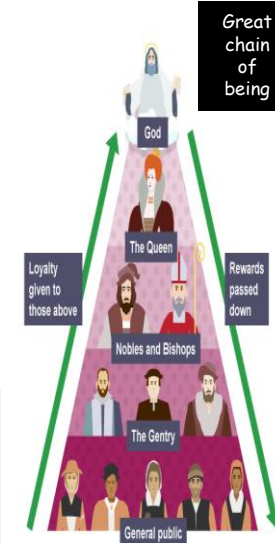
Privy Council

Responsibility for the day-to-day running of the country. Led by the Secretary of State
It's members were Elizabeth's main advisors. Technically Elizabeth could choose who was on the council but in reality she had to appoint the most powerful landowners to avoid any risk of rebellion.
The council could be called to deal with any issue from military and foreign affairs to religion and the queen's security.
If the Privy Council agreed on a certain issue it was almost impossible for Elizabeth to refuse however, the council advised Elizabeth - meaning that Elizabeth could ignore their advice.
The Privy Council could issue proclamations in Elizabeth's (laws) name and arrest and imprison individuals.

Justice of the Peace (JPs)

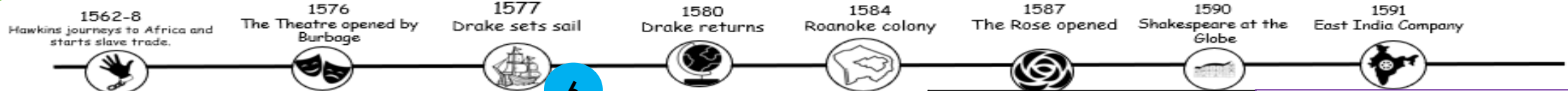
Several JPs would be in charge of one country
Responsible for law and order
JPs could send someone to prison and if it several agreed they could sentence someone to death.

Elizabeth's Government.



Great chain of being

Date	Plot	Elizabeth's action
1569 - The Northern Rebellion	The Catholic Earls of Northumberland and Westmoreland hatched a plan to get Mary, Queen of Scots out of jail and on to the throne. They gathered an army of 6,000 soldiers in their attempt to return England to Catholicism.	Elizabeth got wind of the plan and sent a huge army to crush the rebellion. Elizabeth put 800 rebels to death and the two Earls fled to Scotland.
1571 - The Ridolfi Plot	Roberto Ridolfi, an Italian banker, planned to assassinate Elizabeth and make Mary queen. He had the support of King Philip II of Spain, the Duke of Norfolk, and Mary, Queen of Scots herself.	The plot was uncovered by Elizabeth's advisor, Cecil. Ridolfi and the Spanish ambassador were arrested and expelled from the country.
1586 - The Babington Plot	Sir Anthony Babington planned to rescue Mary, Queen of Scots from jail and murder Elizabeth. Secret letters between the plotters and Mary were discovered which gave Elizabeth's advisers the evidence needed to prove Mary's guilt.	This finally led to the execution of Mary Queen of Scots, Babington and six other plotters.
1596 - The Essex Plot	The Earl of Essex became jealous of Robert Cecil as a rival for the Queen's favourite. He argued with Elizabeth about Ireland, and turned his back on her and almost drew his sword! He was sent to Ireland and made a truce against her wishes. Marched 200 men to London against Elizabeth.	Took all of Essex's wealth and power away, including his monopoly on sweet wine. He was beheaded at the Tower of London in 1601.



4

The theatre was hugely popular, many new theatres were built, and this period saw plays produced that are still performed and studied today. As well as plays, poetry became very popular. William Shakespeare wrote many sonnets that inspired other writers. A lot of Elizabethan poems focused on the stories from Ancient Greece and Rome.

Education was seen as important during Elizabeth's reign. Although it was mostly wealthy boys that received an education, some girls also received a limited education.

Portraits became very popular and were much more than just a painting of the sitter. They would include lots of symbolism: For example, Elizabeth was often painted with her hand on the globe to show her power or moons represented virginity. The miniature portrait was also very popular. These were very small detailed paintings intended for personal possession rather than public display. Other forms of art included decorative silverware and detailed, patterned textiles.



6

Cause of poverty	Actions taken
Population Growth	Poor Laws (including 1601 Poor Law)
Inflation (Rising Prices)	Categorised the Poor
Changes in Agriculture (Enclosure)	Workhouses / Houses of Industry
Decline of Traditional Industries	Houses of Correction
Bad Harvests	Overseers of the Poor (parish system)
War and Taxation	Apprenticeships for Poor Children

Conflict with Spain

Causes - Philip had been married to Mary Tudor and wanted England to be Catholic again. He had asked Elizabeth to marry him but she married England. Elizabeth authorised the sea dogs to steal Spanish Silver. Elizabeth also sent troops to help with William of Orange's rebellion against Spain. Advances in naval warfare meant ships were faster and more maneuverable. They had more powerful weapons and more accurate navigation with the astrolabe. The Armada failed because of poor tactics by the Spanish including having a seasick man in charge - Duke Medina Sidonia. The English tactics including the use of fire ships. This was then followed by terrible storms that wrecked many of the Spanish ships on their way back round Scotland.

Why did the Spanish Armada start?

- Religious differences: Catholics vs Protestants
- Dutch rebellion 1566
- Piracy
- MQS execution
- Refused proposal
- Papal Bull
- William of Orange assassinated
- Raid on Cadiz 1587

Events of the Armada

- 28th May 1588**, the Armada set sail from Lisbon, but is blown off course and takes a lot of damage
- 21st July** the Armada harbours at Corunna, to repair the damage done and sets off for England
- 29th of July**, the Armada are spotted off Cornwall and the English light the beacons to alert the Navy.
- 31st July - 4th August**, the Armada, sailing in a crescent moon shape, are attacked by English ships. The ships attack quickly and move out of the way faster than the Spanish ships can return fire however, not much damage is done at this point.

7

- 6th August**, the Armada docks at Calais, awaiting the Duke of Parma and his 20,000 troops, unfortunately, he was not there! He had gotten tired of waiting for the Armada and sent his troops off to fix canals. This caused the Armada a delay of several days. It was at this point that the English decided to strike first.
- 7th of August**, led by Sir Francis Drake, eight fireships were sent into the Spanish Fleet. The Spanish Captain's cut their anchor ropes to get away from the danger as quickly as they could. Their well-disciplined fleet was plunged into utter chaos and their formidable crescent shape now broken.
- 8th August** the Battle of Gravelines began. The English fired from a distance of 100m, causing huge amounts of damage but were unable to sink any ships. The Spanish who had not been prepared for a sea battle, could barely defend themselves. With the Armada scattered, Medina-Sidonia attempted to lead his battered fleet home. The English gave chase and continued to batter the Spanish ships with cannon fire.
- End August- Early September** It was the weather that finally destroyed the Armada. The ships were battered by storms that blew them completely off course. Their water was polluted, their food rotten and they had no maps of the waters around the north of Britain. Many of the ships were wrecked, and those few that managed to make it to shore were slaughtered by the Scots, the Irish and English Soldiers. Of the 151 ships that set sail, just 65 returned safely to Spain.

Theatre/Literature



Exploration/Power

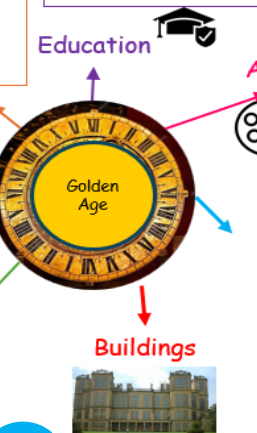


The audience

The most expensive seats above the stage were called the **Lord's Rooms**. They had cushions and were visible to the rest of the audience. This was the place to be seen!

The covered **galleries** were mainly for the gentry. Tickets cost 2-3 pennies. The thatched roof protected you from bad weather.

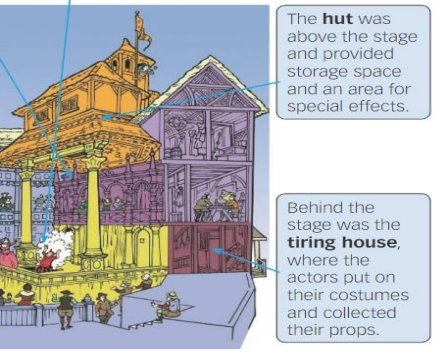
The **pit** was where poorer people stood to watch the plays. You would get wet if it rained but it was cheap at a penny a ticket.



5

The actors

The **stage** included trapdoors and had a wall at the back, which was where actors made their entrances and exits.



The **hut** was above the stage and provided storage space and an area for special effects.

Behind the stage was the **tiring house**, where the actors put on their costumes and collected their props.

Science and technology



There were some significant breakthroughs in navigation and astronomy and a growing understanding of magnetism. For example the astrolabe made it easier for sailors to judge how far north or south they were and better compasses made it possible to navigate the seas more accurately.

Consequences for Elizabeth:

Religious - England remained Protestant.

Political - The defeat of the Armada was a huge propaganda boost; it raised morale and showed the wind was God's approval of Protestantism and Elizabeth as a strong queen. She again refused to marry Philip of Spain, this time people felt it was justified! It soured relations with Spain even further.

Military - England was made more secure from invasion. Thousands of sailors died. She encourages sailors who are attacking Spanish ships. Two more Armadas were sent in 1596 and 1597, both were wrecked by storms.

Consequences for Philip II and Spain:

Political - Philip was humiliated! It was a huge blow to the Spanish. Elizabeth would not marry him!

Military - Only 80 ships made it back to Spain and they lost 20,000 men to the failed invasion.

Two more Armadas were sent in 1596 and 1597, both were wrecked by storms.

They tried and failed again in 1601 to conquer England with Irish rebels, eventually stopping in 1604.

The Southern part of the Netherlands stayed under Spanish control. The Northern part became independent and traded with England.

Consequences for England:

Military - Thousands of sailors died and did not get to see the victory. The Spanish did not give up and tried again to invade England, it was not over until 1604.

Economic - The war put a strain on the English economy, increasing taxes and causing inflation (rising prices) and hardship for the poor. The Northern part of the Netherlands became independent and traded with England, making it more secure from invasion.

Religious - Strict laws were imposed on Catholics, they were treated with suspicion and seen as a dangerous threat to the monarchy.

National pride increased with the victory and boosted morale.

This Learning Programme you will be learning about applying knowledge from LP1-LP4 to controlled assessment tasks

Key Vocabulary

Success Criteria	are measurable indicators or benchmarks used to evaluate the success or effectiveness of a project
Limitations	restrictions, constraints, or boundaries that control, reduce, or define the scope of something
Copyright	is a legal right that protects original creative work as soon as it is fixed in a tangible form (written down, recorded, or saved digitally)
Intellectual Property	Intellectual property (IP) refers to <i>intangible assets</i> or creations owned, created or designed by an individual. Protecting intellectual property is important to ensure that work is not stolen or copied
File Type	is a specific classification of digital data that tells a computer how to store, display, or open a file
Raster	also known as a bitmap, is a digital picture made up of a fixed grid of tiny, coloured squares called pixels
Vector	Vector graphics are based on mathematical relationships with control points that make up the image
Version Control	Version control is a system that records changes to a file or set of files over time, allowing you to recall specific versions later

Analysing a client brief

Key terms:

A **client brief** is a document or communication provided by a client to a service provider to outline their requirements, objectives, and expectations for a particular project or service.

How to analyse the client brief

- Read the brief carefully to understand the work required.
- Break down the brief into different components, creating a checklist that helps to understand the client requirements.

Key terms:

Success criteria are measurable indicators or benchmarks used to evaluate the success or effectiveness of a project

How do break down the brief into success criteria?

- Does any data need to be grouped into tables?
- Does it need a form to create a user-friendly interface?
- Which queries are needed if specific data needs to be searched for/found?
- Is a report need to present the data?

Image qualities

Key terms:

- The **qualities** of an image refers to its properties.
- Image properties refer to various characteristics that define how an image is displayed and how it can be edited or reproduced.

Image properties

- Pixel dimensions – This is the size of the graphic (height and width)
- Resolution – The number of pixels that can be stored in an image.
- Colour mode - Colour mode describes the model used to represent the colours in an image.

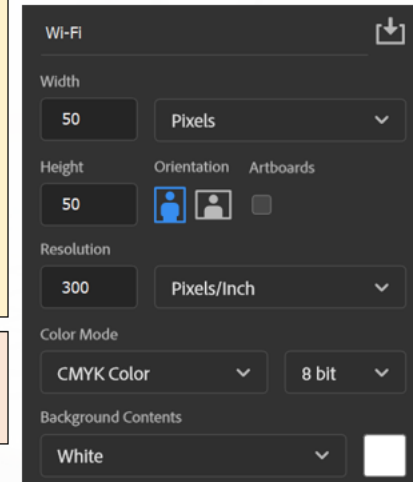
Limitations to editing

- Loss of quality if the image is compressed.
- Limited scaling especially when dealing with raster graphics.
- Colour mode conversion issues.
- Resolution constraints
- File format limitations
- Software compatibility

Online and print use

- Online – 72 DPI, RGB
- Print – 300 DPI, CMYK

Image properties



Intellectual Property

Key terms:

Intellectual property refers to creations of the mind, such as inventions, literary and artistic works, designs, symbols, names, and images, used for commercial reasons.

What is the purpose of Legislation to Protect Intellectual Property?

To provide legal frameworks to safeguard the rights of creators, inventors, and innovators.

What is required of media producers to respect Intellectual Property rights?

- Obtaining permissions
- Obtaining licences
- Permission for the release from the rights holder.

How and when intellectual property can be protected?

Copyright

Protect original works such as literary, artistic, musical, or audiovisual works, granting exclusive rights to reproduce, distribute, and perform the work.

Trademarks

Protect brand names, logos, symbols, and slogans used in commerce to distinguish goods or services from others in the market.

Patents

Protect inventions and discoveries, granting exclusive rights to their creators for a limited period.

Key terms:

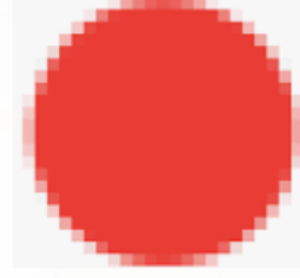
- A **bitmap image/raster graphic** is a digital image that is made up of tiny squares known as pixels and are commonly used to store photographs.
- A **vector graphic** is a digital image that is made up of lines and curves and are commonly used to create logos and icons.

Bitmap and Vector formats

- A file format refers to the structure and organisation of data stored in a file, including how the data is encoded, formatted, and represented.
- Raster based file formats include JPEG, PNG, GIF and TIFF.
- Vector based file formats include SVG, EPS and PDF.



Vector graphic



Raster graphic

Creating an image

Key terms:

- **Import/create** an image using a range of tools to create a highly effective hybrid image.
- A **hybrid image** would contain existing graphics and graphics created from scratch.
- Demonstrate highly effective skills when using both **standard and advanced tools** to create and modify the image.

How do I evidence this?

- The best way to evidence this is using a development diary.
- This involves taking screenshots at different stages to show progression.
- Along the way, you should take time to explain the tools you've used and what they've been used for.

Standard tools

Select marquees, lassos, cut, copy, crop, move, group, rotate, distort, enlarge/shrink, magic wand, bring to front/send to back, brushes/pencil, adjust line thickness/style, simple lines, shapes, curves (freehand and auto), fill, add text, edit text

Advanced tools

Blur, blend, smudge, sharpen, colour mode, brightness, contrast, layers, merge layers, masking/mask layer, change alpha, cloning, background eraser, airbrush, gradient.

Exporting the image

Key terms:

Exporting a digital file refers to the process of converting and saving a file from one format or application to another.

Store the image using version control

- Different versions show the development if you haven't done this then make you have:
 - Original version (Editable)
 - Web version
 - Print version

Test the final image

- Testing the final image means to check if it is easily transferable to other applications.
- For example, can you successfully import the logo in your database, spreadsheet and automated document?

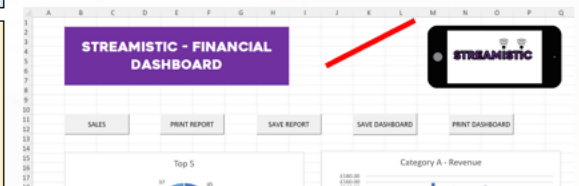
Business letter



CUSTOMERS

CUSTOMER ID		05 March 2023
TITLE	MR	Dear James
FIRSTNAME	JAMES	Introduce a Friend - Three months free registration
SURNAME	WOOD	I am writing to inform you of the special promotional offer we have. If you introduce a friend or relative to Streamistic they will receive 30% off their first month's fee of £100.
ADDRESS 1	8 COWSLIP DRIVE	This offer is only available for 4 months and will expire at the end of next month. To qualify for this offer, a discount code will be sent to the Number 772340868. Friends should quote 001 when they register.
ADDRESS 2	ST ALBANS	You have been flagged for valued customers and we hope you are enjoying the wide range of services we have available - remember to tell your friends about us.
ADDRESS 3	HERTFORDSHIRE	Your company
POSTCODE	AL1 5JT	Sam Jones
PHONE NUMBER	712940868	

Database



Spreadsheet



This LP I will learn about index laws expanding and factorising brackets, grouped data and drawing and interpreting statistical diagrams.

Index	An index (or exponent) is a small number that indicates how many times a base term multiplied by itself.
Variable	A variable is a symbol, usually a letter such as x or y , that is used to represent a value or quantity that can change.
Factorise	In GCSE maths you may be asked to factorise an algebraic expression. This means writing the expression as a product (multiplication) of two or more factors. For example, writing $12x + 6$ as $6(x + 2)$.
Equation	An equation is a mathematical statement showing that two expressions are equal, often containing a variable whose value can be solved.
Continuous Data	Numeric data can have any value within a range. Examples include time, height and temperature.
Grouped Frequency table	A grouped frequency table (grouped frequency distribution) is a way of organising a large set of data into more manageable groups.
Trend	the trend in a set of data points refers to the general direction in which they are heading over time.

1

Laws of Indices

Laws of indices provide us with rules for simplifying calculations or expressions involving powers of the same base. They are:

$$a^m \times a^n = a^{m+n}$$

$$a^{-m} = \frac{1}{a^m}$$

$$a^m \div a^n = a^{m-n}$$

$$a^{\frac{m}{n}} = \sqrt[n]{a^m}$$

$$a^0 = 1$$

GCSE Higher only

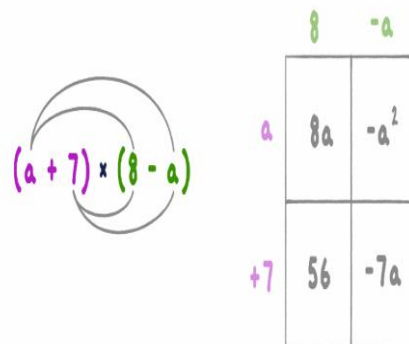
$$(a^m)^n = a^{m \times n} = a^{mn}$$



2

Expand Double Brackets

Expand and simplify $(a+7)(8-a)$



$$= a \times 8 + a \times -a + 7 \times 8 + 7 \times -a$$

$$= 8a + -a^2 + 56 + -7a$$

$$= -a^2 + a + 56$$

Convert fractions to recurring decimals

Write $\frac{4}{9}$ as a recurring decimal using dot notation.

$$\frac{4}{9} = 4 \div 9$$

$$\begin{array}{r} 0.4444444... \\ 9 \overline{)4.0000000...} \end{array}$$

$$\frac{4}{9} = 0.4444444... \\ = 0.\dot{4}$$

Convert recurring decimals to fractions

Convert $0.\dot{7}$ to a fraction in its simplest form.

$$x = 0.\dot{7} \\ x = 0.777777...$$

$$10x = 7.777777... \\ x = 0.777777...$$

$$10x - x = 7.000000...$$

$$9x = 7$$

$$x = \frac{7}{9}$$

3

Factorise Quadratics including the difference of two squares

Factorise $x^2 + 9x + 8$

$$x^2 + 9x + 8$$

factor pairs of 8

1 and 8

2 and 4

$$1 + 8 = 9$$

$$x^2 + 9x + 8 = (x+1)(x+8)$$

Factorise $x^2 - 25$

$$a^2 - b^2 = (a+b)(a-b)$$

$$x^2 - 25 = x^2 - 5^2$$

$$= (x+5)(x-5)$$

Complete the Square

Write $x^2 - 18x - 4$ in completed square form.

$$x^2 - 18x - 4 = (x + a)^2 + b$$

$$a = -18 \div 2 \\ = -9$$

$$(x - 9)^2 = x^2 - 18x + 81$$

$$(x - 9)^2 - 81 = x^2 - 18x$$

$$x^2 - 18x - 4 = (x - 9)^2 - 81 - 4 \\ = (x - 9)^2 - 85$$

Express $3x^2 + 30x + 32$ in the form $a(x+b)^2 + c$, where a , b and c are numbers.

$$3x^2 + 30x + 32 = 3(x^2 + 10x) + 32$$

$$= 3((x + 5)^2 - 25) + 32$$

$$= 3(x + 5)^2 - 75 + 32$$

$$= 3(x + 5)^2 - 43$$

Expand and fully simplify $(x+5)(x+3)(x+2)$ Expand Triple Brackets

$$(x+5)(x+3)(x+2)$$

$$= (x^2 + 3x + 5x + 15)(x+2)$$

$$= (x^2 + 8x + 15)(x+2)$$

$$= x^3 + 2x^2 + 8x^2 + 16x + 15x + 30$$

$$= x^3 + 10x^2 + 31x + 30$$

Expand and fully simplify $(x+3)^3$

$$(x+3)^3$$

$$= (x+3)(x+3)(x+3)$$

$$= (x^2 + 3x + 3x + 9)(x+3)$$

$$= (x^2 + 6x + 9)(x+3)$$

$$= x^3 + 3x^2 + 6x^2 + 18x + 9x + 27$$

$$= x^3 + 9x^2 + 27x + 27$$

4 Factorise and solve Quadratic Equations

Solve $x^2 + 11x + 24 = 0$

$x^2 + 11x + 24 = 0$

$(x+3)(x+8) = 0$

$x+3 = 0$ or $x+8 = 0$

$x = -3$ or $x = -8$

5 Factorise Quadratic Expressions where a > 1

Fully factorise $2x^2 + 11x + 15$

$2x^2 + 11x + 15$

$2 \times 15 = 30$

factor pairs of 30

1 and 30

2 and 15

3 and 10

5 and 6

$5 + 6 = 11$

$2x^2 + 11x + 15 = 2x^2 + 5x + 6x + 15$

$= x(2x + 5) + 3(2x + 5)$

$= (x + 3)(2x + 5)$

5 Interpret Frequency Tables with Grouped Data

The table below shows the time it took for some people to complete a puzzle.

Time, t (minutes)	Frequency
$0 \leq t < 10$	7
$10 \leq t < 20$	6
$20 \leq t < 30$	14
$30 \leq t < 40$	18

How many people took less than 20 minutes to complete the puzzle?

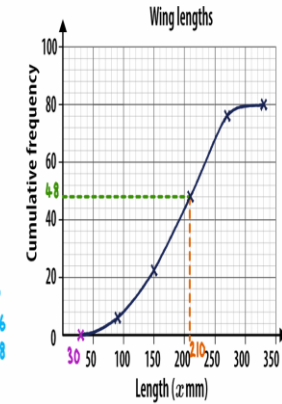
$7 + 6 = 13$

Draw Cumulative Frequency Graphs

The frequency table gives the wing lengths of some butterflies. Draw a cumulative frequency graph for this information.

Length (x mm)	Frequency
$30 < x \leq 90$	6
$90 < x \leq 150$	16
$150 < x \leq 210$	26
$210 < x \leq 270$	28
$270 < x \leq 330$	4

Length (x mm)	Cumulative Frequency
$30 < x \leq 90$	6
$30 < x \leq 150$	22
$30 < x \leq 210$	48
$30 < x \leq 270$	76
$30 < x \leq 330$	80

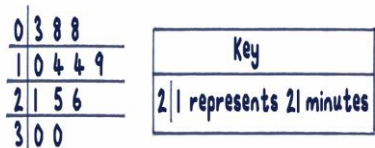


6 Stem and Leaf Diagrams

The times 12 people spent walking are shown below.

Time (minutes)
30 14 25 3
21 10 30 26
8 19 14 8

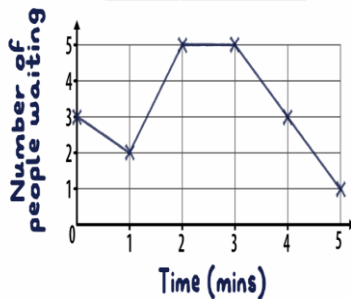
Draw an ordered stem-and-leaf diagram to represent this data.



Draw Line Graphs

Use the axes given to draw a line graph of this data.

Time (mins)	Number of people waiting
0	3
1	2
2	5
3	5
4	3
5	1

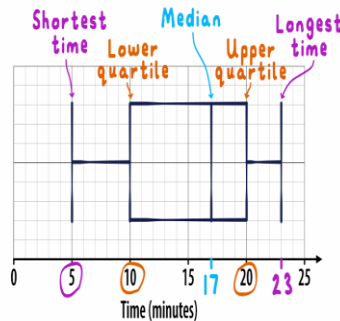


Draw Box-plots

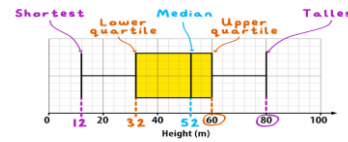
The table shows information about the times some people took to complete a quiz.

	Time (minutes)
Shortest time	5
Lower quartile	10
Median	17
Upper quartile	20
Longest time	23

Draw a box plot to represent this information.

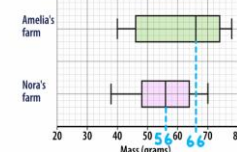


7 Interpret box - plots



Interquartile range = $UQ - LQ$
 $= 60 - 32$
 $= 28$

The box plots show information on the masses of eggs sold at Amelia's farm and Nora's farm. Compare the average mass of eggs sold at these farms.

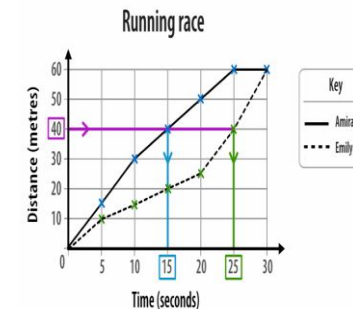


Answer: Amelia's eggs are heavier on average as the medium mass is higher compared with Nora's eggs.

Interpret line graphs

The graph shows the distance travelled by two competitors in a running race.

How many more seconds did it take Emily to travel the first 40 m of the race than Amira?



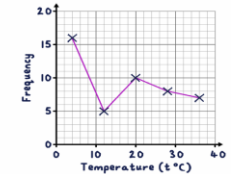
$25 - 15 = 10$ seconds

Draw and interpret frequency polygons

This table shows information about the temperatures in some cities.

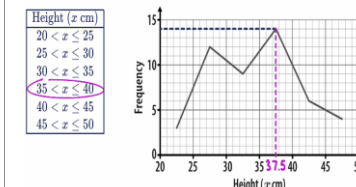
Temperature (t °C)	Frequency	Midpoint	e.g. $\frac{0+8}{2} = 4$
$0 < t \leq 8$	16	4	
$8 < t \leq 16$	5	12	
$16 < t \leq 24$	10	20	
$24 < t \leq 32$	8	28	
$32 < t \leq 40$	7	36	

On the axes below, draw a frequency polygon to show the information in this table.



Part of a table and its corresponding frequency polygon are shown.

What is the modal interval?



This Learning Programme you will be learning how to talk about school. You will learn how to express justified opinions and how to talk about school trips.

Key Vocabulary

Absolute superlative	How to say that something is extremely...
Relative pronouns	Used to give more information about people
Lo que	What – when you are not asking a question
Conditional tense	Used to say what you would do
Adverbs	Used to say when, where or how things are done
Adjectival agreement	Making sure that adjectives

LP5.1 – La vida escolar en España

La vida escolar en España (pages 104–105):

¿Cómo es tu instituto? el curso /día escolar el instituto / la escuela *primaria la escuela pública/privada los alumnos/estudios la formación profesional / *el bachillerato	What's your high school like? school year/day secondary school / primary school state/private school students/studies vocational training / baccalaureate (equivalent to A Levels)	¿Cómo son las instalaciones? el edificio / la biblioteca los campos deportivos el gimnasio *los laboratorios / *las aulas cara/a(s) / barata/a(s) cómodo/a(s) / incómodo/a(s) bonito/a(s) / feo/a(s) divertido/a(s) / excelente(s) viejo/a(s) / decepcionante(s)	What are the facilities like? building / library sports grounds gym laboratories / classrooms expensive / cheap comfortable / uncomfortable beautiful, nice / ugly funny, amusing / excellent old / disappointing
¿Qué ropa llevas en el insti? Llevo ... ropa deportiva / un jersey un pantalón/uniforme una camisa/camiseta un vestido / una falda una chaqueta/corbata unos zapatos unos zapatillos de deporte	What clothes do you wear at school? I wear ... sports clothes / a jumper trousers / a uniform a shirt/T-shirt a dress/shirt a jacket/tie some shoes some trainers	¿Cómo es el director / la directora? En mi opinión, el director / la directora ... es alegre / buenísimo/a tiene buen sentido del humor	What is the headteacher like? In my opinion, the headteacher ... is happy/cheerful / very good has a good sense of humour

LP5.3 – ¿Qué tal tus estudios?

¿Qué tal tus estudios? (pages 108–109):

¿Cuál es tu asignatura favorita? Mi asignatura favorita es ... Lo que más/menos me gusta es ... Se me da (n) bien/mal ... el dibujo/teatro el español/inglés la geografía/historia la literatura/música la religión/educación física	What is your favourite subject? My favourite subject is ... What I like the most/least is ... I am good/bad at ... Art/Drama Spanish/English Geography/History Literature/Music Religion/PE	la tecnología/*informática las ciencias/matemáticas los idiomas porque / ya que es/son ... aburrido/a(s) / difícil(es) divertido/a(s) / duro/a(s) fácil(es) / importante(s) imposible(s) / interesante(s) útil(es) / práctico/a(s) complejo/a(s) pesado/a(s)	Technology/IT Science(s)/Maths languages because it is / they are ... boring / difficult fun/amusing / hard easy / important impossible / interesting useful / practical complex annoying, boring
Me cuesta (mucho) ... Es difícil ... recordar todas las fechas resolver los problemas	I find it very difficult to ... It is difficult ... to remember all the dates to resolve problems	Para sacar buenas/mejores notas, ... Para tener éxito en la prueba , ... aprenderé de mis errores participaré más en clase preguntaré al profesor si no entiendo pasaré más tiempo *repasando asistiré a clases de *repaso	To get good/better marks, ... To be successful in the test, ... I will learn from my mistakes I will participate more in class I will ask the teacher if I don't understand I will spend more time revising I will attend revision classes
¿Qué vas a hacer para tener éxito? Para aprobar mis exámenes, ... Para mejorar mi nivel , ...	What are you going to do to be successful? To pass my exams, ... To improve my level, ...		

LP5.2 – un día en el insti

Un día en el insti (pages 106–107):

¿Cómo vas al instituto? Voy (al insti) ... a pie / en coche/tren en autobús/bici	How do you go to school? I go (to school) ... on foot / by car/train by bus/bike
¿Cómo es tu día escolar? Las clases empiezan/terminan a las ... Cada clase dura una hora. Hay un descanso a las ...	What is your school day like? Classes start/end at ... Each class lasts an hour. There is a break at ...
¿Qué sueles hacer a la hora de comer? Salgo al patio. Traigo un bocadillo. Voy a la biblioteca/cantina.	What do you usually do at lunchtime? I go out to the playground. I bring a sandwich. I go to the library/canteen.
¿Qué día de la semana prefieres? Prefiero los martes cuando tengo/tenemos ... actividades *extraescolares. todas mis asignaturas favoritas.	Which day of the week do you prefer? I prefer Tuesdays when I/we have ... extracurricular activities. all my favourite subjects.
¿Qué haces después del insti? Soy miembro de un club. Soy capitán/capitana del equipo.	What do you do after school? I am a member of a club. I am captain of the team.
Ayudo con la radio escolar. Toco en la orquesta.	I help with the school radio. I play in the orchestra.
¿Cuánto tiempo llevas ...? Llevo/Llevamos dos años ... participando en el proyecto asistiendo a clases de baile jugando al voleibol	How long have you been ...? I/We have been ... for two years. participating in the project attending dance classes playing volleyball
¿Por qué te gusta esta actividad? Me encanta porque ... te ayuda a ... te da la oportunidad de ... te anima a ... / te permite ... aprender cosas nuevas desarrollar tus talentos hacer nuevos amigos ser *creativo/a te da ... más confianza un sentimiento de éxito te hace sentir orgulloso/a	Why do you like this activity? I love it because it ... helps you to ... gives you the opportunity to ... encourages/allows you to ... learn new things develop your talents make new friends be creative gives you ... more confidence a sense of accomplishment makes you feel proud
¿Qué hiciste recientemente con el club/equipo? Organizamos una competición ... Hicimos un espectáculo de ... Acabo de ...	What did you do recently with the club/team? We organised a competition ... We did a ... show I have just ...

LP5.4 – ¿Cómo cambiarías tu instituto?

¿Cómo cambiarías tu instituto? (pages 110–111):

¿Qué harías para mejorar tu instituto?	<i>What would you do to improve your school?</i>
Mejoraría la calidad de la comida.	<i>I would improve the quality of the food.</i>
Reduciría el precio del uniforme.	<i>I would reduce the price of the uniform.</i>
Permitiría el uso de los móviles en clase.	<i>I would allow the use of mobiles in class.</i>
Construiría un nuevo gimnasio .	<i>I would build a new gym.</i>
Ofrecería más actividades *extraescolares.	<i>I would offer more extracurricular activities.</i>
¿Qué es lo malo de tu instituto?	<i>What is the bad thing about your school?</i>
Lo malo de mi instituto es que ...	<i>The bad thing about my school is that ...</i>
las instalaciones deportivas son viejas / están en mal estado	<i>the sports facilities are old / are in a bad state</i>
las reglas son demasiado estrictas	<i>the rules are too strict</i>
los teléfonos están prohibidos	<i>telephones are prohibited</i>

tenemos que gastar dinero en ...	<i>we have to spend money on ...</i>
muchos alumnos ... tienen miedo / sufren *amenazas.	<i>many students ... are scared / suffer threats.</i>
Hay que ...	<i>You have to ...</i>
llegar a tiempo	<i>arrive on time</i>
respetar a los alumnos/ profesores	<i>respect students/teachers</i>
mantener limpio el patio	<i>keep the playground clean</i>
quedarse sentado durante la clase	<i>stay seated during class</i>
No se debe ...	<i>You must (not) ...</i>
No se permite / Está prohibido ...	<i>You are (not) allowed to ...</i>
traer aparatos electrónicos personales	<i>bring personal electronic devices</i>
tirar basura al suelo	<i>throw rubbish on the floor</i>
comer/beber en *las aulas	<i>eat/drink in classrooms</i>
ir al servicio sin *el permiso del profesor	<i>go to the toilet without the teacher's permission</i>
(No) Estoy de acuerdo con esta norma porque ...	<i>I (don't) agree with this rule because ...</i>

LP5.5 – La gente de mi insti

La gente de mi insti (pages 112–113):

¿Qué tipo de alumno eres?	<i>What type of student are you?</i>
Soy muy/bastante/demasiado ... responsable / trabajador(a) independiente / *perezoso/a	<i>I am very/quite/too ... responsible / hard-working independent / lazy</i>
Tengo ganas de tener éxito.	<i>I am keen to be successful.</i>
(No) Quiero / (No) Me gusta ... aprender / aprobar estudiar / *repasar	<i>I (don't) want / I (don't) like ... to learn / to pass to study / to revise</i>
¿Cómo te preparas para el día escolar?	<i>How do you prepare for a school day?</i>
(No/Nunca) Llego temprano / a tiempo.	<i>I (don't/never) arrive early / on time.</i>
¿Dónde sueles hacer los deberes?	<i>Where do you usually do your homework?</i>
Los hago en casa o en la biblioteca.	<i>I do it at home or in the library.</i>
No los hago jamás .	<i>I never do it.</i>

¿Aprendes mucho en clase?	<i>Do you learn a lot in class?</i>
(No) Escucho al profe / a nadie.	<i>I (don't) listen to the teacher / to anyone.</i>
(No) Hago todas las tareas .	<i>I (don't) do all the homework.</i>
Suelo ...	<i>I usually ...</i>
sacar buenas notas	<i>get good marks</i>
recordar lo que necesito	<i>remember what I need</i>
¿Cómo sería tu profesor(a) *ideal?	<i>What would your ideal teacher be like?</i>
Mi profesor(a) *ideal ...	<i>My ideal teacher ...</i>
haría mucho esfuerzo para ...	<i>would make a lot of effort to ...</i>
no gritaría nada	<i>wouldn't shout at all</i>
no nos pondría demasiados deberes	<i>wouldn't give us too much homework</i>
no sería demasiado estricto/a	<i>wouldn't be too strict</i>
nos dejaría usar el móvil	<i>would let us use our mobile</i>
nunca llegaría tarde a clase	<i>would never arrive late to class</i>
tendría un buen sentido del humor	<i>would have a good sense of humour</i>
sería *comprensivo/a	<i>would be understanding</i>

LP5.6 – el viaje de fin de curso

El viaje de fin de curso (pages 114–115):

¿Cómo fue el viaje?	<i>How was the trip?</i>
(des)afortunadamente	<i>(un)fortunately</i>
especialmente / generalmente	<i>especially / generally</i>
inmediatamente / rápidamente	<i>immediately / quickly</i>
recientemente / actualmente	<i>recently / currently</i>
seguramente / verdaderamente	<i>surely / truly</i>
Hicimos un viaje de fin de curso .	<i>We went on an end-of-year trip.</i>
El primer/segundo/tercer día ...	<i>The first/second/third day ...</i>

¿Visitaste algún lugar de interés?	<i>Did you visit any place of interest?</i>
Visitamos el parque nacional ...	<i>We visited the ... national park.</i>
Fuimos al parque temático ...	<i>We went to the ... theme park.</i>
¿Qué otras actividades hiciste?	<i>What other activities did you do?</i>
Cada día hicimos actividades distintas.	<i>We did different activities each day.</i>
Asistimos a una clase de cocina.	<i>We attended a cookery class.</i>

LP5.7 – Revision of the vocabulary from the whole LP

This Learning Programme you will be learning about Component 3 and how to respond to a music brief.

Year 10 Music LP5 Knowledge Organiser

Key Vocabulary

Reinterpretation	the act of explaining, understanding, or performing an idea, text, art, or situation in a new or different light
Composer	A person who writes music for their job
Professional	an individual who earns a livelihood through a specialized occupation requiring advanced education, training, or skill
Rehearsal	Practicing something to make it of the best quality.
Cover	A version of a pre-existing song performed by a different person or in a different style.
Producer	the creative and technical director of a recording project, responsible for turning an artist's vision into a finished song.
Music Technology	The use of computers, technology or software to create music.
Equalisation (EQ)	the process of adjusting the volume (amplitude) of specific frequency ranges—such as bass, mids, or treble

1

What is a brief?

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

Target audience

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

2

Activity 1 - Responding to a brief

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

Activity 1 - Responding to a brief

What are the creative constraints?

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

What is a vocational context?

A vocational context is a piece of information about the task you have been set. It gives you a scenario to work with, your theme and also your target audience. This helps you to understand the brief and to apply it to a real world situation

What will the exam board give me during Component 3?

In the brief, the exam board will give you a choice of 10 songs that fit to a specific theme (this theme will be in the vocational context) and 4 genres of music. There may be a combination you cannot use if these are too similar.

What is a 'significant reinterpretation' of a song?

For Component 3, you are asked to create a 'significant reinterpretation' of a song from a list of 10 provided by the exam board.

A significant reinterpretation is a cover of a song, but done in a different genre. To do this successfully you must first understand the stylistic features of the new genre e.g. Reggae and then know how to create these features, or manipulate existing features of the song e.g. the rhythm or instrumentation to match the new genre.



4

Creating A Cover Version

Chords—add the chord sequence as it is written then change the key, tempo and rhythm.

Bass—do the same e.

Other instruments—find out which instruments are stylistic of that genre.

Lyrics— Do these need to be changed or adapted to fit the new style?

6

When we use Garageband, there are a lot of useful and handy keyboard shortcuts to help you to do things a bit faster!

Tricks with Tracks

Action	Shortcut
Create new track	Command+Option+N
Create new real audio track	Command+Option+A
Delete selected track	Command+Delete
Mute toggle for selected track	M
Solo toggle for selected trackS	

Showing & Hiding Various Functions

Action	Shortcut
Automation	A
Smart Controls Window	B
Score Editor	N
Loop Browser	O

7

5

Creating A Reinterpretation

- Start by researching the stylistic features of your chosen genre and understanding them
- Know the original song well – listen to it alongside your chords/music
- Gather and split your stems
- Put the chord progression into your DAW
- Add the bass line (use a stem if you can)
- Remember to include the melody line – you should perform this if you can so you will need to learn it!
- Make sure your whole track is in time and balanced

PIANO BASIC CHORD CHART

C MAJOR



C# MAJOR



D MAJOR



E FLAT MAJOR



E MAJOR



F MAJOR



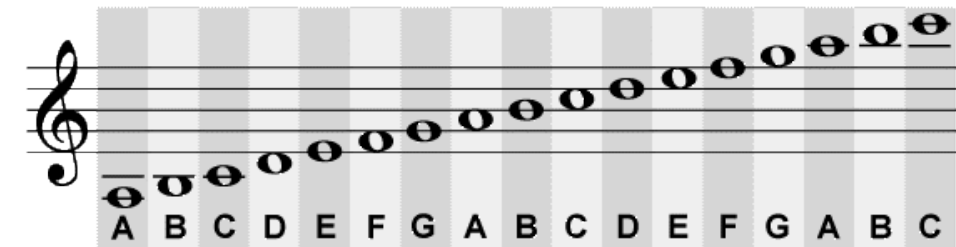
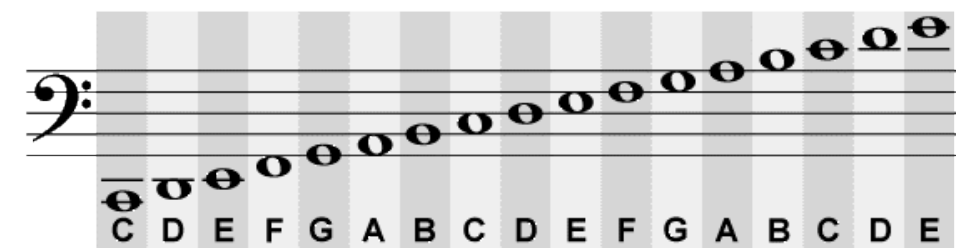
F# MAJOR



G MAJOR



A FLAT MAJOR

Treble Clef**Bass Clef**

This Learning Programme you will be focusing on completing your final piece.

1. Evaluate your work so far
2. Create final piece
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece



A01 EXPLORE
ANNOTATE
BEGIN TO LINK A
THEME IMAGES
TO YOUR CHOSEN ARTISTS WORK
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK
RESEARCH

A03 IDEAS
IDEAS LINKING TO
ARTISTS WORK
ALL ARTWORK
LINKING TOGETHER
PLANS, DESIGNS
IN A RANGE OF EXPLANATIONS
DIFFERENT MEDIA ANNOTATION
DRAWINGS
PLANS

A02 EXPERIMENT
WITH A
DRAWING
RANGE
LINKING TECHNIQUES
TO ARTISTS
AND THEMES
OF MEDIA
TEXTILES
WATERCOLOUR
MIXED MEDIA
CLAY
OIL PASTEL
PEN AND INK

A04 FINAL
MEANINGFUL
INFORMED
RESPONSE
LINKS
SHOW UNDERSTANDING
LINK BETWEEN
VISUALS AND ARTISTS
TO ARTISTS WORK
PRESENTATION
RELEVANT

Key Word	Definition
Resolution	The level of detail in an image or artwork; higher resolution means clearer and sharper detail.
Evaluate	To judge or review something carefully, explaining what works well and what could be improved, and why.
Tone	The lightness or darkness of a colour or shade, used to create form, depth, and mood.
Texture	The surface quality of an artwork, either real (how it feels) or visual (how it looks like it feels).
Refine	To improve or adjust an artwork by making thoughtful changes to details, techniques, or ideas.
Reflect	To think carefully about your work or the work of others, considering decisions, outcomes, and improvements.
Observational	Drawing or creating art by closely looking at real objects, people, or scenes from life.
Art Elements	The basic visual components used in art, such as line, shape, form, tone, texture, colour, and space.

This Learning Programme you will be learning about the key principles of Christianity. This includes topics such as denominations, the Trinity, the life of Jesus and beliefs about life after death.

Key Vocabulary

Denomination	A recognized autonomous branch of the Christian Church
Incarnation	A person who embodies in the flesh a deity, spirit or quality
Trinity	Belief that there is one God who exists eternally as three distinct persons: the Father, the Son and the Holy Spirit
Immaculate	Without blemish, completely pure and free from sin or moral fault
Salvation	Being saved from sin and bought into a right relationship with God
Atonement	The act of making amends for sin and restoring the relationship between humans and God.
Inconsistent Triad	Three statements that all seem reasonable on their own, but cannot all be true at the same time
Determinism	The belief that all events and actions are caused by prior events and conditions

1

The Trinity

Christians believe that there is only one God. The Nicene Creed explains that there is one being - God - experienced as three persons, Father, Son and Holy Spirit, who are all equal and all eternal.

'We believe in one God, the Father, the Almighty...we believe in one Lord Jesus Christ, the only Son of God, eternally begotten of the Father, God from God...begotten not made, of one Being with the father...We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son'

God the Father helps Christians to understand His power and creativity. He cares and loves his creation.

God the Holy Spirit helps Christians to understand the presence of God in the world.

God the Son helps Christians to understand the love of God, through Jesus' life and death.

Creation

All Christians believe that God was responsible for the creation of the universe.

Christians attitudes

Literalist - Bible is taken word for word

Conservatives - Writers of the Bible were inspired by God and guided by God

Liberals - Bible is a book of words about God but not words of God. The Bible provides a metaphor or symbolism for Christians.

Creation in the New Testament

John's Gospel records creation in the New Testament:

'In the beginning was the Word, and the Word was with God, and the Word was God' (John 1:1)

Meaning everything was made through the Word and that without the Word 'nothing was made'. John identifies the Word with Jesus, the Son, meaning creation was made by the Trinity.

Importance for Christians today

- Beliefs about Gods creation is that they show God's goodness

- God created human beings in his image, meaning that humans occupy a unique place in creation

- Represents the huge responsibility given to humans to care for God's creation

(*Stewardship*)

Genesis 1

Day 1 - Created heaven and earth, light and day
 Day 2 - separated the earth from the sky
 Day 3 - created dry land, plants and trees
 Day 4 - created sun, moon and stars
 Day 5 - created fish and birds
 Day 6 - created animals and humans

Genesis 2 & 3

- God created the heavens and the earth
 - Formed man from dust and breathed life into him
 - Made trees and the Garden of Eden
 - Made a companion for Adam from his rib
 - Ate the forbidden fruit from the Garden and condemned to suffer.

2

Christian attitudes

Many Christians find the Trinity a difficult concept but believe in the different aspects of one God. There are some Christian groups that do not accept the Trinity as stated in the creed. They are:

- Church of Latter-Day Saints (Mormons) *three separate beings united as one God*
- Jehovah's witnesses *Only one true God, Jesus was created by God and so God's son and Holy Spirit is Gods power.*
- Unitarians *Only one God, Jesus was a man and no difference between God and Holy Spirit.*

How the Trinity is used in belief and worship

- The Nicene Creed is repeated during Eucharist weekly
- Catholics show their belief in the Trinity by crossing themselves when they enter a Church.
- Priests begin their sermons with 'In the name of the Father, and of the Son and of the Holy Spirit'
- Baptisms and marriages are performed in the name of the Trinity

Incarnation

The incarnation is the Christian belief that God became a human being in Jesus. It is believed that due to Adam and Eve's original sin in the Garden of Eden. God and humans could only have a partial relationship. Through the death and resurrection of Jesus, the power of sin was cancelled so it is possible for humans to have a relationship with God and enter heaven. Jesus had two natures, human natures and divine nature. The virgin birth is important as it shows Jesus as the Son of God, if Jesus had been conceived through sex and not the Holy Spirit then Jesus was not incarnate, just a man.

Biblical basis

Matthews Gospel - Talks of the virgin birth and the birth of Jesus

Luke's Gospel - Talks of the visit from Angel Gabriel and the story of Shepherds informed of the birth of Jesus

John's Gospel - identifies Jesus as the Word of God. He firstly refers to Jesus as the creator of everything and light and life of the world. John continues clearly references Jesus as God in human form: the incarnation:

'The Word became flesh and made his dwelling among us. We have seen his glory, the glory of One and Only who came from the Father full of grace and truth' (John 1:14)

The importance and significance of the incarnation

- It shows that God cared so much about the world that he send his Son to show humans what God is like and to teach how to live
- It is the basis of Christian faith
- In Jesus, Christians can see what God is like
- Through the incarnation, God began the process of salvation from sin

3

The last days of Jesus' life - differences in the records of the Gospels

- Johns Gospel claims that Jesus' body was anointed with spices before it was placed inside the tomb.
- Matthew's gospel claims that there was a violent earthquake on the Sunday morning, an angel came and rolled the stone away from the tomb entrance.
- Matthew claims that the guards of the tomb were paid to say that they disciples had stolen the body
- Johns Gospel claims that Mary Magdalene found the tomb empty. She then met Jesus and mistook him for a gardener.

The importance of these events in understanding the purpose of the life of Jesus Christ

- The Last Supper is the basis of the Eucharist, the most important form of Christian worship
- Christians believe that Jesus' death brought about salvation from sin
- The resurrection is the basis of the Christian belief in life after death and the promise that death is not the end.
- The ascension reminds Christians that Jesus has gone to heaven to prepare a place for them, so they don't fear death.

The nature of salvation

Sin is an action that breaks God's law. Sin makes it difficult to have a relationship with God. Sin can be original sin (inherited from Adam and Eve) or personal sin (consequence of a person's actions). Many Christians believe that those who die with unforgiven sin will not be able to enter heaven.

Salvation means being saved from sin. This is essential to have a relationship with God while on earth to achieve a place in heaven.

Role of Jesus in salvation

When Jesus died on the cross, his death paid for human sins and gave people the chance of salvation. When people believe in Jesus, they believe that they receive God's grace, which helps them to lead a good Christian life.

'For God did not send his Son into the world to condemn the world, but to save the world through him' (John 3:17)

Christians sometimes use the term atonement to describe the role of Jesus.

Atonement means reconciliation between humans and God. Christians can receive the salvation offered by Jesus' death by:

- Receiving the sacrament of baptism and confirmation
- Receiving the sacrament of the Eucharist
- Leading a Christian life

Why is salvation from sin important to Christians?

- Without salvation a person's sin can prevent them from a relationship with God and send them to hell or purgatory after death
- Salvation is the only way to eternal life
- Salvation from sin was the purpose of the life, death and resurrection of Jesus.

Different Christians understanding of atonement

Roman Catholic view	Evangelical Protestant view	Liberal Protestant view
Jesus sacrificed his life in an act of love to show his fathers love for humanity. Salvation comes from receiving the sacraments.	'Penal substitution theory' - God's justice meant that he needed to punish human sin but Jesus acted as a substitute for us. Salvation comes through faith in Jesus as the saviour	Jesus bought about atonement by acting as a moral example for humanity, through his teaching and life. Salvation comes through living the Christian life and following the teachings/example of Jesus

4

The Last Supper	The night before his crucifixion (Maundy Thursday) Jesus shared a meal with his disciples. Jesus broke bread and drank wine and gave instruction to do this in remembrance of him. 'Then he took the cup, gave thanks and offered it to them, saying, 'Drink from it, all of you. This is the new covenant in my blood which is poured out for you.' (Luke 22:20)
The betrayal and arrest	Judas handed Jesus over to the Roman army for silver. There was a fight between the disciples and the chief priests who came to arrest him. Jesus ordered there to be no violence and was arrested.
The trial	Jesus was taken to trial who condemned him for claiming to be 'the Christ, the son of God', which they regarded as blasphemy. Pontius Pilate offered the release of a prisoner, the crowd chose another so Jesus was condemned to crucifixion, the soldiers laid a crown of thorns on his head and mocked him. The disciples ran away, only the women followers stayed by Jesus.
The crucifixion	Jesus and Simon of Cyrene carried the cross, and Jesus was crucified on it on Friday. Jesus was taunted by the bystanders. The crucifixion lasted over 3 hours before Jesus died in agony.
The resurrection	Early on the Sunday morning, women went to anoint the body with spices. When they entered the tomb, it was empty. The women were then visited by two men who told them that Jesus had risen which they passed onto the disciples. Jesus then appeared to the disciples.
The ascension	St Luke records that 40 days after the resurrection, Jesus told the remaining disciples to stay and receive the Holy Spirit then he was taken up from them into a cloud and two men in white appeared to tell them that Jesus had been taken into heaven (Acts 1:4-11)

6

Christian eschatology

Resurrection of the body

Some Christians believe that when people die their soul remains in the grave until the time when God will end the world. This is known as the Last Day, which will follow the Second Coming of Jesus. At this time, the dead will be raised and both the living and the dead will be given resurrection bodies. Everyone will appear in front of God for the final judgment.

Some believe that those who have sinned their sins will go to heaven. All others will go to hell as they have rejected God's love. Many believe this because of Jesus' body which physically rose from the dead.

5

Immortality of the soul

Many Christians believe that people are made of body and soul. They believe that the soul is non-material and immortal. They believe that when the body dies, the soul leaves the body to live with God. They believe in this because after the ascension, Jesus became a spirit and went to the spirit world.

Purgatory

Catholic Christians believe that purgatory is the place where those Christians who have died with unforgiven sins go to be purified of their sins so that they can go to heaven.

Heaven and hell

All Christians believe in heaven as a perfect place in the company of God. There are different attitudes about heaven and hell amongst Christians:

- Most Christians believe that all Christians will eventually go to heaven and that good followers of any religion may go to heaven
- Some Christians believe that only good Christians will go to heaven but bad Christians and everyone else will go to hell
- Some believe that all good people go to heaven whatever they believe
- Other Christians believe that there is no hell, only levels of heaven

What does the Bible say about life after death?

A major Bible teaching on life after death comes from St Paul in 2 Corinthians 5:1-10, where he says:

- Christians know that if their body is destroyed, they will have a non-physical home in heaven
- Christians long to be in heaven which is their goal
- Christians do all they can to please God on earth
- They do this as they know that everyone will appear before God to be judged on the good or bad they have done.

Why are these teachings important to Christians today

- Christians will try to live a good life (Parable of the sheep and the goats)
- Christians will seek salvation/atonement and avoid committing sin
- Give Christians' lives meaning and purpose. They will be rewarded for their good deeds which makes it all worthwhile.

7

Evil and Suffering

Natural evil	Moral evil
Suffering not caused by humans. E.g. earthquakes, floods, volcanoes, tsunamis	Suffering caused by humans. E.g. rape, burglary, murder, war

Why evil raising questions about God

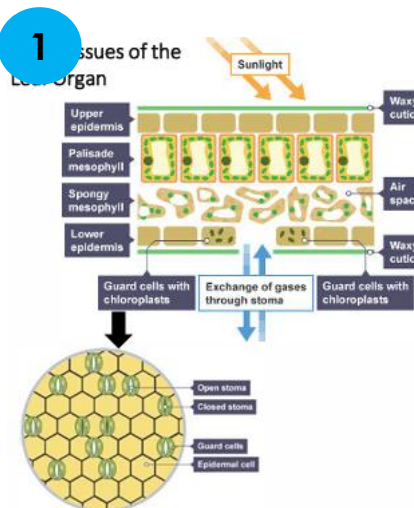
- If God is omnipotent(all-powerful) he must be able to remove suffering from the world
- If God is omnibenevolent (all-good), he must want to remove evil and suffering from the world as they cause such unhappiness
- If God was omniscient (all-knowing), he must have known there would be evil and suffering when he created the world
- If there is evil then God cannot exist or it is not the God, we thought it was

Biblical responses	- There is no point in worrying about evil and suffering because we will never understand God's reasons for it - Job remained faithful to God even though he was tested by the devil and rewarded by God for his steadfast faith. - Psalms teach that suffering is intended to be part of life and show many examples of good religious people who have suffered.
Theoretical responses	- God created humans with free will and humans have made the choices for themselves - Life is a preparation for paradise; to improve their souls they need to face suffering (Vale of soul making) - Good can come out of evil
Practical responses	- Jesus showed a practical response to suffering as he healed the sick, fed the hungry, challenged those who were evil and even raised the dead. - Pray for those who suffer - Offer practical help for those who suffer e.g. become doctors, nurses, social workers, charity workers etc. - Christian churches organise food banks, campaigns and charity groups.

Key Vocabulary

Stomata	Small openings (pores) on the surface of leaves that allow gases to enter and leave the plant.
Photosynthesis	The process by which plants use light energy to make food.
Transpiration	The process by which water is lost from a plant as water vapour through the stomata in the leaves.
Aerobic Respiration	The process by which cells release energy using oxygen.
Anaerobic Respiration	The process by which cells release energy without using oxygen.
Specific Latent Heat	The amount of energy needed to change the state of 1 kg of a substance without changing its temperature .
Ionising Radiation	Radiation that has enough energy to remove electrons from atoms or molecules, forming ions.
Radioactive Decay	The random process by which an unstable atomic nucleus loses energy by emitting radiation.
Half-life	The time taken for the number of radioactive nuclei in a sample (or the radiation level) to halve .
Activity	The rate at which a radioactive substance decays

This Learning Programme you will be learning about how the structure and function of the leaf and how this links to the process of photosynthesis. Furthermore, you will also cover the topic of radiation.



The evaporation of water from the leaves through the stomata.

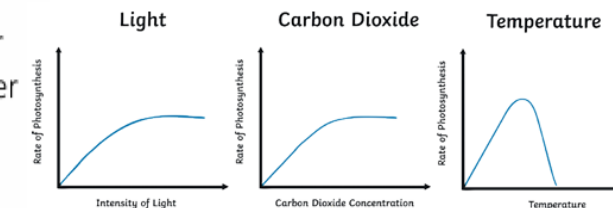
The rate of transpiration is affected by:

- Temperature – warmer = faster
- Humidity – more humid = slower
- Air movement – more = faster
- Light intensity – higher = faster

2



The glucose made in photosynthesis is used for respiration, stored as starch, fat or oils, used to produce cellulose or used to produce amino acids for protein synthesis.



In anaerobic respiration, the glucose is not completely oxidised. This means that there is less energy released than in aerobic respiration.



In plants and yeast, anaerobic respiration makes some different products. The reaction is also called fermentation and is used in bread-making and beer-brewing.



3

Respiration is the chemical reaction which occurs inside the **mitochondria** of all living cells to release energy for living functions and processes, e.g. movement, warmth and building larger molecules for growth and repair. The reaction is **exothermic**, meaning that energy is released to the surroundings.

Respiration can be either **aerobic** (using oxygen) or **anaerobic** (without using oxygen).



4

Specific latent heat is the amount of energy needed to change 1kg of a substance from one state to another without changing the temperature. Specific latent heat will be different for different materials.

- solid \rightarrow liquid - specific latent heat of **fusion**
- liquid \rightarrow gas - specific latent heat of **vaporisation**

Specific Latent Heat Equation

The amount of energy needed/released when a substance of mass changes state.

$$\text{energy (E)} = \text{mass (m)} \times \text{specific latent heat (L)}$$

$$E = mL$$

Gas particles can move around freely and will collide with other particles and the walls of the container. This is the pressure of the gas.

If the temperature of the gas increases, then the pressure will also increase. The hotter the temperature, the more kinetic energy the gas particles have. They move faster, colliding with the sides of the container more often.

7

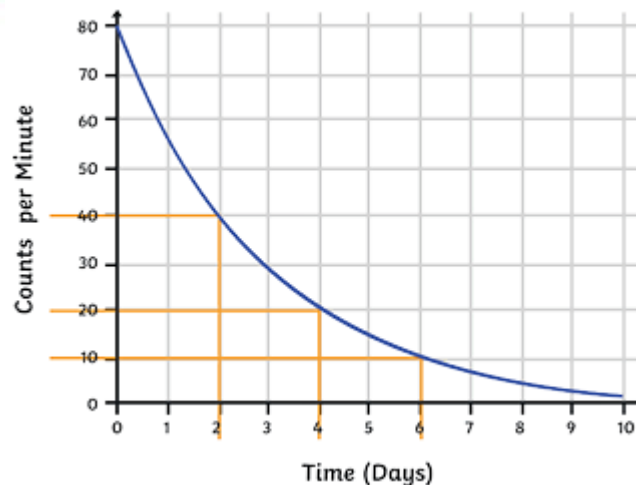
Half-life

The half-life is the time taken for the number of radioactive nuclei in an isotope to halve.

Radioactivity is a random process – you will not know which nuclei will decay. Radioactive decay is measured in becquerels Bq. 1 Bq is one decay per second.

Radioactive substances give out radiation from their nucleus.

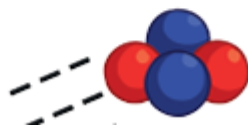
A graph of half-life can be used to calculate the half-life of a material and will always have this shape:



5

Alpha

Alpha radiation is an alpha particle emitted from the nucleus of a radioactive nuclei. It is made from two protons and two neutrons. They can't travel too far in the air and are the least penetrating – stopped by skin and paper. However, they are highly ionising because of their size.



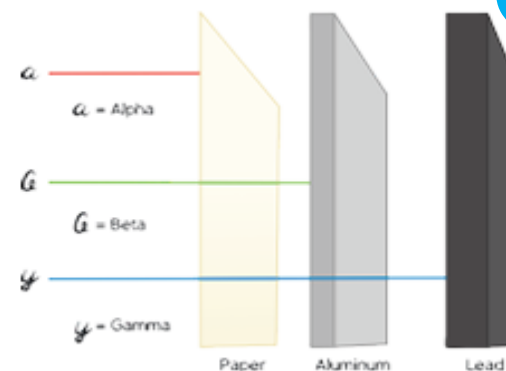
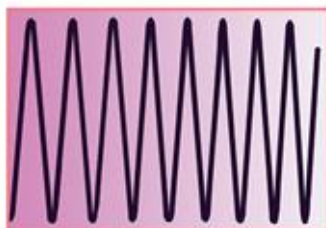
Beta

Beta radiation is a fast moving electron that can be stopped by a piece of aluminium. Beta radiation is emitted by an atom when a neutron splits into a proton and an electron.



Gamma

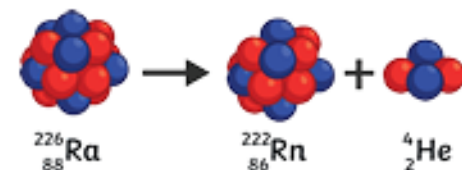
A gamma wave is a wave of radiation and is the most penetrating – stopped by thick lead and concrete.



6

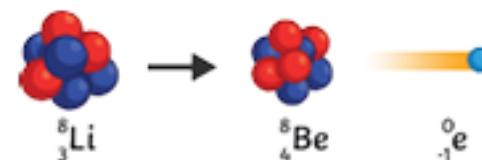
Alpha Decay Equations

An alpha particle is made of two protons and two neutrons. The atomic number goes down by two and its mass number decreases by four.



Beta Decay Equations

A neutron turns into a proton and releases a an electron. The mass of the nucleus does not change but the number of protons increases.



The aim of this learning programme is to enable learners to understand and apply effective coaching methods to support and improve participant performance in sport.

Key Vocabulary

Coaching	Teaching and supporting participants to improve performance
Session Plan	Structuring activities within a coaching session
Demonstration	Showing correct technique to aid learning
Technique	The way a skill is performed
Drills	Activities used to practice specific skills
Organization	Structuring space, equipment, and participants
Observation	Watching performance to identify improvements
Feedback	Information given to improve performance
Instructions	Clear directions given to participants
Support	Encouragement and guidance provided by the coach
Leadership	Managing and motivating participants effectively
Performance	How well a participant completes a skill

1

Pupils will demonstrate ways to improve sporting techniques and how to plan a session with drills and practices.

2

Pupils will be able demonstrate different drills to improve a participant's performance and understand how space can influence a coaching session in a positive way.

3

Pupils will understand how equipment, timing and organization will improve a coaching session in a positive way.

4

Pupil understand how demonstrations and body position can influence a coaching session in a positive way and how to support a participant.

5

Pupils will observe a participant in order to improve their overall performance and use clear and concise instructions or teaching points to develop a participant understanding.

6

Pupils will provide feedback for a participant and how this can improve their overall performance and understand the main considerations for a leader when delivering a session.

7

Pupil will apply this information in order to have a clear understanding and knowledge and briefly understand the content for their exam unit.

1. Analyse a scenario
2. Define food groups
3. Understand the impact of cooking methods
4. Assess sensory factors and needs
5. Plan an effective dish
6. Plan an effective dish
7. Produce an effective dish
8. Evaluate your response the scenario

2.1	The importance of nutrition
2.2	Menu planning
2.3	The skills and techniques of preparation, cooking and presentation of dishes
2.4	Evaluating cooking skills

Macro-nutrients:

- carbohydrate
- fat
- protein.

Micro-nutrients:

Vitamins:

- fat soluble vitamin A and vitamin D
- water soluble: vitamin B group and vitamin C.

Minerals:

- calcium
- iron
- sodium
- potassium
- magnesium

as well as:

- dietary fibre (NSP)
- water.

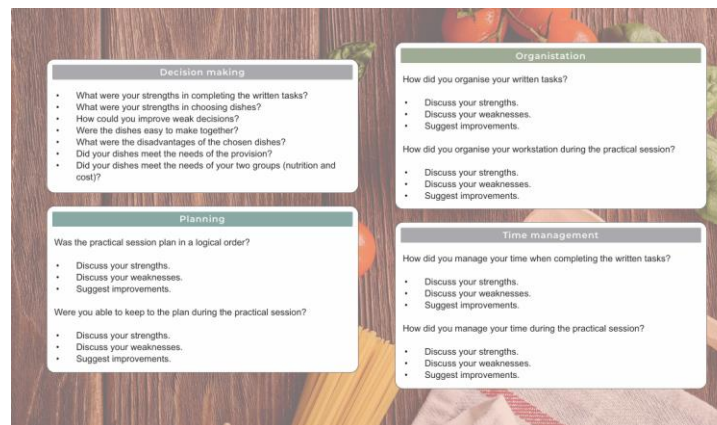
Learners should be able to apply their knowledge of nutrition to:

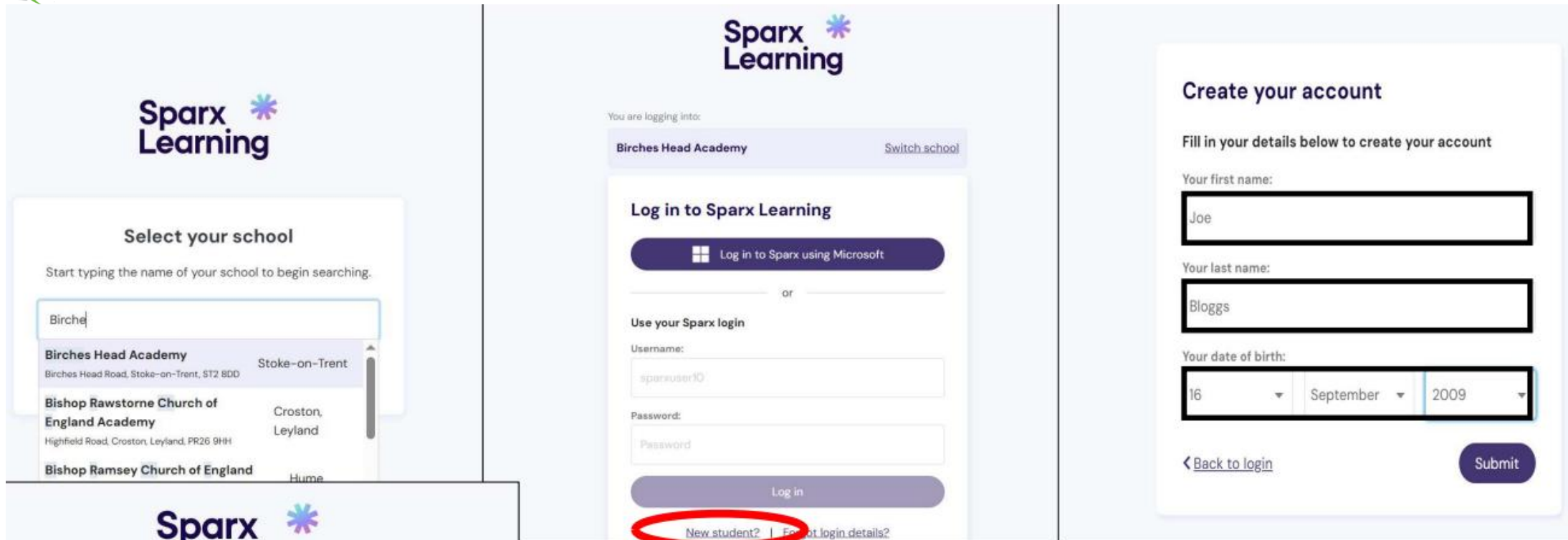
Different life-stages:

- adults; early, middle, late (elderly)
- children; babies, toddlers, teenagers.

- boiling
- frying
- grilling
- poaching
- roasting
- steaming
- baking
- stir-frying.

Key Word	Definition
Carbohydrates	A main source of energy in the diet, found in foods such as bread, rice, pasta, potatoes, and fruit.
Protein	A nutrient needed for growth and repair of the body, found in foods like meat, fish, eggs, beans, and nuts.
Lipids	Fats and oils that provide energy, help keep the body warm, and support cell function.
Vitamins	Essential nutrients needed in small amounts to keep the body healthy and working properly.
Iron	A mineral needed to make healthy red blood cells that carry oxygen around the body.
Calcium	A mineral important for strong bones and teeth, found in dairy foods and some plant sources.
Fibre	A type of carbohydrate that helps digestion and keeps the digestive system healthy.
Deficiency	A lack of a nutrient in the diet that can cause health problems.
Life Stage	A period in a person's life, such as childhood, adolescence, adulthood, or older age, each with different nutritional needs.
Produce	To make or create food products, such as preparing meals or food items.
Prepare	To get food ready to eat or cook by processes such as washing, chopping, or cooking.
Plan	To organise meals or food choices in advance, considering nutrition, time, and resources.





The image shows two screenshots of the Sparx Learning website. The left screenshot shows the 'Select your school' page with a search bar containing 'Birche' and a dropdown list of schools. The right screenshot shows the login page with the 'Log in to Sparx Learning' section. The 'New student?' link is circled in red.

Select your school

Start typing the name of your school to begin searching.

Birche

- Birches Head Academy** Stoke-on-Trent
Birches Head Road, Stoke-on-Trent, ST2 8DD
- Bishop Rawstorne Church of England Academy** Croston, Leyland
Highfield Road, Croston, Leyland, PR26 9HH
- Bishop Ramsey Church of England** Hume

Sparx Learning

You are logging into:

Birches Head Academy [Switch school](#)

Log in to Sparx Learning

[Log in to Sparx using Microsoft](#)

or

Use your Sparx login

Username:
sparxuser10

Password:
Password

[Log in](#)

[New student?](#) | [Forgot login details?](#)

Create your account

Fill in your details below to create your account

Your first name:
Joe

Your last name:
Bloggs

Your date of birth:
16 September 2009

[Back to login](#) [Submit](#)



The image shows the 'Step 1. Remember your username' page. It explains that the username is used for login and provides an example: 'joebloggs'. It also includes a button to 'Set a password'.

Sparx Learning

Step 1. Remember your username

This is your username, you'll use this each time you log in to Sparx.

joebloggs

Make sure you remember your username – you might even want to write it down somewhere.

[Set a password >](#)

1. Go to maths.sparx-learning.com/student
2. Select your school and click 'Continue'
3. Click 'New user' underneath the login fields
4. Follow the steps to create your account:
5. Enter your name and date of birth
6. Note down your username
7. Create a password (minimum 6 characters)

THE ORACY COMPASS



Are you thinking about the speed and volume of your voice?

Are you using expression to make your point?

Are you using gestures to show you are listening?



'I would like to start by saying...'

'I agree and would like to add...'

'To challenge you X, I think...'

Are you facing who you are speaking to?

Do you appear to be talking confidently?



Are you being respectful and responding appropriately?

Are you taking turns to talk?

Are you inviting others to share their opinions?



'Could you provide an example'

'Could you clarify what you mean by...'

'The main points raised today were...'

