

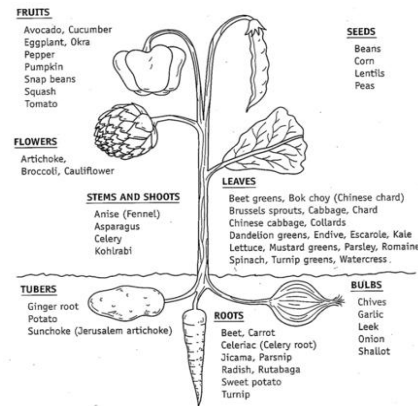
YEAR 9 CYCLE 3 FOOD & NUTRITION

GCSE Food Preparation and Nutrition

Topic: Food Provenance

Classification of foods

Vegetables



Fruits

Classification	Description	Examples
Pomes	Smooth skin. Large fleshy area that is around the core. Often have several seeds.	Apples, pears
Drupes	Contain a single seed, or pit, surrounded by juicy flesh	Peach, mango, apricot, cherry, plum
Berries	Fragile Pulp and juicy. Tiny seeds in flesh.	Kiwi, Strawberry, Blueberry, raspberry
Melons	Hard outer surface that is smooth or netted. Juicy flesh. Seeds in the centre or in the flesh	Watermelon, winter melon, bitter melon
Citrus	Grow in warm places. Firm rind. Pulp and fleshy. Rind often used for flavouring - zest	Lemon, lime, oranges
Tropical fruits	Grow in very warm places. Many fit into the different categories above also.	Pineapple, banana, papaya

Food miles

Food miles are a way of attempting to measure how far food has travelled **before** it reaches the consumer. It is a good way of looking at the environmental impact of foods and their ingredients. **It is the distance from the origin of where the food was grown/made right up until it reaches the consumer's plate.**

Why are food miles so bad? Transportation via plane, ships, trucks etc causes pollution which adds **carbon dioxide to the atmosphere and adds to global warming.** Foods with high food miles are damaging to the environment. If we are buying foods with high food miles, we are increasing our carbon footprint. Also, food requires ice to keep it fresh whilst it is in transit (travelling) so we are often taking water away from countries where there are water shortages and drought.

Carbon footprint: the measure of how much carbon dioxide is produced when an activity takes place, such as the making of food. This pint of milk says that 900g of carbon was produced making this product.

How can food miles be reduced?

- Buy local! Support local farmers by shopping at farm stores rather than large supermarkets. The food will be fresher as it has not travelled so far and farmers/the local community will be provided with income.
- Grow your own fruit, vegetables, herbs, etc.
- Check packaging and only buy British.
- Buy seasonal foods which have more flavour and nutrition as they are at their best.

Seasonal foods: Foods which are available at a certain time of year in a country without being imported. They are at their freshest, tastiest and most nutritious because they are not imported over large distances.

Keywords:

Food miles: It is the distance from the origin of where the food was grown/made right up until it reaches the consumer's plate.

Carbon footprint: The measure of how much carbon dioxide is produced when an activity takes place, such as the making of food.

Seasonal foods: Foods which are available at a certain time of year in a country without being imported. They are at their freshest, tastiest and most nutritious because they are not imported over large distances.

Ethical: Making choices which are caring.

Organic: When chemicals/artificial substances are **not** used in the farming process. Animal welfare standards are high.

Yield: The amount of produce. E.g. the amount of eggs, wheat, milk, etc.

Intensive farming: Focussed on producing the maximum yield, at the minimum cost and space. Animals are kept indoors in cramped conditions and a large amount of land is needed. Chemical herbicides/pesticides and fertilisers are often used.

Food security: The ability to have access to a reliable and healthy food source.

Primary food processing: The process of changing a raw food material into something that can either be eaten immediately or made into a food product. **Secondary food processing:** The process of changing a primary processed food into another type of food product.

Farming methods

Intensive farming:

- This type of farming focuses on producing the maximum yield, at the minimum cost and space. Large fields are used which use chemical **herbicides, fertilisers and pesticides.**
- Large numbers of animals and poultry being kept in **limited space, e.g. caged hens.**
- Animals being fed **high nutrient feeds** in a short period of time to maximise growth in an unnatural way. This can be seen as cruel.
- The use of **antibiotics** on healthy animals to artificially excel growth. (*Antibiotics use on healthy animals is banned in the EU*). If humans are eating traces of antibiotics, we can build up a resistance to them, meaning they will no longer work to fight infections when we are ill!
- Woodlands and animal habitats are destroyed to make way for large machinery.

Organic farming:

The word organic means natural and without **anything artificial**. Food which is farmed and sold as organic has to follow **strict guidelines**:

- The food must not have been grown/reared using chemicals (pesticides, herbicides, fertilisers).
- The **welfare of animals** is very important, farmers must ensure they are well looked after and are always free range. They cannot be kept in cramped conditions, they must have freedom to roam.
- The use of antibiotics or drugs for healthy animals is banned.
- Farmers must feed animals a 100% organic diet.
- Organic farms must be inspected by outside associations such as the Soil Association.

Genetically modified foods:

Genetically modified foods are foods produced from plants and animals which have had their **genetic information changed by scientists**. By doing this they can decide precisely, the characteristic they want a plant or animal to have.

Advantages: GM foods can help to fight malnutrition as foods can be developed to contain more nutrients (golden rice). They can help to improve food security as foods can be altered so that they are resistant to pests and diseases. They can also be developed to grow in extreme weather conditions whereas previously they would have been unable to survive. They can also be developed to stay fresh and ripe for longer, meaning that food waste would be reduced.

Disadvantages: We do not know how GM foods will impact our long term health, they could have serious negative consequences but are relatively new so this is not known. Some people do not believe in altering genetics and think that it is unnatural. GM seeds can be expensive. GM crops which are resistance to pests and weeds can cause problems if they grow in unwanted areas and can potentially become superweeds themselves.



Bee populations are suffering through use of pesticides and loss of their habitat. Bees can die if they are contaminated by the chemicals sprayed on plants. If there are no bees, then we have nothing to pollinate our plants, fruits and vegetables. **1/3 of all the food eaten by people relies on bees pollinating plants.**



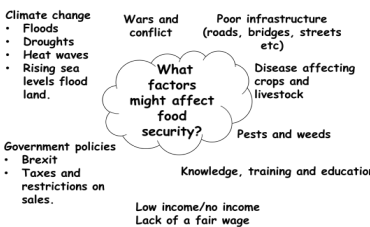
Organic farmers do not use chemical pesticides as these can damage the wildlife and soil. Chemicals leak into the soil and rain washes them into rivers and our drinking waters. Use **natural predators** such as ladybirds to kill any pests who eat crops. Slug traps are used instead of poison.

Food security: what factors can negatively impact it?

Food security: The ability to have access to a reliable and healthy food source.

How can we produce enough affordable and nutritious food to feed the world's growing population now and in the future?

This is becoming a bigger challenge as many parts of the world are experiencing the affects of **climate change**. Flooding and drought in particular are affecting people's ability to grow food.



Food security: how can it be improved?

- New sustainable methods** of farming can be introduced which benefit the farmers and the country.
- Fair trade** schemes can be used to support fair wages for farmers to buy food and support their families. Fair trade schemes also train local farmers and provide them with the education on how to develop their farms and income in a sustainable way.
- GM foods** are developed to make crops more resilient to extreme weather conditions and to contain more nutrition.
- Reducing food miles** by buying locally grown food helps to reduce pollution and carbon emissions. This helps to tackle climate change.
- Reducing food waste** by using leftover food for other dishes (stews, curries, etc) or freezing foods. This will also reduce landfill waste and benefit the environment.



YEAR 9 CYCLE 3 FOOD & NUTRITION

Food processing

Food processing describes how a **raw product** is changed in order to make it useful. There are two types of processing.

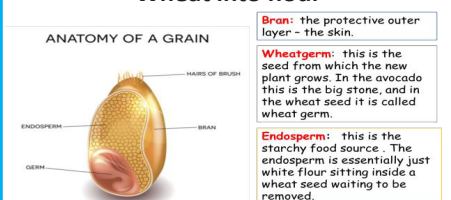
Primary food processing: The process of changing a **raw food material** into something that can either be eaten immediately or made into a food product. **Examples:** milling of wheat into flour, pasteurising milk, jointing and deboning raw meat.

Secondary food processing: The process of changing a **primary processed** food into another type of food product. **Examples:** using wheat flour to make bread, using milk to make cheese.

Primary processing

Secondary processing

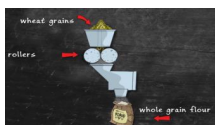
Wheat into flour



Bran: the protective outer layer - the skin.
Wheat germ: this is the seed from which the new plant grows. In the avocado this is the big stone, and in the wheat seed it is called wheat germ.
Endosperm: this is the starchy food source. The endosperm is essentially just white flour sitting inside a wheat seed waiting to be removed.

How is whole grain flour made?

The whole of the wheat grain is passed through rollers and the whole grain is used in the flour.



How is plain flour made?

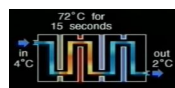
The whole grain flour is separated into **bran**, **wheat germ** and **endosperm** (rough semolina). The rough semolina is then passed through rollers to and ground up more to make white plain flour.



Milk heat treatments

Milk contains lots of bacteria and potentially very harmful pathogens. For this reason, milk is not sold to the public without some form of heat treatment.

Pasteurisation: The process of killing harmful bacteria in milk, whilst still preserving the quality of the flavour. It is **heated to 72°C for 15 seconds** and then cooled quickly to 2°C.



Homogenisation: This is the process of forcing milk at a high pressure through a small space. This breaks up the fat droplets and spreads them out evenly in the milk, preventing a layer of cream forming.



UHT: Milk is heated to **135°C for 1 second** and the cooled rapidly. The milk is then packed into **sterile containers**. UHT milk does not need to be kept in cool conditions if its unopened. Lasts for 6 months if unopened. Has a slightly sour taste.



Using flour to make bread

The first step in understanding gluten.

What is gluten? Gluten is the general name for the protein found in flour. Two proteins, **gliadin** and **glutenin** are particularly important for making gluten.

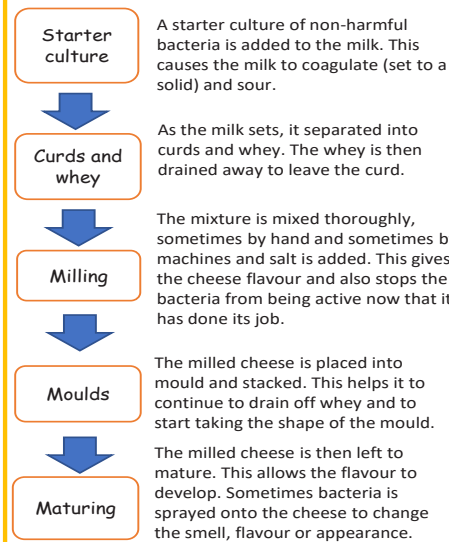


The types of flour used for making bread are high in gluten. (**Strong bread flour**).

- 1. Mixing**
Flour, salt, fat, water and yeast (sometimes sugar) are mixed together. The yeast is activated by lukewarm temperatures.
- 2. Kneading**
The gluten is developed by stretching the bread and ensuring gliadin and glutenin are thoroughly combined with water.
- 3. Proving and fermentation**
The yeast digests the sugar and begins to ferment (release CO₂). The gas helps the bread rise and creates pockets in the dough.
- 4. Baking and cooling**
The bread browns (Dextrinisation) and the protein sets (coagulates).



Using milk to make cheese



Food preservation

There are two keywords you need to be aware of:
Preserve = to maintain its condition and prevent decomposition.
Spoilage = when food 'spoils' loses its quality, meaning it is less desirable

Food waste

Don't over buy. Keep track of what you've bought and used. Only buy what is needed.
Check the use-by dates of fresh food when you buy it. These are the dates to take notice of, rather than the best-before dates. Only buy what you can use before it expires.
Plan ahead. Think about what you're going to cook and how you'll use the leftovers.
Love your freezer. Freeze foods you do not use.

Method	Process	Advantages/Disadvantages
UHT	Milk is heated to 135°C for 1 second and the cooled rapidly. The milk is then packed into sterile containers . UHT milk does not need to be kept in cool conditions if its unopened. Lasts for 6 months if unopened.	Has a slightly sour taste. Must be kept refrigerated when opened. Unopened containers can be kept in room temperature conditions meaning that temperature controlled transportation is not needed for distribution.
Pasteurisation	The process of killing harmful bacteria in milk, whilst still preserving the quality of the flavour. It is heated to 72°C for 15 seconds and then cooled quickly to 2°C.	Has very little effect on taste, texture and appearance. Vitamin B2 is reduced through the process.
Canning	Foods are placed in liquids and heated to 121°C to increase their shelf life .	Canned food can be kept for 1-2 years unopened. Canned food can taste different as it is submerged in liquid. Canned food can have a lower vitamin content.
Freezing	Food can be preserved for up to one year by placing in temperatures of -18°C .	Frozen foods can be kept for 1 year. Has very little effect on nutrition, taste, texture and appearance.
Chilling	Food can be preserved for a short amount of time, sometimes a few days, in temperatures of 0-5°C .	Has very little effect on nutrition, taste, texture and appearance.

Method	Process	Advantages/Disadvantages
Drying	Food can be dried using a number of methods such as roller drying and sun drying.	It intensified the flavour. It does change the appearance to make it wrinkled and smaller due to moisture loss.
Drying	Smoking involves exposing food to smoke over a long period of time. This slowly cooks the foods and creates an unsuitable environment for bacteria. Curing involves rubbing salt into food to dehydrate it.	Changed the appearance and taste. Gives quite a strong intense flavour.
Acids, salts and sugars	Making jams/preserves Adding sugar to foods and boiling it.	Changes the appearance and texture. Making food into jam also affects the way in which the food can be used. E.g. jam has to be spread onto foods whereas fruit can be used as a snack on its own. Increases the sugar content making it unhealthy.
Acids, salts and sugars	Pickling Immersing foods in a vinegar or brine solution.	Changes the taste of food quite drastically but does provide a much extended shelf life.
Packaging	Modified atmosphere packaging Reducing the oxygen content of packaging and replacing it with nitrogen or carbon dioxide. This mix of gases prevents micro organisms from surviving and as a result prevents food from spoiling.	Has no impact on taste/texture/appearance.
Packaging	Vacuum Packaging Removing all air from the packaging.	Has no impact on taste/texture/appearance.

YEAR 9 CYCLE 3 HEALTH & SOCIAL CARE

YEAR 9 Health and Social Care Knowledge Organiser: Component 3 Health and wellbeing

Learning Aim A: Physical and Lifestyle Factors

How can factors such as health and lifestyle choices affect us? Understanding these factors is essential knowledge for your component 3 Health and Social Care exam.

WEEK 1 and 2 : Health and wellbeing – Not just the absence of disease but a holistic attitude:

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

Ill Health - A physical factor which can have a negative effect on health & wellbeing.

- Acute**- Illness starts quickly, lasts for a short period of time. Usually cured e.g. flu.
- Chronic**- Comes on more slowly, lasts a long time. Usually treated but not cured e.g. diabetes.


WEEK 3 and 4 : Genetic Inheritance- Genes inherited from both parents:

- Inherited characteristics** -height, eye colour, hair colour.
- Inherited conditions**-Some alleles (genes) can be faulty & pass on conditions.

Dominant condition- One parent passes faulty allele on e.g. Huntington's.

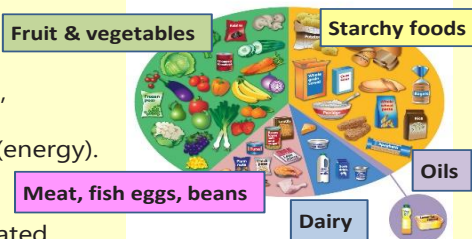
Recessive condition- Both parents pass faulty allele on e.g. Cystic fibrosis.

- Genetic predisposition** - Some people are more likely to develop a condition due to genetic makeup *i.e.* heart disease.




WEEK 5 and 6: Diet-The balance of foods a person eats:

- Foods to avoid**
 - **Salt** – raises blood pressure.
 - **Saturated fat** – raises cholesterol, heart disease.
 - **Sugar** – rots teeth, high in kcals (energy).
- Other points**
 - Water is important to stay hydrated.
 - Controlled calorie intake can manage weight.



Section	Nutrient
Starchy foods	Carbohydrates (fibre if wholemeal)
Fruit & vegetables	Vitamins Fibre
Meat, fish, eggs, beans	Protein
Dairy	Calcium
Oils	Unsaturated fats



WEEK 7 and 8: Physical Activity

- Exercise types**- Gentle e.g. walking/ Moderate e.g. light jog/ Vigorous e.g. football.
- How much?** - Adult: approx. 150 mins moderate exercise per week.
- Exercise Benefits**- lowers BMI, strengthen bones & muscle. Better memory & thinking skills. Increases confidence and relieves stress. Social interaction and teamwork.
- Lack of exercise:** Stiff joints, Poor stamina/strength, Obesity, Stroke, Heart disease and Osteoporosis.



WEEK 9: Personal Hygiene

- Good personal hygiene**- Prevents spread of infection/ Improves self-concept/ Washing/ Brushing and washing hair/ Brushing teeth/ Clean clothes.

- Effect on PIES of poor hygiene**-
 - Physical**- Catching & spreading disease, Poor body odour, poor oral hygiene/
 - Intellectual**– Reduction of opportunities/
 - Emotional**– poor self–concept, bullied/
 - Social** – social isolation, loss of friendship.

WEEK 10: Substance misuse

- Alcohol** - Men & women should drink less than 14 units/week, 1 unit = one single spirit, 1.5 units = 1 pint, 1 small glass of wine. Can increase risk of addiction & cancers.
- Smoking & Nicotine** – Cigarettes contain nicotine (addictive drug), tar, carbon dioxide & soot which are all harmful. People smoke to relieve stress, peer pressure, or are unable to quit.
- Drugs – Legal.** Prescription misuse - When people become addicted to them, take excess, or take someone else's.

YEAR 9 CYCLE 3 MUSIC

	Week 1	Week 2	Week 3	Week 4	Week 5
World Music, Music for Media, Western Classical Tradition	<p>World Music and Fusion Taiko–Taiko music comes from Japan and exclusively uses Taiko Drums; large drums played with a pair of wooden sticks. It was traditionally used to motivate Japanese troops before going into battle. The drums were used to set out a clear marching pace. They were also used to protect places of worship and other important places from enemies. Modern Taiko is energetic and combines rhythm with vocal shouts and physical movement. Calypso–Calypso music originates from Trinidad and Tobago. It is closely associated with carnival and celebrations. Two key musical features are the used of Steel Pans and fast, syncopated rhythms that have origins in West Africa. Steel Pans and pitched percussion instruments made of metal and played with rubber beaters. Pans come in several different sizes to create a full and thick texture within Calypso music.</p>	<p>Music for Media Theme Tunes–Films, TV Programmes and Video Games all use theme tunes within them. The music is often especially composed for this purpose. It can take the form of popular songs (James Bond) or more traditional full orchestral pieces (Harry Potter) and everything in between. A theme tune will often reflect the genre of the media it is composed for – a theme tune for a fantasy series will sound magical whereas a theme tune for a horror film will sound dark and tense. The main melody of theme tunes is designed to be memorable, something that is particularly important in long running TV series and multi film franchises as it allows the watcher to recognise it instantly. Leitmotifs–Short, reoccurring pieces of music that are used to represent a specific character, place or situations. Leitmotifs will be heard throughout the score for a TV programme, Film or Video game. Like theme tunes they are designed to be memorable so that the watcher can instantly connect hearing that music to what it is meant to be representing. Leitmotifs may be manipulated to reflect the emotions at that time.</p>	<p>Music for Media Soundscapes and Ambient Music Could also be considered as the background music heard in Films, TV Programmes or Video Games. Unlike Theme Tunes and Leitmotifs they are not designed to be memorable and catch the listeners attention. The main purpose of this music is to help create a certain atmosphere or mood within a scene, whilst allowing the watcher or player to focus fully on what is happening on screen. In most media there is always some kind of soundscape present in the background. The music is simple and non-descript with the sole goal of evoking some kind of emotion from the listener. Foley and Sound Effects All media will use sound effects in some way or another. Sound effects are just another element of music for media that help to immerse the consumer into what they are watching or playing. Often sound designers will recreate a certain sound using objects that differ from the original source (breaking celery to create the sound of crunching leaves) – this is known as Foley.</p>	<p>Western Classical Styles Baroque (1600 – 1750) <u>Key Features</u> Baroque music is recognisable from its use of repetition, scales, sequences and heavy ornamentation. Music was harmonically simple with complicated melodies often over lapping to create a polyphonic or contrapuntal texture. <u>Instrumentation</u> Baroque music used smaller orchestras predominantly made of string sections with flutes, recorders and horns. Harpsichords were the main keyboard instrument used. <u>Famous Composers</u> Antonio Vivaldi George Fredric Handel Johann Sebastian Bach Classical (1750 – 1820) <u>Key Features</u> Classical music is recognisable from its use of long, beautiful melodies, homophonic accompaniment and richer, more complex harmonies. <u>Instrumentation</u> Orchestras grew in size with clarinets, trumpets and additional percussion joining the strings and woodwind used in the baroque. The piano replaced the harpsichord. <u>Famous Composers</u> Joseph Haydn. Wolfgang Amadeus Mozart.</p>	<p>Western Classical Styles Romanticism (1820 – 1900) <u>Key Features</u> Romantic Music was much grander than that of the Classical era. The melodies and harmonies became more daring and complex. Composers aimed to evoke emotions and passion often around popular stories, places or nature. <u>Instrumentation</u> Orchestras were now much larger with more strings, brass and woodwind. Percussion played a more central role. <u>Famous Composers</u> Peter Tchaikovsky Edvard Grieg Johannes Brahms 20th Century Minimalism <u>Key Features</u> Stripped music back from the complexities that had become popular during the Romantic era. American composers began to utilise music technology in their compositions. <u>Instrumentation</u> No full orchestra, instead smaller groups of any combination of instruments could be used as well as electronic instruments. <u>Famous Composers</u> Philip Glass Steve Reich John Adams</p>

YEAR 9 CYCLE 3 MUSIC

	Week 7	Week 8	Week 9	Week 10	Week 11
Responding to a Musical Brief	<p>Responding to a Music Brief Before you begin planning your product you need to identify the key features of the brief and how you are going to respond to it.</p> <p>The key features of the brief are:</p> <ol style="list-style-type: none"> 1) Target audience of the product you are creating – who is designed to consume it. 2) Aim, purpose and requirements of the product – why are you creating it and what impact is it going to have. 3) Nature of the specific area of the music industry. 4) Exactly what it is you are expected to produce – a recording, a score, a commentary, etc. <p>In the planning stages of creating your product you will need to keep these things in mind at all times to ensure that you are meeting the requirements of the brief and fulfilling it successfully.</p>	<p>Component 1 Links When planning your product think about the following things explored in Component 1: Exploring Music Product and Styles.</p> <ol style="list-style-type: none"> 1) Types of music product and which one would best suit the brief that you have been given. 2) Techniques used in music performance that you could demonstrate in your product. 3) Techniques used in creating and recording music that you could demonstrate in your product. 4) Creating original music that follows traits and structures in existing music styles. 5) Key features within different styles and genres of music and how you can show your understanding of these. 6) Understanding and use of basic elements of music and how you can show these clearly in your product. 	<p>Component 2 Links When planning and creating your product think about the following things explored in Component 2: Music Sills Development.</p> <ol style="list-style-type: none"> 1) Instrumental or DAW skills that are relevant to the style and context of your chosen product. 2) How you developed your skills in specific contexts. 3) Setting achievable goals and tracking your progress against these effectively. 4) Time management and planning and using rehearsal time effectively. 5) Identifying, sourcing and using relevant resources such as recordings, scores and lead sheets. 6) Communicating and logging progress in an effective manner. 	<p>Commentary on the Creative Process As well as creating a performance or production and an accompanying score or lead sheet, you will also be required to produce a commentary describing the process that you have gone through to create your product.</p> <p>You will need to answer the following questions:</p> <ol style="list-style-type: none"> 1) What specific skills and techniques have you used? How have you used them? 2) Why did you choose to create the product that you have? 3) What resources have you used? How have you used them? Where did you get them? 4) How did you go about planning your product? How did this then translate into creating it? 5) Which skills did you aim to develop? How have you done that? 6) How have your ideas changed from your original plan? Have you discarded any ideas? Have you developed and extended any ideas? 	<p>Reflect on the outcome of the product As well as your commentary on how you have created your product you will also need to produce a short write up reflecting on what you have created.</p> <p>You will need to answer the following questions:</p> <ol style="list-style-type: none"> 1) Have you met the specific requirements of the brief? 2) What new material have you created in responding to the brief? 3) What skills have developed throughout the process? 4) What is good about your final product? 5) What could you improve in your final product? <p>Scan the QR code for additional information to your learning each week:</p> 



YEAR 9 CYCLE 3 PERFORMING ARTS - Exploring the Performing Arts

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10
<p>Sir Matthew Bourne Sir Matthew Bourne OBE is a successful choreographer and director. He creates and directs dance for musicals, opera, theatre, film as well as his own highly successful, award-winning companies. He was knighted in the Queen's New Year Honours 2016 for services to dance.</p> <p>Matthew Bourne's Cinderella A chance meeting results in a magical night for 'Cinderella' and her dashing young RAF pilot, together for just long enough to fall in love before being parted by the horrors of the Blitz.</p> <p>Themes: Family is one of the key themes in the original version of <i>Cinderella</i>, as well as in Matthew Bourne's version. The show is also filled with antagonistic themes such as:</p> <ul style="list-style-type: none"> • Life and death • Good and evil • Hope and fear • Destiny and freewill 	<p>The Paper Birds – Broke in their own words: The Paper Birds are an award-winning devising theatre company with a political agenda. We pride ourselves on taking socio-political subjects and making them accessible. We are story collectors. We spend time in communities, listening to personal experiences. The words of the people we meet form the backbone of our Our desire to listen, to understand and then 'give voice' means not only making space for the under-represented and the misunderstood, but also that our shows explore voices from all walks of life.</p> <p>Broke Is about displaced families, gambling addictions and beans on toast. Based on interviews taken across the UK in 2014, The Paper Birds explore, with real life stories from the front line of poverty and debt, what it means to be broke.</p>	<p>One Man, Two Guvnors based on The Servant to Two Masters by Goldoni</p> <p>Style: Commedia dell'Arte It was a popular form of improvisational theatre which began in Italy in the 15th century (1400s) and is still performed today.</p> <p>Characters were identified by costume and masks. The classic, traditional plot is that the <i>innamorati</i> (lovers) are in love and wish to be married, but one <i>vecchio</i> (elder) or several elders, <i>vecchi</i>, are stopping this from happening, and so they must ask one or more <i>zanni</i> for help. Typically it ends happily.</p> <p>Concetti – a speech or comment by a character made directly to the audience.</p> <p>Lazzi – a well rehearsed comic routine that has no relevance to forwarding the plot and is done to get laughs.</p> <p>Slapstick – originally use of an actual stick, now means physical comedy – usually involving people falling over or getting "hurt".</p>	<p>Key words to find out:</p> <p>Styles of Theatre:</p> <p><i>Absurdism</i> <i>Classical</i> <i>Comedy</i> <i>Commedia dell'Arte</i> <i>Epic</i> <i>Melodrama</i> <i>Forum Theatre</i> <i>Naturalism</i> <i>Symbolism</i> <i>Theatre of Cruelty</i> <i>Verbatim</i></p> <p>Practitioners</p> <p><i>Stanislavski</i> <i>Brecht</i> <i>Artaud</i> <i>Frantic Assembly</i> <i>Berkoff</i> <i>Pinter</i> <i>Boal</i></p>	<p>Job Roles – Key Words</p> <p><i>Actor</i> <i>Artistic Director</i> <i>Backstage</i> <i>Choreographer</i> <i>Conductor</i> <i>Costume Designer</i> <i>Director</i> <i>Dramaturg</i> <i>Front of House</i> <i>House Manager</i> <i>Lighting Designer</i> <i>Make-Up Designer</i> <i>Marketing Director</i> <i>Playwright</i> <i>Producer</i> <i>Property Master</i> <i>Scenic Artist</i> <i>Set Designer</i> <i>Sound Designer</i> <i>Stage Manager</i> <i>Technical Director</i> <i>Wardrobe Supervisor</i> <i>Writer</i></p>

YEAR 9 CYCLE 3 SOCIOLOGY - Families

Week 1: Key terms	Weeks 2 to 4: Sociological views of families	Week 5: Family diversity		
<p>Cereal packet family The 'ideal' nuclear family shown in the media and advertising.</p> <p>Cohabitation When two partners live together without being married.</p> <p>Conjugal roles The domestic roles of married partners.</p> <p>Expressive role Traditionally, a woman's role in the family, according to Parsons, where they look after the emotional needs of the family.</p> <p>Family diversity The range of families in society today e.g. nuclear, lone-parent, reconstituted, same-sex.</p> <p>Instrumental role Traditionally, the male's role within the family to be the breadwinner and provide financially for the family.</p> <p>Neo-conventional family A typical nuclear family but where both parents work.</p> <p>Patriarchy Male power and dominance over women.</p> <p>Reconstituted family A family of one man and one woman with children from previous relationships.</p> <p>Secularisation A decline in religious belief and activity.</p> <p>Symmetrical family Families which are equal on both sides where partners have joint roles</p>	<p>Functionalist. The family is a key social structure as it performs several essential functions for individuals and society. Murdock argues it performs four vital functions:</p> <ol style="list-style-type: none"> 1. Sexual Function: regulates sexual behaviour that is approved by society, prevents breakdown and maintains stability. 2. Reproductive function: creates the next generation to fill roles needed. 3. Economic function: providing shelter, food & clothes, economic cooperation. 4. Socialisation function: provides primary socialisation and learning of shared norms and values. <p>Parsons: The family performs two important functions today.</p> <ol style="list-style-type: none"> 1. Primary socialisation. 2. Stabilisation of adult personalities (warm bath theory). <p>*Functionalists ignore the dark side of the family and the impact of diversity.</p>	Type	↑↓ or	Reasons
	<p>Marxist. The family helps to maintain the class divide and benefits capitalism. This happens in three main ways:</p> <ol style="list-style-type: none"> 1. Inheritance: money and wealth is passed down in richer families through inheritance and is not shared with the working classes. 2. Consumerism – families are targeted as consumers who buy products, children use 'pester power', profits go to the ruling class. 3. Socialisation – children learn to accept hierarchy and that someone is in charge meaning they accept it in the workplace and don't revolt. <p>Zaretsky: The family provides an 'illusion' that society is fair and this maintains capitalism as it prevents a revolution.</p> <p>*Marxists ignore positive functions and that not all families benefit capitalism.</p>	Nuclear	↓	Secularisation Increase in divorce Changing position of women
	<p>Feminist. The family helps to maintain the gender divide and promotes patriarchy in society (male dominance and power). This happens through:</p> <ol style="list-style-type: none"> 1. Men acting as the breadwinner in the family (so have more control and power). 2. Women often have a double or triple shift and take on most of the unpaid housework. 3. Domestic abuse from men in the family. 4. Gender socialisation in families teaching stereotypical roles for boys and girls. <p>*Feminists ignore that some women may enjoy/choose the housewife role and that positive changes have been made.</p>	Recon-stituted	↑	Increase in divorce Changing attitudes Greater individualism
	<p>New Right. Nuclear families are the ideal family type and are the best for society because:</p> <ul style="list-style-type: none"> • They promote traditional values such as marriage. • Children grow up with two role models (for better socialisation). • They are more likely to be financially stable and less likely to be reliant on benefits (and become part of the underclass). <p>They see lone-parent and same-sex families as causing problems for society.</p>	Lone parent	↑	Increase in divorce Changing position of women Changing attitudes
		Same sex	↑	Changing laws (gay marriage is legal) Changing attitudes
		Beanpole	↑	Increase in life expectancy Decrease in the birth rate
		Neo-conventional	↑	Changes in law (equal pay) Changing attitudes Changing position of women
		Cohabiting couple	↑	Changing attitudes Changing position of women Increase in divorce
		One-person household	↑	Increase in divorce Longer life expectancy Greater individualism





YEAR 9 CYCLE 3 SOCIOLOGY - Families

Week 6: Key studies	Weeks 7 to 9: Changing patterns of marriage and divorce		Week 10: Changing relationships	
<p>Parsons (functionalist). Family has 2 basic functions, common to all families in all societies: primary socialisation of children and the stabilisation of adult personalities e.g. to give and receive emotional support. Zaretsky (Marxist). The family helps to maintain capitalism in society. The family helps to provide an 'illusion' that society is fair and provides a safe haven away from exploitation at work. Women become responsible for personal relationships within the family. This cushions them from capitalism.</p> <p>Oakley (Feminist). Segregated conjugal roles adopted by men and women are part of the conventional family also known as the 'cereal' packet family. This contains married parents and at least one child, the father is the breadwinner and the mother stays at home to look after the house and children. This type of family may actually exploit women and support patriarchy.</p> <p>Criticisms of families: Isolation, loss of functions, lack of contact, patriarchy.</p>	Changing patterns of marriage			
	Trends	Reasons	Impacts	
	First time marriages are decreasing	<ul style="list-style-type: none"> • Secularisation / changing attitudes • Changing position of women • Increasing cost of marriage 	<ul style="list-style-type: none"> • Less married nuclear families • More cohabitating couples 	
	Remarriages are increasing	<ul style="list-style-type: none"> • Secularisation / changing attitudes • Increase in divorce / changes to divorce laws 	<ul style="list-style-type: none"> • More reconstituted families • Serial monogamy 	
	Age of first time marriage is increasing	<ul style="list-style-type: none"> • Changing position of women • Increasing cost of marriage • Changing attitudes 	<ul style="list-style-type: none"> • More couples cohabit before marriage 	
	Increase in same-sex marriages	<ul style="list-style-type: none"> • Changing attitudes • Changes in law 		
	Is marriage still important?			
	<p>Yes</p> <ul style="list-style-type: none"> • Remarriages are increasing • Same sex marriages are increasing • Married persons tax allowance was introduced (policies encourage marriage) • People still aspire to be married 	<p>No</p> <ul style="list-style-type: none"> • First time marriages are decreasing • Cohabitation is more acceptable • Divorce is increasing (suggesting marriage isn't valued) • Some couples choose a civil partnership 	<p>Families over time <u>Pre-industrial:</u> Extended families, worked as a productive unit. <u>Industrial:</u> Nuclear families, male took on breadwinner role, government took over functions from families. <u>Contemporary:</u> Family diversity, diversity of roles, smaller families.</p> <p>Gender roles <u>Wilmott and Young:</u> Families are more symmetrical with shared contributions and equal roles.</p> <p>Parents and children <u>Past:</u> Parents had authority, strict discipline, children 'seen and not heard'. <u>Present:</u> Parents show less discipline, children have more freedom, families are more child-centered.</p> <p>Extended families In pre-industrial era, extended families were important. Today, many factors influence whether they are still important.</p>	
	Changing patterns of divorce			
	Trends in divorce	<ul style="list-style-type: none"> • 42% of marriages end in divorce • The divorce rate has increased compared to 30 years ago • The divorce rate has declined slightly over the past 10 years but is still high 		
Reasons for increases in divorce	<ul style="list-style-type: none"> • Changes in law – Divorce reform act (1969) widened the grounds for divorce (to include irretrievable breakdown), waiting time for a divorce decreased from 3-1 years • Changing attitudes – More acceptable to divorce • Changing position of women – Greater financial independence 			
Sociological views of divorce	<p>Functionalist. Divorce can lead to fewer dysfunctional families and greater harmony. Divorce creates jobs to help the economy. Divorce shows people have higher expectations of marriage.</p> <p>Marxist. Divorce is more common in working class families due to stress/inequality caused by capitalism.</p> <p>Feminist. Divorce can be positive to allow women to escape patriarchal relationships.</p>			



YEAR 9 CYCLE 3 SPORT STUDIES


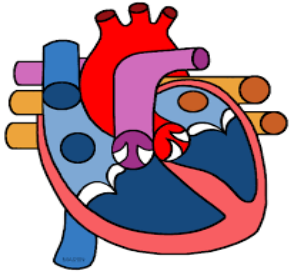


Sport Studies Cycle 3 - R187: Increasing Awareness of Outdoor and Adventurous Activities – Topic Area 3

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Essential skills to demonstrate in an OAA:</p> <ol style="list-style-type: none"> 1. Safe practice – following instructions, awareness of emergency procedures, ensuring correct clothing and equipment. 2. Communication skills – verbal, non-verbal and activity-specific terminology. 3. Decision making and problem solving skills. 4. Identifying and clarifying issues – generating possible solutions, comparison pros and cons of options, selecting the best option to resolve any issues. 5. Team-working skills – reliability, active listening, active participation, collaborative working and treating others with respect. 	<p>First Aid: For OAAs, leaders must have a level 3 qualification in first aid, as minimum.</p>  <p>Why do we need a fully stocked first aid kit?</p> <ol style="list-style-type: none"> 1. To ensure all items are in date to use. 2. To ensure we have plenty of spares. 3. To ensure we can treat and manage a range of injuries. <p>What will we need to check in advance?</p> <ol style="list-style-type: none"> 1. Weather forecast. 2. Times of sun rise and sunset. 3. Times of high and low tide. 4. Traffic. 	<p>Adventure Activities Licensing Authority (AALA):</p> <ul style="list-style-type: none"> Provide Outdoor Education centres with a license to run OAAs. Created in April 1986. Works to make sure that centres have good procedures for health and safety so participants can have fun without being at risk. If centres offer OAAs to people under the age of 18, they must have a license by law. 	<p>Risk Assessment: Risk: Something that has the potential to cause harm.</p> <p>Severity: How dangerous is the risk?</p> <p>Probability: How likely is it that the risk will occur?</p> <p>Corrective Action: What will you do to stop the risk being an issue?</p> <p>What might be a risk?</p> <ol style="list-style-type: none"> 1. Personnel. 2. Unstable terrain. 3. Inappropriate equipment. 4. Inappropriate clothing. 5. Unforeseen weather. 6. Poor organisation. 7. Getting lost. 8. Animals 9. Insects. 	<p>Emergency Procedures: What are you going to do when things go wrong?</p> <p>First Aid:</p> <ol style="list-style-type: none"> 1. Who will you inform if someone is injured or becomes ill? 2. Who is in charge of first aid? 3. In an emergency, who will you phone? <p>Rescue:</p> <ol style="list-style-type: none"> 1. Who will you contact if you need to be rescued? 2. Use what3words to provide a exact location of where you are for the emergency services. 

Throughout Cycle: R185: Topic Area 1 - Continue to add to your logbooks for your practical sports (date, position, league/comp, details of what you did).

YEAR 9 CYCLE 3 SPORT STUDIES


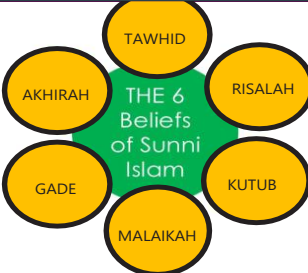



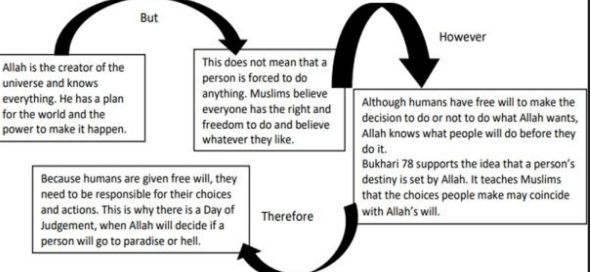
Sport Studies Cycle 3 - R187: Increasing Awareness of Outdoor and Adventurous Activities – Topic Area 4

Week 6	Week 7	Week 8	Week 9	Week 10
<p>Key considerations when planning an OAA:</p> <ol style="list-style-type: none"> 1. Health and Safety: Is the activity suitable for the participants? What are the first aider requirements? 2. Personnel: What qualifications does the leader need? What is the ratio of participants to leaders? 3. Licensing: What license does the centre need? 4. Supplies: How much food and drink will you need? 5. Location: Is the terrain suitable for the activity and experience of the participants? 6. Timing of the Activity: What is the duration of the sessions? 7. Shelter: What shelter is available if conditions are bad? 8. Contingency Plan: What is plan B if things do not work out? 	<p>Evaluating what went well:</p> <ol style="list-style-type: none"> 1. What did you feel confident doing? 2. What were your strengths? 3. What was your greatest strength? 4. Where you able to help others?  <p>Evaluating what could be improved:</p> <ol style="list-style-type: none"> 1. What did you feel less confident about? 2. What were your areas of development? 3. What were your greatest areas of development? 4. Did you need to ask for help with anything? 	<p>Physical benefits: Relate to the body and how the body changes or improves.</p>  <p>Example of physical benefits:</p> <ul style="list-style-type: none"> Improved cardiovascular endurance. Improved muscular strength. Improved muscular endurance. Reduced body fat. Reduced likelihood of non-communicable diseases (diabetes, cancer, heart disease, etc.). Increased strength of heart (cardiac hypertrophy). Reduced heart rate. Increased stroke volume. Increased cardiac output. Reduced breathing rate. 	<p>Mental benefits: Relate to the body and mind.</p> <p>Examples of mental benefits:</p> <ul style="list-style-type: none"> Reduced stress. Improved mental health. Increase release of happy hormones (serotonin and dopamine). Improved self-confidence. Increased body confidence. Increased feelings of happiness. Distracts you from things that have been worrying you. 	<p>Social benefits: Relate to you and other people.</p>  <p>Examples of social benefits:</p> <ol style="list-style-type: none"> 1. Meet your friends. 2. Make new friends. 3. Opportunity to be part of a team. 4. Develop communication skills. 5. Develop teamwork skills. <p>Encouraging wider participation:</p> <ul style="list-style-type: none"> These benefits can encourage you to take part in other OAAs and physical activities or sports. The benefits from one OAA can be shared with lots of other OAAs.

Throughout Cycle: R185: Topic Area 1 - Continue to add to your logbooks for your practical sports (date, position, league/comp, details of what you did).



YEAR 9 CYCLE 3 THEOLOGY, ETHICS & CITIZENSHIP - Muslim Beliefs

Muslim Beliefs		THE 6 BELIEFS OF SUNNI ISLAM	EXPLANATION				
Allah	The Muslim name for God		Belief in Allah's oneness means that Allah must be the creator of everything since he is the only God. It also means that Allah must be all-powerful and in control of everything and that Allah must be present in the universe he has created. Many Muslims understand this to be THE MOST important belief in Islam as it is this belief that motivates Muslims to follow his commandments, "Allah has promised those who believe (in him) and do good deeds that for them is forgiveness and great reward. QURAN(5:9).				
Tawhid	The belief in Allah's oneness. Allah's oneness means that he has no partners, no helpers and especially no equals.						
Beneficence	This means that Allah is good, kind and loving to his creation.		Basics for both Sunni and Shi'a Islam: <ul style="list-style-type: none"> The Qur'an mentions 25 Prophets, but Islamic traditional says there have been 124,000! According to the Qur'an each prophet was given Allah's word for their generation, but their words were either ignored, forgotten or distorted. Prophets are human (have free will) but are often regarded as the perfect humans (obey Allah fully). 	Scrolls (Sahifah) of Ibrahim <ul style="list-style-type: none"> Written in the Hebrew language The oldest of the books But is now completely lost 	Torah (Tawrat) of Musa <ul style="list-style-type: none"> Musa was given this by God in Hebrew He gave it to the jews Unfortunately, because the languages was translated and changes it is no longer the world of God 		
Immanence	Allah is close to humans and can be contacted by humans.			Sunni - Sunni's believe that prophets are 'sinless' once called to be a prophet.	Shi'a - Believe that prophets are born sinless and are prophets from birth.		
Transcendence	Allah is not bound by the restrictions of time and space.		The Qur'an names 4 other Holy books, known in Arabic as kutub. These are from the Jewish and Christian traditions and, according to Islam, in their original form, they were true revelations from God. However, because they were not written down properly, they are believed to be corrupted and changed, and so cannot be trusted as the true word of God. Muslims believe that the Quran is the UNCHANGED Holy Book.	Psalms (Zabur) of Dawud <ul style="list-style-type: none"> Zabur means song It was written by Dawud who was given the git to write songs to praise Allah A version of them is in the Christian Bible, but the words have been changed and translated 		Gospel (Injil) of Isa. <ul style="list-style-type: none"> Injil means good news It was written in Aramaic Given to Isa for the Jews/Christians A lot of it has been lost, but some of it is written down in the Bible, but the words have been changed 	
Risalah	The belief in the Prophets of Allah.			KUTUB – Belief in Books	In Arabic, angels are called Mala'ikah, which means "to assist and help." The Quran describes that angels have been created to worship Allah and carry out His commands. Angels have no free choice, so it is simply not in their nature to disobey. Angels are genderless and do not require sleep, food, or drink. They are completely without sin, and so are therefore able to enter into Allah's divine presence.	Angels Mentioned by Name Several angels are mentioned by name in the Quran, with a description of their responsibilities: Jibril (Gabriel) – The angel of revelation, In charge of communicating Allah's words to his prophets. Revealed the Qur'an to Muhammad. Mika'il (Michael) – Responsible for keeping the devil out of heaven and protecting worshippers. Also, in charge of weather, natural forces and provision for human needs. Izra'il (Angel of Death) – In charge of taking souls after death.	
Prophet	A messenger of Allah.		Predestination is the belief that nothing happens by chance. God knows, and wills, all future events (destiny). As Allah is Al-Alim (all-knowing), he has intimate knowledge of every single thing in existence because he is the one who has created it all! You can think of this as how a Rolls Royce engineer knows the detailed nature of a jet engine, its capacity, its functions and much more!				
Kutub	The belief in the Holy Books sent by Allah (5 in total).			MALAIIKAH – Belief in Angels	Akhira includes Muslim beliefs about life after death, judgement day, Heaven and Hell. This is an important belief because: Life is a test. There must be some reward or punishment after it. Sunnis and Shias both believe you cannot be a Muslim without this belief.		
Malaikah	The belief in Angels.	AL-QADR – Belief in predestination					
Qadr	The belief in predestination.	AKHIRAH – Belief in afterlife					
Predestination	The belief that Allah knows what choices we will make in any given situation even before we make them.						
Akhira	The belief in afterlife.						
Judgement	The belief that humans will be judged by God for the good and bad they have done.						
Jannah	The belief in paradise.						
Jahannam	The belief in hell.						

YEAR 9 CYCLE 3 THEOLOGY, ETHICS & CITIZENSHIP - Muslim Beliefs

The Five Pillars of Sunni Islam	
Shahadah	Statement of faith – “There is one God and Allah is the messenger of God”.
Salah	Prayer 5 times a day using special rak’ahs (prayer positions).
Zakah	Giving 2.5% of your savings to charity.
Sawn	Fasting during daylight hours during the month of Ramadan.
Hajj	Going to Makkah on a religious pilgrimage at least once in your life.

Greater Jihad

- “to strive” The daily struggle to live as a good Muslim.
- Muhammad said that the supreme Jihad was against oneself.

It is:

- To practice the 5 pillars
- To follow the Sunnah (the way of) the Prophet Muhammad
- To seek justice for all
- To rise above greed and selfishness

Lesser Jihad

- The use of violence in self-defence, or to defend Islam/Allah.
- It was set out by Muhammad when people were trying to wipe out Islam and its followers.
- It cannot be used aggressively and should never be used to kill civilians (non-soldiers).
- The Crusaders were an example of a true Jihad.
- Terrorism is NOT Jihad!

Examples of Muslim converts (or reverts)

Muhammad Ali
Janet Jackson
Yusuf Islam (Cat Stevens)
Malcom X

Id-ul-Adha

- The festival of sacrifice.
- Most important festival.
- Marks the end of Hajj.
- Remembers Ibrahim being prepared to sacrifice his son Ishma’il.
- New clothes, food presents, Id prayers at mosque, animal eaten

Id-ul-Fitr

- Festival of fast-breaking
- End of Ramadan (fasting)
- Feast, clothes, mosque for special sermon
- Zakah-ul-Fitr – special charity contribution
- Generosity and gratitude

Ashura

- Most important to Shi’a – remembers when Husayn was killed (martyred)
- Sunni - Remembers when Allah saved the Israelites from Pharoah

Other festivals:

- Mawlid-an-Nabi – the birth of the Prophet Muhammad.
- Laylat-al-Qadr – the night of Power when the Qur’an was revealed to the Prophet.
- Muharram – the first month of the Islamic calendar. Marks the Hijrah – when the first Islamic community was set up. Differently celebrated between Sunni and Shi’a.

The Ten Obligatory Acts of Shi’a Islam	
Shahadah	Statement of faith
Salat (prayer)	5 prayers 3 x a day
Hajj	Pilgrimage
Zakah	Alms 2.5%
Sawm	Fasting
Khums	20% of surplus income
Jihad	The struggle to be a good Muslims
Amr-bil-Marooif	Encouraging people to do good
Nahil Anril Munkar	Discouraging bad actions
Tawalia	Duty to love friends of Allah
Tabarra	Disapproval of evil-doers

Mosque Diagram

Uses of the Mosque:

- Place for worship
- Madrasah (mosque school)
- Library
- Place of study
- Shari’ah court
- Marriage bureau (to help people find potential wives/husbands)
- Community centre
- Zakah collection and distribution
- Feeding the homeless

Prayer

- Prepare – wudu (ritual cleansing)
- Times: Fajr, Zuhr, As’r, Maghrib and Isha
- Face Makkah
- Rak’ahs (prayer positions)

Why?

- Feel close to Allah
- Shows submission
- Unites all Muslims
- Removes sins and temptation to do bad

Ibadah	Every action a Muslim does is a form of worship – Ibadah.
Niyah	Having the right intention to worship Allah – being in the right frame of mind to worship.
Conversion and Reversion	Some Muslims believe a new follower converts to Islam; others believe we were all born Muslims, so we return (revert) to Islam if we discover the faith of Islam in our life.
Greater Jihad	The struggle to live according to Allah’s laws – being the best Muslim you can. Overcoming things that you find difficult.
Lesser Jihad	Holy war – fighting a war to defend Allah and/or Islam. A war that Allah would stand by as being morally right.
Sunnah	The way that Prophet Muhammad did things. Muslims follow his example.
Laylat Al-Qadr	The night of power when the Qur’an was revealed to the prophet Muhammad.
Jihadists	Groups who are prepared to use violence to create their own Islamic state. These are extremists and their victims are mainly Muslims. IS/ISIS is an example of this.
Imam	A religious leader within Islam. For Sunnis he is an ordinary man. For Shi’as he is a holy figure.