

## YEAR 9 CYCLE 1 ART

**1870-1900 Impressionism**

The impressionists were revolutionary in their choice of subject matter; they focused on the effects of light and used visible brush strokes to portray daily life in Paris.

**Artists:**

Eduard Manet, Claude Monet, Edgar Degas and Pierre-Auguste Renoir

**1880-1905 Neo/Post Impressionism**

Both Neo and Post Impressionism were born from Impressionism; though they embraced its ideas they also rejected its limitations. A prominent technique used to represent these movements was pointillism.

**Artists:**

Paul Gauguin, Paul Cezanne and Vincent Van Gogh

**1890-1900 Les Nabis**

The Nabis were a group of artists who, in the last 1890s sought to create a style of painting that blurred the distinction between the fine arts and decorative arts. They developed a simplified, subjective vision influenced by symbolism.

**Artists:**

Paul Ranson, Maurice Denis, Pierre Bonnard and Paul Ser

**1885- 1910 Symbolism**

Symbolism sought to re-establish the importance of the imagination and created work which evoked moods and feelings as opposed to Impressionism and Naturalism, which tended to ignore the imagination and concentrate on what the artists saw.

**Artists:**

Gustave Moreau, George Frederic Watts, Pierre Puvis de Chavannes and Arnold Boklin

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**1905-1907 Fauvism**

Fauvism was entirely focused on revolutionising the concept of colour in modern art. It was embodied in a radical new style full of violent colour and distortions.

**Artists:**

Henri Matisse, André Derain and Maurice de Vlaminck

**1890-1930s Expressionism**

Expressionism sought to convey the experience of feeling and being alive as opposed to depicting the physical reality of it.

**Artists:**

Emil Nolde, Ernst Ludwig Kirchner and Karl Schmidt-Rottinuff



George Seurat circa 1884-86, oil on canvas

**Key Vocabulary:**

Depict  
Expressionism  
Fauvism  
Impressionism  
Naturalism  
Pointillism  
Subjective  
Symbolism  
Decorative  
Modern

# YEAR 9 CYCLE 1 BUSINESS - Cambridge National in Enterprise & Marketing R064 Learning Outcome 1

## What is Market Segmentation?

Market Segmentation is the process of grouping potential customers together based on different factors. It is basically the method used by businesses to identify their target customer/market. Markets can be segmented in different ways and some businesses choose to use more than one characteristic to specifically segment their market.

### Explain each of these ways a market can be segmented ...



**Age** - This is basically how old the customer is. Businesses tend to segment their market into age brackets. Toys, for example, are aimed at younger audiences, potentially between ages 3 and 13.

**Gender** - This is whether the target customers are typically going to be male or female. Make-up, for example, is targeted at females - this doesn't mean that males cannot buy it, it is just who the business is targeting.

**Occupation** - Occupation means the job or career that in the target market may have. This could be a specific job, for example Gym equipment being targeted at Personal Trainers, or a more general group of jobs, Office Workers for example.

**Income** - Some businesses segment their market based on how much money their potential customers make. Luxury branded items, for example, will be targeted at customers with more disposable (spare) income.

**Geographic** - This is when businesses segment their market by their location. A local newspaper, for example, will segment their market to include only those in the area in which the newspaper reports.

**Lifestyle** - Businesses could segment their market based on what their customers' lifestyle is like; this is basically their hobbies, their routines and their habits.

### What are the benefits of Market Segmentation?

By segmenting their market, businesses are:

- Able to focus on the wants/needs of specific customers and more likely to meet these wants/needs.
- More likely to make sales because they've focussed on specific groups of people (if they segment successfully). More able to focus their advertising and other marketing at the right groups of customers - if their market is segmented to include female customers, then the business could choose to advertise in magazines aimed at females, for examples.
- More able to produce a specific customer profile, which is a portrait of the business's main target customer.

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## How do customers vary (how are they different)?

Customers are different/vary because of:

- The amount of money they are able to spend.
- The amount of money they are willing to spend (some older customers may have more money, but may not be willing to spend this money as readily as younger customers).
- The quantity of products/services they require.
- The location in which they want/can purchase items (some customers prefer to buy online, for example).
- The time in which they want to/can purchase items.

### What Customer Feedback Techniques are available for business start-ups?



Customer Feedback Techniques are the methods a business uses to allow customers to tell them what they think about their products or services and can include:

- Social Media/ Online Communities
- Websites with reviews
- Online surveys
- Customer comment cards
- Comments made to staff members
- Telephone/email surveys
- Email contact forms

### Why are Customer Feedback Techniques useful for new business start-ups?

If things aren't going well for a business, customer feedback will give them the reasons why. Taking action could improve sales and help businesses meet customer wants/needs better. Customer feedback also makes people feel they are being listened to, so customer satisfaction will improve.

### What is Market Research?

Market Research is the process of finding out what customers want and what they need. Businesses typically carry out Market Research before developing a new product as well as during the testing of the product to get the opinions of their potential customers.

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## What is the purpose of Market Research?

The purpose of Market Research is initially to find out what customers want and need - this helps businesses develop. Products that are more likely to be successful. Market Research also helps understand customers' tastes and opinions and can change the design or specification of products based on the outcomes of the research. Finally, Market Research can also be used to gauge what products are already on the market and what competitors are doing.



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### What is Primary (field) Market Research? Give example methods...

Primary Research, sometimes called Field Research, is when businesses gather their own data and information. This can be done through surveys, questionnaires, focus groups, observations, consumer trials and 'taste tests'. The data gathered is unique to the business and does not already exist.

### What are the benefits of Primary (field) Research?

Carrying out Primary Research means that the results are exactly what the business wants to find out, because this research has been tailor made for their own specific needs. Researchers can include everything the business wants to find out from their potential customers.

### What are the drawbacks of Primary (field) Research?

Primary Research is usually more expensive to carry out than Secondary Research because the business is creating and analysing everything from scratch. This also means that Primary Research is more time consuming to carry out and is, therefore, slower to get results for the business.

### What is Secondary (desk) Market Research?

Give example methods ... Secondary Research, sometimes called Desk Research, is when the business uses data or information that already exists. This is not tailor made for the business. Methods of Secondary Research include Internet research, books, newspapers and data already collected by competitors, the Government or other sources of statistics.

### What are the benefits of Secondary (desk) Market Research?

Secondary Research is quicker to complete, because the data has already been collected and, in some cases, analysed. Secondary Research is also cheaper to carry out - looking at websites for Internet Research is clearly cheaper than preparing and carrying out a questionnaire, for example.

### What are the drawbacks of Secondary (desk) Market Research?

The data that is used when completing Secondary Research is not unique and not specific to the business's needs, unlike when Primary Research is carried out. Secondary Research doesn't allow businesses to ask further questions to those that took part in the research either.

# YEAR 9 CYCLE 1 - Cambridge National in Enterprise & Marketing R064 Learning Outcome 2

## What are Costs?

Costs are the things businesses have to pay for in order to produce a product or provide a service.

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## What are Fixed Costs?

Fixed costs are things a business pays for that do not change depending on the amount of a product a business makes - so these costs stay the same no matter how many products a business produces.



## Give examples of Fixed Costs for a shop that makes and sells cupcakes...

Rent for the shop would be a fixed cost because the cost will stay the same no matter how many cupcakes are produced and sold. The shop's insurance, staff wages and phone bill will also be examples of fixed costs.

## What are Variable Costs?

Variable costs are the costs a business pays that change depending on how many products a business produces - these costs increase when more products are made.

## Give examples of Variable Costs for a shop that makes and sells cupcakes...

The ingredients used in the cakes would be an example of a Variable Cost because this cost will increase if more cakes are made. The packaging for the cakes will also be a variable cost, as this will increase if more cakes are produced.

## How are Total Costs calculated?

Total cost is just the fixed costs plus the variable costs. You will, however, need to account for the number of products made when including variable costs. For example, if the shop's fixed costs are £1000 and their variable costs are £0.20 per cupcake, their total costs when they produce 500 cupcakes will be:

Fixed Costs+ (Variable Cost Per Unit x Units Produced)

$$£1000 + (£0.20 \times 500)$$

$$£1000 + £100 = £1100 \text{ Total Costs}$$

Work out Total Costs for 400 cupcakes when Fixed Costs are £2000 and Variable Costs are £0.45 per unit...

$$£2000 + (£0.45 \times 400)$$

$$£2000 + £180 = £2180 \text{ Total Costs}$$

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## What is Revenue?

Revenue is the money generated from selling products or services. It is not profit, but the money coming into a business from sales.

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## How is Total Revenue calculated?

Total Revenue is calculated by: Selling Price x Number of Sales

## What is Profit?

Profit is the money left over from revenue once costs have been paid-it's the money a business makes once all costs have been covered.

## How is Total Profit calculated?

Total Profit is calculated by: Total Revenue - Total Costs.



## What is Profit per Unit? How is it calculated?

Profit per Unit is the amount of profit a business makes on just one item sold.

Profit per Unit is calculated by: Selling Price per Unit - Total Costs per Unit

## Use the following information...

Selling Price= £1.20 per cake

Fixed Costs = £350

Variable Costs= £0.20 per cake

## To calculate ...

$$\text{Total Costs for 500 cakes} = 350 + (0.20 \times 500) = £450$$

$$\text{Revenue for 500 cakes} = 500 \times 1.20 = £600$$

$$\text{Profit per Unit} = £1.20 - (450 \div 500) = £0.30$$

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## What is Break-even?

Break-even is the point at which a business does not make a profit or a loss-its revenue from sales and its total costs are equal. The number of products that must be produced/sold to reach this point is called the Break-even Point.

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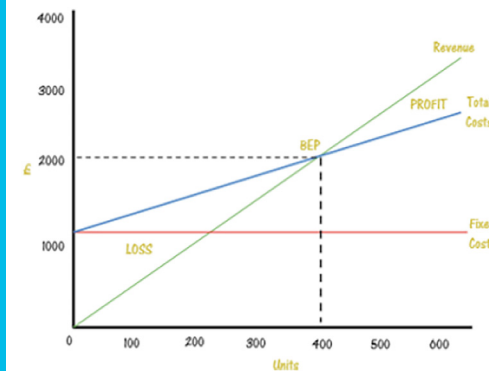
## How is Break-even calculated?

The formula for Break-even is:

Fixed Costs

Selling Price per Unit - Variable Cost per Unit

## Label this Break-even Graph...



**What is this business's Break-even point?** 400 Units

## Why is Break-even information useful for a business?

Businesses who calculate their Break-even point know what output they need in order to be profitable; so, they know how many products to produce or can generate a sales target in order for them to make a profit.

## What does increasing selling prices do to a business's Break-even Point?

Increasing selling prices will lower a business's Break-even Point, they will need to produce/sell less in order to Break-even.

## What impact does increased costs have on a business's Break-even Point?

An increase in either Fixed or Variable Costs (or both) will result in a higher Break-even Point for a business; they will need to produce/sell more in order to Break-even.

## YEAR 9 CYCLE 1 - CHILD DEVELOPMENT

WEEK 1 and 10: Introduction to Child Development	WEEK 5: Reasons why accidents happen in a childcare setting	WEEK 4: Safety equipment																		
<p><b>Key Vocabulary</b></p> <p><b>Ear thermometer:</b> Thermometer that registers body temperature via the ear canal</p> <p><b>Hazards:</b> A hazard or situation that may cause harm</p> <p><b>Gross motor skills:</b> The large movements children make with their whole bodies</p> <p><b>Fine motor skills:</b> The small, delicate manipulative movements children make with their fingers</p> <p><b>Hand-eye co-ordination:</b> Using the vision system to control, guide and direct the hands to carry out a manipulative task</p> <p><b>Feeding solution:</b> The process of deciding what to feed a child, preparing and storing food and feeding a child</p> <p><b>Colostrum:</b> A yellowish liquid that is the first secretion from the mammary glands after giving birth, rich in antibodies</p> <p><b>Lactation:</b> The production of milk by women during the period after they give birth</p> <p><b>Sucking reflex:</b> Sucking movements of an infant's lips caused by touching them or the adjacent skin</p> <p><b>Expressing:</b> Expressing refers to the process by which a woman expels milk from her breast, either manually by the hands or using a pump</p>	<ul style="list-style-type: none"> <li>All children experience minor accidents. Childcare settings are busy environments:</li> <li>More children on the premises naturally means there will be a higher incidence of accidents.</li> <li>Childcare settings tend to have more space for physical play and access to more large play equipment which may lead to accidents.</li> <li>More access to liquids (e.g. pouring their own drinks, water play), leading to more spillages and potential slips.</li> <li>Children will be learning new skills and playing in new ways for the first time (e.g. using ride on toys, and playing playground games).</li> <li>Children may engage in 'rough and tumble' play with peers from time to time.</li> </ul>	<table border="1"> <tr> <td><b>Harness and reins</b></td> <td>Prevent falls from prams, push chairs and high chairs. Prevent young children escaping and/or running into the road when out walking.</td> </tr> <tr> <td><b>Safety gates</b></td> <td>Prevent access to kitchens, stairways, outdoors. Always place a guard at the bottom and top of stairs for babies and young children.</td> </tr> <tr> <td><b>Locks for cupboards/windows</b></td> <td>Prevent children getting hold of dangerous substances or falling from windows.</td> </tr> <tr> <td><b>Safety glass/safety film</b></td> <td>Prevent glass from breaking into pieces, causing injuries.</td> </tr> <tr> <td><b>Socket covers</b></td> <td>Prevent children from poking their fingers into electrical sockets.</td> </tr> <tr> <td><b>Play pens</b></td> <td>Create a safe area for babies.</td> </tr> <tr> <td><b>Smoke alarms</b></td> <td>Detect smoke and sounds the alarm.</td> </tr> <tr> <td><b>Cooker guards</b></td> <td>Prevent children pulling pans from the cooker.</td> </tr> <tr> <td><b>Fire blankets or extinguishers</b></td> <td>May be used to tackle minor fires.</td> </tr> </table>	<b>Harness and reins</b>	Prevent falls from prams, push chairs and high chairs. Prevent young children escaping and/or running into the road when out walking.	<b>Safety gates</b>	Prevent access to kitchens, stairways, outdoors. Always place a guard at the bottom and top of stairs for babies and young children.	<b>Locks for cupboards/windows</b>	Prevent children getting hold of dangerous substances or falling from windows.	<b>Safety glass/safety film</b>	Prevent glass from breaking into pieces, causing injuries.	<b>Socket covers</b>	Prevent children from poking their fingers into electrical sockets.	<b>Play pens</b>	Create a safe area for babies.	<b>Smoke alarms</b>	Detect smoke and sounds the alarm.	<b>Cooker guards</b>	Prevent children pulling pans from the cooker.	<b>Fire blankets or extinguishers</b>	May be used to tackle minor fires.
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<p><b>WEEK 5 and 6: Prevention of burns</b></p>	<p><b>WEEK 2 Baby Mobile</b></p>																			
<p>When cooking, use the rings at the back of the cooker and turn saucepan handles towards the back. Put cold water into a bath first, then add the hot water and test the temperature before putting a child in the bath. Fit fire guards to all fires and heaters. Keep hot drinks well away from young children. Cover children up with a t-shirt and hat, and use sunscreen to prevent sunburn.</p>	<p>A baby mobile hangs above a baby's cot. It provides visual stimulation and promotes brain development. Keep in mind, that some mobiles are meant to stimulate a baby and others are meant to soothe a baby to sleep. A baby mobile can develop a baby's gross motors skills, fine manipulative skills, hand-eye coordination and intellectual development.</p>																			
<p><b>WEEK 5 and 6: Prevention of choking and suffocation</b></p>	<p><b>WEEK 3: Breast vs Bottle</b></p>																			
<p>Keep small objects out of reach, check and follow the age recommendations on toys. Keep toys for small children and older children separately. Ensure children sit up when eating. Keep food pieces small and encourage them to chew food well.</p> <p>Follow safe sleeping guidelines. Keep plastic bags, including nappy sacks, well out of reach of babies and children. Avoid garments that could catch around a child's neck such as scarves.</p>	<p>There are many advantages and disadvantages of breast and bottle feeding a baby, and it is the decision of the parents as to how they choose to feed their baby. Breast feeding has long term benefits for a baby. The NHS recommend breast milk is given for the first six months of a baby's life. Breast milk reduces infections, diarrhoea, vomiting, leukaemia, obesity and type 2 diabetes. Formula feeding provides babies with the nutrients they need to grow and develop. It doesn't have the same health benefits as breast milk for you and your baby, for example, it can't protect your baby from infections. There are two types of formula milk a dry powder you can make up with water and ready-to-feed liquid formula, both are convenient when out and about.</p>																			

## YEAR 9 CYCLE 1 - CHILD DEVELOPMENT

WEEK 7 and 8:  
How to prevent accidents**Staff training**

Health and safety is a vital element of a practitioner's role. Childcare providers should train staff in how to keep children safe in their setting. This includes ensuring that everyone understands/ knows how to follow the settings health and safety policies and procedures.

**Completing risk assessments**

A risk assessment aims to prevent accidents. Settings will have risk assessment forms for staff to complete before undertaking activities, outings or changes in layout to the setting. Staff will be trained on how to complete the risk assessment.

**Supervision**

Children must be supervised at all times. Ofsted outlines the minimum acceptable staff to child ratio. In childcare settings in England (without a qualified teacher), the minimum ratios are:

- Children under two years: one adult to three children (1:3)
- Children aged two years: one adult to four children (1:4)
- Children aged three to seven years: one adult to eight children (1:8).

For safety, staff should consider the tasks they undertake throughout the session. The younger children are, or the more challenging the activity, the closer the supervision will need to be. For some activities, children can play independently, as long as there are adults in the room keeping a general eye on things -children can approach them if they need assistance. Other activities would be unsafe without one-to-one support from an adult. For example, a child learning to use a sharp tool. Levels of supervision can change as problems occur, the mood of children changes or when children master skills.

**Having appropriate safety equipment**

Accident prevention needs to be considered for each area of the setting and applies to permanent and flexible areas. It's vital to have the appropriate equipment to ensure children's safety: - A safety gate to prevent children from entering food preparation areas. - Stair gates to prevent children from falling down stairs. - Safety flooring or mats underneath play equipment. -Socket covers on electric sockets. - Reins on highchairs.

**Educating the children**

Children learn through repetition, and adults remind them of safety rules such as 'Only four children on the climbing frame at once', or 'We don't jump on the bed'. Explaining safety instructions is an opportunity to educate a child about keeping themselves safe. For example, if a child understands that a crowded climbing frame can be dangerous, they may remember this when they visit the park and wait for crowded apparatus to become less busy before going on.

**Sensible placement of equipment**

It's important to consider safety when deciding where to place equipment and safety equipment. For example: climbing frames, slides and large playground apparatus must be placed on a flat surface. The surface should be safe, with safety flooring/mats underneath. When planning to set out a play activity, consider what other children will be doing nearby. For example: it would not be safe to position a mat for babies to lie on alongside three year olds playing with balls.

WEEK 8 and 9:  
Plan to create a safe environment in a childcare setting**Lack of supervision**

Higher ratio of adults to children in the home than in a childcare setting. A parent may supervise two children aged three to five years at home, while at a childcare setting one practitioner for every eight children aged three to five years. Dedicated staff will solely look after children; they won't have the same demands on their time as a parent at home (e.g. cleaning the house, cooking meals, laundry etc). But problems occur if:

- The number of staff is insufficient
- Time management is lacking
- Staff are not effectively deployed, including a lack of supervision for activities such as cooking or using tools.
- Staff have not been appropriately trained, whether for the age range or the environment
- Untrained, or new, staff are not closely monitored.

**Untrained staff**

Poor safety practice can be down to a lack of staff training. It's very important for childcare settings to follow the rules and ensure that there is always the correct number of trained staff at every session.

**Safety equipment**

Failing to use, check or adjust safety equipment to meet the needs of an individual child can be problematic. For instance:

- Safety reins must be adjusted to fit each toddler before taking them for a walk outside of the setting.
- The safety straps on a highchair will need to be adjusted to fit each child that sits in it.
- Without these measures, the safety equipment will not be fully operational.

**As part of a child's development**

Children have minor accidents as part of their development, as children become more curious and mobile. For instance, a curious baby who has just learnt to crawl may now be able to open cupboards and turn out the contents, or to access and touch electrical wall sockets. Child cupboard locks, stair gates and socket covers should be fitted, where appropriate, within the childcare setting.



# YEAR 9 CYCLE 1 - GCSE CITIZENSHIP: Section 1.1 - Rights and Responsibilities

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p><b>Key terms and concepts</b></p> <p><b>Human rights:</b> The basic rights and freedoms that belong to every person. These were decided by international agreement, and should be safeguarded through the laws of each country.</p> <p><b>Balancing rights:</b> Making sure that when a person uses their right to do something, they do not harm the rights of another person.</p> <p><b>Human, moral, legal and political rights</b></p> <p><b>Rights</b> are the things that we should have, or be able to do. <b>Human rights</b> are the most basic rights that every person should have. They should enable us to 'survive and thrive', having a life that is safe, fair and free from discrimination.</p> <p><b>Moral rights</b> are those which we can reasonably expect to have, but are not reinforced by law. When a right is supported by the law, it is a <b>legal right</b>. For example, free education is a legal right. It is reasonable to expect that teachers know the syllabus, teach good lessons, etc. so these are moral rights.</p>	<p><b>Key terms and concepts</b></p> <p><b>Legal responsibility:</b> A duty that is reinforced by the law. For example, a parent legally must provide shelter for their children up to the age of 18.</p> <p><b>Moral responsibility:</b> Our duty to support others so that they can enjoy certain rights. For example, students have a responsibility to ensure their behaviour doesn't interfere with others' right to learn.</p> <p><b>Responsibilities and freedoms of citizens</b></p> <p>If rights are the things we should have, responsibilities are the things we should do. We cannot reasonably expect to have certain rights if our actions or words deny these rights to other people. Just as rights can be legal or moral, so can <b>responsibilities</b>. For example, students have a <b>moral responsibility</b> to do their homework. Teachers have <b>legal responsibilities</b>, for example, to keep students safe. If a pupil gets injured on a trip because the teacher was negligent, that teacher could face legal consequences, such as imprisonment.</p>	<p><b>Key terms and concepts</b></p> <p><b>Criminal responsibility:</b> The age at which a person should understand what they are doing and the difference between right and wrong and so is the age at which they can be charged with committing a crime. In England, the age of criminal responsibility is ten.</p> <p><b>Duty:</b> A moral or legal responsibility or obligation.</p> <p><b>Minimum age of criminal responsibility (MACR)</b></p> <p>A government will set the age of criminal responsibility based on the age at which they think a person:</p> <ol style="list-style-type: none"> <li>knows the difference between right and wrong actions</li> <li>is mature enough to know their actions will have consequences</li> <li>has the capability to deal with those consequences</li> </ol> <p>Countries have different ages of criminal responsibility, ranging from 7 to 18, though some states of America have no MACR. Most European countries have set criminal responsibility at an age above ten.</p>	<p><b>Key terms and concepts</b></p> <p><b>The rule of law:</b> This means that the law should apply equally to everyone.</p> <p><b>Legal rights:</b> Expectations that are reinforced by law. For example, learners expect to be taught in a safe classroom. If a student is hurt because a classroom is unsafe, they can take legal action against the people responsible for keeping classrooms safe.</p> <p><b>Magna Carta</b></p> <p>Magna Carta, meaning 'The Great Charter', established for the first time the principle that everybody, including the king, was subject to the law. This is known today as <b>The Rule of Law</b>.</p> <p>Originally, Magna Carta had 63 clauses, but only three remain in law today. The 39th and 40th Clauses established three principles that are still a part of the legal system today:</p> <ol style="list-style-type: none"> <li>The right to justice and a fair trial.</li> <li>Trial by jury.</li> <li>The presumption of innocence (innocent until proven guilty).</li> </ol>	<p><b>Key terms and concepts</b></p> <p><b>Moral rights:</b> What we can reasonably expect from others in a particular context. For example, if a person is badly injured in the street it is reasonable for them to expect that someone will call for an ambulance or provide some other form of assistance.</p> <p><b>The Universal Declaration of Human Rights (UDHR)</b></p> <p>This is an international document that states basic rights and freedoms to which all human beings are entitled.</p> <p>The UDHR recognises that 'the inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world'.</p> <p>The UDHR comprises 30 Articles (statements) that list key civil, political, economic, social, and cultural rights.</p> <p>The UDHR is not legally enforceable and relies on countries adopting its principles into their own laws.</p>

# YEAR 9 CYCLE 1 - GCSE CITIZENSHIP: Section 1.1 - Rights and Responsibilities

WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<p><b>Key terms and concepts</b></p> <p><b>Political rights:</b> Rights and freedoms linked to citizens' participation in decision making, either via an election or a referendum. Examples are the right to vote or the right to stand for election to a particular office.</p> <p><b>The European Convention on Human Rights (ECHR)</b></p> <p>The ECHR protects the human rights of people in countries that belong to the Council of Europe. All 47 Member States of the Council, including the UK, have signed the Convention.</p> <p>The ECHR consists of numbered Articles guaranteeing specific rights and freedoms and prohibiting unfair and harmful practices.</p> <p><b>The European Court of Human Rights</b> applies and protects the rights and guarantees set out in the European Convention on Human Rights. Unlike the UDHR, the ECHR is legally binding on the governments of the countries who have signed it; so it gives legal rights to European citizens.</p>	<p><b>Key terms and concepts</b></p> <p><b>Equality:</b> In a citizenship context, this means having the same rights as other people and not being treated differently on the grounds of such things as gender, race, religion, social class or age.</p> <p><b>The United Nations Convention on the Rights of the Child (UNCRC)</b></p> <p>The UNCRC is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.</p> <p>The UNCRC protects core rights, such as the right to:</p> <ul style="list-style-type: none"> <li>• Life, survival and development.</li> <li>• Protection from violence, abuse or neglect.</li> <li>• An education that enables them to fulfil their potential.</li> <li>• Be raised by, or a relationship with, parents.</li> <li>• Express their opinions and be listened to.</li> </ul>	<p><b>Key terms and concepts</b></p> <p><b>Freedoms:</b> Those activities that governments should not usually restrict. For example, the European Convention on Human Rights states that everyone is free to hold a broad range of views, beliefs and thoughts, and to follow a religious faith.</p> <p><b>The 1998 Human Rights Act (HRA)</b></p> <p>The HRA sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights into domestic British law.</p> <p><b>The Act has three main areas of influence:</b></p> <ol style="list-style-type: none"> <li>1. Citizens can seek justice in a British Court.</li> <li>2. Public bodies must respect rights.</li> <li>3. New laws are compatible with European Convention rights.</li> </ol>	<p><b>Key terms and concepts</b></p> <p><b>Right of representation:</b> The right to have someone help you by speaking on your behalf. For example, people arrested by the police in the UK have the right to independent legal support, (usually a solicitor).</p> <p><b>Legal representation</b></p> <p>The legal system is complex, and most people do not fully understand it. Therefore, they may find it difficult to stand up for their own legal rights.</p> <p>In the UK, defendants have the right to legal representation in British courts. They also have the right to legal advice and representation after being arrested by the police.</p> <p>Having a legal representative speaking on their behalf makes it more likely that a defendant will receive a fair trial which is their right under Article six of the HRA.</p> <p>Young people and vulnerable adults should have a parent or other 'appropriate adult' with them when they are interviewed by the police.</p>	<p><b>Key terms and concepts</b></p> <p><b>Trade union:</b> A group of workers that join together in order to achieve fair pay and good working conditions. Also known as an employee association.</p> <p><b>Trade unions</b></p> <p>Trade unions, also known as employee associations, exist to protect groups of workers and to campaign for fair wages and safe working conditions. Some unions, e.g. the National Education Union, focus on the rights of employees in a particular area of work. Others, such as Unison, represent workers in a wide range of jobs.</p> <p>Unions will provide help and support for members who think they have been unfairly treated by their employer.</p> <p>Sometimes, there is conflict between an employer and the union. When this cannot be resolved, the union may organise a strike and instruct its members not to work on a particular date or dates.</p>

## YEAR 9 CYCLE 1 - COMPUTER SCIENCE

WEEK 1: CPU Architecture	WEEK 2: Embedded/RAM & ROM	WEEK 3: Secondary Storage	WEEK 4: Storage Devices & Types	WEEK 5: Data Representation
<p><b>CPU</b> - Performs the Fetch, Decode, Execute Cycle, performs calculations and sends and receives data, instructions &amp; addresses to / from RAM.</p> <p><b>Cache</b> - Frequently used processes stored in cache rather than the RAM.</p> <p><b>Cores</b> - The more cores, the faster your PC. Programs can be designed for multiple cores but there is still only one Control Unit (CU).</p> <p><b>Registers</b> - Temporarily holds data.</p> <p><b>ALU</b> - Performs the mathematical calculations.</p>	<p><b>Embedded System</b> - A device which performs one specific task.</p> <p><b>RAM</b> - Volatile, large, Read and Write.</p> <p><b>ROM</b> - Non-Volatile, small, Read Only.</p> <p><b>RAM</b> - Temporarily holds the operating system and other open programs' data.</p> <p><b>ROM</b> - Stores the initial start up instructions for the computer (Bootstrap).</p> <p><b>Virtual Memory</b> - When the RAM is filled, secondary storage can be used as well.</p>	<p><b>Secondary Storage</b> - Is needed for longer term / non-volatile storage of data. Capacity- bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte.</p> <p><b>Optical</b> - Pits and lands in CDs, DVDs and Blu Ray.</p> <p><b>Magnetic</b> - polarised sections on a metal disc e.g. HDD, Magnetic Tape, Floppy Disc.</p> <p><b>Solid State</b> - Gates are flashed with electricity to make 1 and 0s e.g. Pen Drive, SSD, SD Card etc.</p>	<p><b>Hard Disk Drive</b> - Magnetic storage.</p> <p><b>Magnetic Tape</b> - Magnetic storage.</p> <p><b>Blu Ray</b> - Optical storage.</p> <p><b>DVD</b> - Optical storage.</p> <p><b>CD</b> - Optical storage.</p> <p><b>SSD</b> - Solid State storage.</p> <p><b>Pen Drive</b> - Solid State storage.</p> <p><b>Back up</b> - To have a copy of important files in case of loss of the original.</p> <p><b>Archive</b> - To store files over long periods of time.</p>	<p><b>1000 bytes</b> ~ 1 kilobyte (KB)</p> <p><b>1000 kilobytes</b> ~ 1 megabyte (MB)</p> <p><b>1000 megabytes</b> ~ 1 gigabyte (GB)</p> <p><b>1000 gigabytes</b> ~ 1 terabyte (TB)</p> <p><b>1000 terabytes</b> ~ 1 petabyte (PB)</p> <p><b>Binary</b> = base 2 = on or off = 1 or 0</p> <p><b>Denary</b> = base 10 = 'normal' numbers = 0,1,2,3,4,5,6,7,8,9</p>
WEEK 6: Network Types and Performance	WEEK 7: Network P2P/Client Server	WEEK 8: Network Hardware	WEEK 9: Internet, Virtual Networks	WEEK 10: IP/MAC and Layers
<p><b>LAN</b> - Computers connected over small geographical areas.</p> <p><b>WAN</b> - Computers connected over large geographical areas.</p> <p><b>Bandwidth</b> - The amount of data that can be transferred.</p> <p><b>Latency</b> - The speed that it takes data to travel along a network.</p> <p><b>Error Rate</b> - The number of errors when data is sent.</p> <p><b>Number of Users</b> - The more users on a network - the higher the latency.</p>	<p><b>Client-server Model</b> - The server controls:</p> <ul style="list-style-type: none"> <li>• Security (access to files)</li> <li>• Internet Access</li> <li>• Printing Jobs</li> </ul> <p>Email Services Backing up of data</p> <p><b>Peer to Peer Model</b> - The peer is equal to all other peers on the network. The 'peer' has to:</p> <ul style="list-style-type: none"> <li>• Manage file access.</li> <li>• Manage security.</li> <li>• Manage backups.</li> <li>• Printing (normally plugged into their own computer).</li> </ul>	<p><b>NIC</b> - Network Interface Card allows computers to connect to wired networks via CAT5 copper cables.</p> <p><b>WAP</b> - Wireless Access Points allow computers to connect to wireless networks.</p> <p><b>Switches</b> - Used on LANs to divide the bandwidth up between users/devices equitably.</p> <p><b>Routers</b> - Used on WANs to divide the bandwidth up between users/devices equitably.</p>	<p><b>DNS</b> - Domain Name <b>Server</b> - URL to IP conversion</p> <p><b>Virtual Networks</b> - Logical divisions of a physical network to restrict access to storage or hardware.</p> <p><b>Star Topology</b> - All devices connected via a central switch</p> <p><b>Full Mesh Topology</b> - All devices have their own switch, every device connected physically to every other device.</p>	<p><b>IP Addressing</b> - Routes frames on a LAN (layer 4).</p> <p><b>MAC Addressing</b> - Routes packets on a WAN (layer 2).</p> <p><b>TCP/IP</b> - Error free transmission protocol (2 devices only) as well as routing of packets.</p> <p><b>TCP</b> - Transmission of packets.</p> <p><b>IP</b> - Routing of packets</p> <p><b>Common Protocols:</b></p> <p><b>HTTPS</b> - Encrypted/ secured HTML file transmission.</p> <p><b>HTTP</b> - Unencrypted HTML file transmission.</p> <p><b>SMTP</b> - Sends mail.</p>



# YEAR 9 CYCLE 1 - DRAMA: Introduction to BTEC

WEEK 1 and 2

WEEK 3 and 6

WEEK 4 and 7

WEEK 5 and 8

WEEK 9 and 10

## How do I use dramatic devices?

A dramatic device is any 'trick' used by playwrights to add interest to their work or create a particular impression or effect on the audience. The devices listed below are your 'toolkit' to make your scene interesting.

### TIP!

You don't have to use all the below devices in one scene. You can 'Pick 'n Mic'

#### FREEZE-FRAME

A vivid, motionless scene or image.

#### MIME

A storyline is acted out through movement and gesture without the character speaking.

#### DRAMATIC PAUSE

During the dialogue a short silence is created - this can help to build up tension.

#### SLOW MOTION

Sometimes scenes showing events such as fights or races are shown in slow motion for greater visual effect.

#### MULTI-ROLES

Actors commonly perform more than one character in a drama.

#### CROSS-CUTTING

Cross-cutting is what you do after you've created a series of scenes or sequences, and you reorder them to create a drama that goes forwards and backwards in time.

#### THOUGHT TRACKING

A group makes a still image and individuals are invited to speak their thoughts or feelings aloud - just a few words. This can be done by tapping each person on the shoulder or holding cardboard 'thought-bubble' above their head. Alternatively, thought tracking can involve other members of the class speaking one character's thoughts aloud for them.

### Devised Scene

#### MONOLOGUE

A speech made by one actor in a play, film, ect., especially when alone.

#### FLASHBACKS

A transition to an earlier vent or scene that interrupts the normal chronological development of the story.

#### SYMBOLS

Dramas are produced to a great extent through the use of symbols - or representation - standing in for real things

#### CHORAL SPEAKING

Recitation of poetry or prose by a chorus.

#### DIRECT ADDRESS

An actor speaking directly to the audience.

#### NARRATOR

A person who tells a story or gives an account of something.

When responding to stimulus, the candidates should be advised to ask probing questions about the chosen picture or son, ect. In the case of a picture, for example, asking some basic questions will not be enough - they must probe deeper and ask some detailed questions.

**For example, when looking at the image below, some of the basic questions to ask are:**

- What is it?
- Is there an address on it?
- What's inside? Something fragile?
- How is it sealed? Ect.

**But more probing questions would be:**

- What is the fragile content?
- Where has it come from?
- Who sent it?
- Why is it sealed at the side?
- Is it threatening?
- Is it linked to terrorism?
- Why is there no address? Ect.



#### Acting Toolkit - Creation of Character

When creating your character for your devised piece you should consider

#### Structure Key Words:

*Exposition  
Plot (Beginning, Middle, End)  
Climax  
Highlights  
Change of Mood  
Episodic  
Denouement  
Tension.*

**Motivation  
Interaction  
Voice  
Movement  
Performance  
Concentration and Involvement**

#### Acting Toolkit - Key Words:

*Freeze-frame  
Monologue  
Slow Motion  
Pause  
Cross-cutting  
Mime  
Symbols  
Thought Tracking  
Choral Speaking  
Flashback*

*Narrative  
Direct Address  
Multi-rolling  
Masks*

## YEAR 9 CYCLE 1 - GCSE ECONOMICS:

## Unit 1 - 1.1 Economic Groups, Factors of Production and 1.2 The Basic Economic Problem

WEEK 1: Main economic groups and the factors of production	WEEK 2: Scarce resources, unlimited wants and the economic problem	WEEK 3: Opportunity cost	WEEK 4: Economic choices and sustainability	WEEK 5: Market; sectors, product and factor markets
<p><b>Key terminology</b></p> <p><b>Consumer:</b> A person or organisation that directly uses a good or service.</p> <p><b>Good:</b> A tangible product that can be seen or touched.</p> <p><b>Government:</b> A political authority that runs a country.</p> <p><b>Producer:</b> A person, company or country that makes or supplies a good or service.</p> <p><b>Service:</b> An intangible product that cannot be seen.</p> <p><b>Production:</b> The total output of goods and services produced in a time period.</p> <p><b>Factors of production:</b> The resources that can be used to produce goods and services.</p> <p><b>Labour:</b> The workforce of an economy.</p> <p><b>Land:</b> The natural resources of an economy.</p> <p><b>Capital:</b> Human-made aids to production.</p> <p><b>Enterprise:</b> Taking risks when organising the other factors of production.</p> <p><b>Economic groups:</b> Consumers, producers and governments.</p> <p><b>Factors of production "CELL":</b> Capital, Enterprise, Land, Labour.</p>	<p><b>Key terminology</b></p> <p><b>Scarce resources:</b> When there are not enough resources to provide everything people want.</p> <p><b>Unlimited wants:</b> The infinite desire for something.</p> <p><b>Need:</b> Something a consumer has to have to survive.</p> <p><b>Want:</b> Something a consumer would like to have but is not essential for life.</p> <p><b>Economic problem:</b> How to best use scarce resources to meet unlimited wants.</p> <p>The basic economic problem is about making economic choices based on the scarce resources that are available.</p> <p><b>Every society has to decide:</b></p> <ol style="list-style-type: none"> <li><b>What goods and services to produce:</b> e.g. More hospitals or more hotels?</li> <li><b>How best to produce goods and services:</b> i.e. What is the best use of our scarce resources?</li> <li><b>Who is to receive goods and services:</b> e.g. Who will get expensive hospital treatment, and who won't?</li> </ol>	<p><b>Key terminology</b></p> <p><b>Opportunity cost:</b> The next best alternative given up when making a choice.</p> <p><b>Examples of opportunity cost</b></p> <ol style="list-style-type: none"> <li><b>Work-leisure choices:</b> The opportunity cost of deciding not to work an extra ten hours a week is the lost wages foregone.</li> <li><b>Government spending priorities:</b> The opportunity cost of the government spending £10 billion on investment in the NHS might be that £10 billion less is available for spending on education.</li> <li><b>Making use of scarce farming land:</b> The opportunity cost of using farmland to grow wheat for bio-fuel means that there is less wheat available for food production, causing food prices to rise and increasing the risks of food poverty and malnutrition for millions of the world's most vulnerable people.</li> </ol>	<p><b>Key terminology</b></p> <p><b>Economic choice:</b> An option for the use of selected scarce resources.</p> <p><b>Economic sustainability:</b> Using resources to create responsible development for now and the future.</p> <p><b>Social sustainability:</b> Development which promotes an increased quality of life for all people, now and in the future.</p> <p><b>Environmental sustainability:</b> Development which has only a small impact on the environment.</p> <p><b>Environmental sustainability means that we are living within the means of our natural resources and, wherever possible, using renewable resources.</b></p> <p><b>Economic sustainability means that a business or country uses its resources efficiently and responsibly so that it can operate in a sustainable manner while consistently making a profit.</b></p> <p><b>Social sustainability is the ability of society to achieve a good quality of life for all.</b></p>	<p><b>Key terminology</b></p> <p><b>Market:</b> A way of bringing together buyers and sellers of goods and services.</p> <p><b>Market economy:</b> An economy where scarce resources are allocated by the market forces of supply and demand.</p> <p><b>Primary sector:</b> The direct use of natural resources.</p> <p><b>Secondary sector:</b> The activities of an economy that are concerned with either manufacturing or construction.</p> <p><b>Tertiary sector:</b> The activities of an economy concerned with providing a service.</p> <p><b>Factor market:</b> A market in which the factors of production are bought and sold.</p> <p><b>Product market:</b> A market in which the final goods and services are bought and sold.</p> <p><b>Example of how the sectors are combined:</b></p> <p>Trees are cut down and the wood sent to a factory (<b>primary sector</b>). The factory turns the wood into furniture (<b>secondary sector</b>). The furniture is sold by a shop (<b>tertiary sector</b>).</p>

## YEAR 9 CYCLE 1 - GCSE ECONOMICS:

## Unit 1 - 1.1 Economic Groups, Factors of Production and 1.2 The Basic Economic Problem

WEEK 6:  
Specialisation and exchange

## Key terminology

**Exchange:** When an individual swaps something they have for something they want.

**Specialisation:** The process where producers concentrate on producing only the goods and services they are most efficient at producing.

**Division of labour:** Where workers focus on one part of the production process.

**Benefits of Specialisation**

**Producers** become more efficient. **Workers** are better skilled. There are more jobs for the regions. Countries' international trade increases.

**Costs of Specialisation**

**Producers** may experience higher costs. **Workers** may get bored. Falling demand would be bad for a **region**, and increase unemployment in the **country**.

WEEK 7:  
Demand and the demand curve

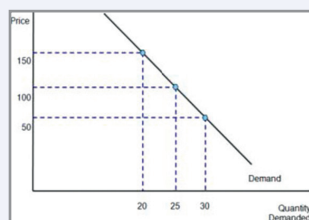
## Key terminology

**Demand:** The willingness and ability to buy a good or service at a particular price at a specified moment in time.

**Law of demand:** The rule that for most products, as its price increases, the demand for it will decrease.

**Individual demand:** An individual consumer's demand for a good or service.

**Market demand:** The total demand for a good or service found by adding together all individual demands.

**The Demand Curve****Factors affecting demand**

- Price.
- Income levels.
- Consumer tastes and preferences.
- Competition.
- Fashions and technology.

WEEK 8:  
Movement along and shifts  
of demand curve, causes and  
consequences

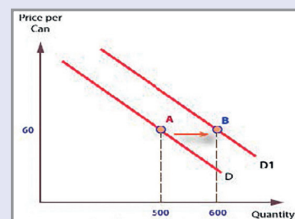
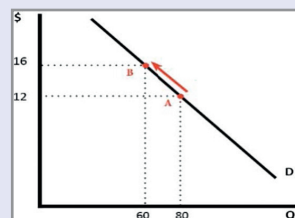
## Key terminology

**Movement along the demand curve:** When the price of a good changes, leading to a movement up or down the demand curve.

**Shift of the demand curve:** When the whole demand curve moves either inward (to the left) or outward (right).

**Subsidy:** Money given by the Government to firms to encourage production.

**Tax:** A compulsory payment to the Government - the money is primarily used to fund public services.

WEEK 9:  
Price elasticity of demand

## Key terminology

**Elastic demand:** When a percentage change in the price of a product results in a greater percentage change in the quantity demanded.

**Inelastic demand:** When the percentage change in the quantity demanded is less than the percentage change in the price.

**Price elasticity of demand (PED):** A measure of the responsiveness of the quantity of a product that is demanded following a change in its price.

**Values of PED**

**PED = 0** demand is **perfectly inelastic** - demand does not change when price changes.

**PED between 0 and 1** (e.g. A 10% rise in price leads to a 5% fall in demand) demand is **inelastic**.

**PED = 1** (e.g. A 10% rise in price leads to a 10% fall in demand) demand is **unitary elastic**.

**PED > 1** (e.g. A 10% rise in price leads to a 15% fall in demand) demand is **elastic**.

WEEK 10:  
Importance of PED for consumers  
and producers

## Key terminology

PED is important to consumers because if a product is price inelastic, producers could raise the price knowing there will be a relatively small drop in demand, (e.g. with peak time train fares) which are much higher than off peak fares.

Knowing the PED can help producers predict the effect of a price change on their total revenue.

**Formulas**

**Revenue** = Price x Quantity.

**PED** = % change in quantity divided by % change in price.

**The effect on revenue when demand is price elastic:**

A **fall in price** = a **greater rise in demand** = **revenue increases**. An **increase in price** = a **greater fall in demand** = **revenue decreases**

The effect on revenue when demand is price inelastic:

A **fall in price** = a **smaller rise in demand** = **revenue decreases**. An **increase in price** = a **smaller fall in demand** = **revenue increases**

## YEAR 9 CYCLE 1 - FOOD PREPARATION AND NUTRITION: Butter, Margarine, Oil, Sugar and Syrup

WEEK 1: Food Miles	WEEK 2: Growth & Process	WEEK 3: Classification	WEEK 4: Nutrient Value	WEEK 5: Diet
<p>How to reduce Food miles:</p> <p>Buy food in season, Buy locally produced foods, Grow your own food, Buy food with less packaging.</p> <p>Your carbon footprint is how much carbon you use in your day to day. We should all try to reduce our individual footprints to help the environment.</p> <p>20% of world's sugar is from beet, grown in the colder climates e.g. UK.</p> <p>80% world's sugar is from cane, grown in tropical countries e.g. Brazil.</p>	<p><b>Sugar Beet:</b> A root crop.</p> <p><b>Sugar Cane:</b> A tall, bamboo like grass that can grow up to 6 metres.</p> <p><b>Butter:</b> Made from cream that is churned.</p> <p><b>Clarified Butter</b> is made by melting butter over a low heat and skimming off the rising solids.</p> <p><b>Lard:</b> Comes from rendered pig fat.</p> <p><b>Suet:</b> White solid fat from around beef and sheep kidneys.</p> <p><b>Margarine:</b> Butter substitute, made from hydrogenated plant oils.</p>	<p>A fat is solid at room temperature &amp; mostly from animals.</p> <p>Oil is liquid at room temperature &amp; mostly from plants.</p> <p><b>Monosaccharide sugars:</b> Glucose is widely found in <b>fruit &amp; veg.</b></p> <p><b>Fructose</b> is typical <b>fruit sugar</b> found naturally in fruit.</p> <p><b>Disaccharides sugars:</b> These are formed from 2 monosaccharides joined together.</p> <p><b>Maltose:</b> Found in Cereal crops. Lactose: Milk sugar.</p> <p><b>Sucrose:</b> Table sugar.</p>	<p><b>Fats and Oils</b> provide <b>energy</b> and keep us <b>warm</b>. Fats also form a <b>protective layer</b> around our internal organs. Fats are a carrier of Vitamins A, D, E &amp; K and is necessary for their absorption.</p> <p><b>Sugars</b> are carbohydrates which provide <b>energy</b>. It's described as 'empty calories' as it adds <b>no nutrients</b> to the diet.</p>	<p><b>Fat contributes to weight gain</b>, 1g of fat provides up to 37KJ (9kcal).</p> <p><b>Animal fats</b> are the primary sources of <b>saturated fats</b> which raises the levels of <b>LDL cholesterol</b> in the blood which can cause health problems.</p> <p><b>Plant oils</b> are the primary source of <b>unsaturated fats</b> which help <b>lower LDL Cholesterol</b>.</p> <p>Hidden sugars can be found in ready made foods (like bread) and even foods that don't taste sweet. You need to check the ingredients labels to find out.</p>
WEEK 6: Food Science	WEEK 7: NEA 1 Planning	WEEK 8: Sensory Testing	WEEK 9: Storage	WEEK 10: Scenario Prep
<p><b>Hydrogenation</b> - Adding hydrogen to solidify a liquid fat.</p> <p><b>Aeration</b> - Incorporating air into a mixture.</p> <p><b>Shortening</b> - A substance which gives a crumbly texture.</p> <p><b>Emulsion</b> - When oil and water are able to mix.</p> <p><b>Plasticity</b> - The ability of fat to hold its shape.</p> <p><b>Invert sugar</b> - Process of converting sugars into simple sugars.</p> <p><b>Caramelisation</b> - Change in molecular structure due to water removal.</p>	<p>Explain <b>how</b> your research is <b>relevant</b> to the task - collect a number of <b>food science links</b>.</p> <p>Are you going to research the way <b>the ingredients</b> work (<b>How and why</b> ingredients work) or how <b>the recipe</b> works? (What is happening when this is made and why).</p> <p>How am I going to research? Internet sites / Books / articles / TV?</p>	<p>Why do sensory analysis?</p> <p>Products are checked to meet the specification and brief. Competitor's products are tested/compared. Check the quality control. Allow/Give an insight into a good and bad point to allow development. Attributes are used to market the product.</p> <p>Sensory testing covers: Smell/Aroma, Taste, Texture, Appearance.</p>	<p>Butter should be stored in a fridge, &lt;50C to stop it going rancid. It should be tightly wrapped, as it absorbs flavours.</p> <p>Oils should be stored away from direct light.</p> <p>Sugar is hygroscopic (attracted to water) and so needs to be kept in dry conditions. It is can also be used as a preservative as when mixed with water as it can form heavy syrups which yeasts and moulds cannot survive in.</p>	<p><b>Nutritional requirements:</b></p> <p><b>Middle aged Adults:</b> Calcium and Vit D to help bone strength, iron for women, maintain healthy lifestyle.</p> <p><b>Older adult:</b> Less energy required, eat less fat, supplements.</p> <p><b>Diabetic requirements:</b> Regular meals, healthier carbohydrate sources e.g. whole grain, fruits &amp; veg, pulses. Lower Sat fats, Lower salt, Artificial sweeteners to replace sugars.</p> <p><b>CVD requirements:</b> Low sat fat, high fibre, low salt.</p>

## YEAR 9 CYCLE 1 - GCSE PE

WEEK 1:  
Health & Fitness

## Definitions

**Health** - A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

**Fitness** - The ability to meet the demands of the environment.

**Well-being** - Physically, mentally and socially comfortable, happy and healthy.

**Mental health and well-being** - A state of well-being in which a person realises their potential, is able to cope with the normal stresses of life, can work productively and is able to make a contribution to their community.

**Physical health and wellbeing** - When a person has all their body systems working well and they are free from illness and injury.

**Social health and well-being** - Basic human needs (food, clothing & shelter) are being met and an individual is socially active. They experience little stress in social situations and have friends and a support network.

WEEK 2:  
Sedentary Lifestyle

## Sedentary Lifestyle

**Sedentary lifestyle** - Irregular physical activity or no physical activity at all.

**BMI** - Body Mass Index (Weight divided by height squared).

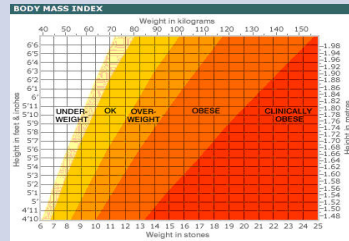
**Morbidly Obese** - >40 BMI

**Obesity** - Large fat content, BMI over 30, 20% or more above ideal height and weight.

**Overweight** 25-30BMI

**Correct weight** 20-25 BMI

**Underweight** Less than 20 BMI



## Questions

1. BMI is used as a generic tool to assess a person's body composition. Describe why this may not be an effective tool to assess the body composition of a rugby player. (3 marks)

WEEK 3:  
Sedentary Lifestyle

## Consequences of a sedentary lifestyle

A sedentary lifestyle is a lifestyle with irregular or no physical activity.

**A sedentary lifestyle can lead to:**

- Weight gain/obesity.
- Heart disease.
- Diabetes.
- Poor sleep.
- Poor self-esteem.
- Lethargy.
- High cholesterol.

Obesity is a term to describe people with a large fat content, caused by an imbalance of calories consumed to energy expenditure.

**Obesity: Effect on performance in physical activity**

- Limits stamina/cardiovascular endurance.
- Limits flexibility.
- Limits agility.
- Limits speed/power.

**Causes ill health (physical):**

- Cancer.
- Heart disease/heart attacks.
- Diabetes.
- High cholesterol.

**Causes ill health (mental):**

- Depression.
- Loss of confidence.

**Causes ill health (social):**

- Inability to socialise.

WEEK 4:  
Somatotype

## Somatotypes

**Somatotype** - A method of classifying body types.

**Ectomorph** - Tall and thin, low body fat and muscle, narrow shoulders and hips, long arms and legs.

Sports: Marathon runners, High jumpers, Long jumpers.

**Endomorph** - Round, pear shaped, high body fat, wide hips, narrow shoulders.

Sports: Rugby prop, Shot put, Sumo wrestling.

**Mesomorph** - Muscular, powerful, strong, low body fat, narrow hips, wide shoulders.

Sports: Weight lifting, Rugby backs, Sprinters, Swimmers.

## Questions

1. Discuss the suitability of athletics as a sport for an individual with an endomorph somatotype. (4 marks).
2. Evaluate whether or not basketball is a suitable activity for someone who is extremely tall and thin (6 marks).

WEEK 5:  
Sports Psychology

## Energy Balance

Energy is measured in calories (Kcal) and is obtained from the food we eat.

Average adult male requires 2,500 Kcal/day and the average adult female requires 2,000 Kcal/day but this is dependent upon:

- Age.
- Gender.
- Height.
- Energy expenditure (exercise).

A balanced diet contains lots of different types of food to provide the suitable nutrients, vitamins and minerals we require.

**The reasons for a balanced diet:**


- Unused energy is stored as fat, which could cause obesity.
- The suitable energy can be available for activity.
- The body needs nutrients for energy, growth and hydration.

Hydration is also important to have enough water to enable normal functioning of the body and prevent dehydration.

**Dehydration can lead to:**

- Blood thickening.
- Increase in heart rate.
- Increase in body temperature.

## YEAR 9 CYCLE 1 - GCSE PE

WEEK 6: Diet & Nutrition	WEEK 7: Macronutrients	WEEK 8: Macronutrients	WEEK 9: Health & Wellbeing	WEEK 10: Benefits
<p><b>The reasons for a balanced diet are:</b></p> <ul style="list-style-type: none"> <li>Unused energy is stored as fat (saturated), which could lead to obesity .</li> <li>Suitable energy can be available for activity.</li> <li>The body needs nutrients for energy, growth and hydration.</li> </ul> <p><b>Macronutrients</b> - nutrients needed in large quantities.</p> <ul style="list-style-type: none"> <li>Carbohydrates 55-60%</li> <li>Protein 15 -20%</li> <li>Fats 25 -30%</li> </ul> <p><b>Micronutrients</b> - nutrients needed in small quantities.</p> <ul style="list-style-type: none"> <li>Vitamins</li> <li>Minerals</li> <li>Fibre</li> <li>Water</li> </ul> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>List 3 foods which you can eat for each of the three macronutrients. (3 marks).</li> </ol>	<p><b>Carbohydrates</b> - Main source of energy (glucose) for humans, for all athletes for all intensities of exercise.</p> <p><b>There are 2 types of Carbohydrate:</b></p> <p><b>Simple</b> - Also know as “sugars”.</p> <ul style="list-style-type: none"> <li>These can break down easily and provide</li> <li>Your body with immediate energy</li> </ul> <p><b>Complex</b> -Also know as “starches”.</p> <ul style="list-style-type: none"> <li>These are released slowly by your body</li> <li>To give long lasting energy.</li> </ul> <p><b>Fats</b> - These are also used for energy, when stores of carbohydrate run low. Fat provides very slowly released energy. This is important for endurance activities. The longer you work the more fat is used.</p> <p><b>There are 2 types of Fats:</b></p> <p><b>Saturated</b> - Bad fats. Too much of these can;</p> <ul style="list-style-type: none"> <li>Increase risk of heart disease and obesity.</li> </ul> <p><b>Unsaturated Fats</b> - Much healthier and;</p> <ul style="list-style-type: none"> <li>Play a role in reducing heart disease.</li> </ul> <p>Also</p> <ul style="list-style-type: none"> <li>Help with lubrication of joints.</li> </ul> <p><b>Protein</b> is an essential nutrient that promotes growth and repair of muscles.</p>	<p><b>Vitamins &amp; Minerals</b> - Your body needs vitamins and minerals to help it function. In particular minerals increase the efficiency of carrying oxygen to muscles.</p> <p><b>Fibre</b> - helps maintain digestive health and regular bowel movements.</p> <p><b>Water</b> - It is essential to keep taking a small amount of fluid at regular intervals during exercises to enable the body to function properly.</p> <p>Symptoms of dehydration are tiredness, lack of concentration and headaches.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>Explain which nutrients would be essential for a professional footballer to have in their diet to aid performance <b>(4 marks)</b>.</li> </ol>  <p>The infographic 'Macros' is divided into three columns:     <ul style="list-style-type: none"> <li><b>Protein:</b> Build &amp; Protects Muscle. Sources: Meat &amp; Poultry, Eggs, Beans, Tofu, Lentils, Soybeans.</li> <li><b>Fat:</b> Provides Long Lasting Energy. Sources: Nuts, Oils, Avocados, Olive Oil.</li> <li><b>Carbs:</b> Quickest Source of Energy. Sources: Bread &amp; Pasta, Apples, Potatoes.</li> </ul> </p>	<p><b>Factors that effect health &amp; wellbeing</b></p> <p><b>Physical and lifestyle factors:</b></p> <ul style="list-style-type: none"> <li>Genetic inheritance.</li> <li>Ill health.</li> <li>Diet.</li> <li>Amount of exercise.</li> <li>Substance use; including alcohol, nicotine, illegal drugs and misuse of prescribed drugs.</li> <li>Personal hygiene.</li> </ul> <p><b>Social, emotional and cultural factors:</b></p> <ul style="list-style-type: none"> <li>Social interactions.</li> <li>Stress.</li> <li>Willingness to seek help or access services.</li> </ul> <p><b>Environmental factors:</b></p> <ul style="list-style-type: none"> <li>Levels of pollution.</li> <li>Noise pollution.</li> <li>Housing condition and location.</li> </ul> <p>Financial resources can also affect an individuals health and wellbeing. For example, not being able to afford nutritious foods.</p>	<p><b>Benefits to Participation in physical activity</b></p> <p><b>Physical health and well-being:</b></p> <ul style="list-style-type: none"> <li>Improves heart function.</li> <li>Improves body systems.</li> <li>Reduces the risk of some illness.</li> <li>Lose weight.</li> <li>Avoids obesity.</li> <li>Reduces the chance of injury.</li> </ul> <p><b>Mental health and well-being:</b></p> <ul style="list-style-type: none"> <li>Reduces stress and tension.</li> <li>Releases a feel good hormone (serotonin).</li> <li>Allows you to control emotions.</li> </ul> <p><b>Social health and well-being:</b></p> <ul style="list-style-type: none"> <li>Opportunities to socialise/meet friends.</li> <li>Co-operation with others</li> <li>Teamwork.</li> <li>Improves communication skills.</li> </ul> <p><b>Factors Effecting Weight</b></p> <ul style="list-style-type: none"> <li>Height, Age, Gender, Exercise, BMR (Basal Metabolic Rate)</li> </ul>



# YEAR 9 CYCLE 1 - HEALTH AND SOCIAL CARE: Component 1 Human Lifespan Development

## Learning Aim A: Understand human growth and development across life stages and the factors that affect it

How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships affect this?  
Understanding these processes is essential knowledge and understanding for health and social care practitioners.

### A1 Growth and development across life stages

#### WEEK 1 and 2: Life stages

1. **Infancy (0 - 2 years)** - Dependant on parents, rapid physical growth.
2. **Early childhood (3 - 8 years)** - Developing physical skills, becoming independent.
3. **Adolescence (9 - 18 years)** - Physiological and emotional changes, puberty.
4. **Early adulthood (19 - 45 years)** - Reach full physical maturity.
5. **Middle adulthood (46 - 65 years)** - Aging process begins, menopause.
6. **Later adulthood (65+ years)** - Aging process continues, decline in strength and memory.

#### WEEK 3 and 4: Holistic Development

1. **Physical development** - Physical growth and physiological change.
2. **Intellectual development** - Developing thinking and language skills and common activities that promote learning and development.
3. **Emotional development** - Developing feelings about self and others.
4. **Social development** - Forming relationships with friends and family.

### A2 Factors affecting growth and development

#### WEEK 4: Social, Cultural and emotional factors

1. Educational experiences, e.g. school, college, university.
2. Culture, e.g. community involvement, religion, gender.
3. Influence of role models.
4. Influence of social isolation.
5. Personal relationship with friends and family.

#### WEEK 5 and 6: Physical factors

1. Genetic inheritance - Hair and Eye colour.
2. Diet and lifestyle choices - Drinking / smoking.
3. Experience of illness and disease - cancer/ arthritis.
4. Appearance.

#### Economic factors

1. Income/ wealth/ social class/ poverty.
2. Material possessions - property or belongings that are tangible.

## Learning Aim B: Investigate how individuals deal with life events

### B1 Different types of life event

#### WEEK 7 and 8: Life events

Important events that happen in someone's life.

1. **Expected life event** - Predictable life events that the individual is sure will happen, they are planned (e.g. leaving school).
2. **Unexpected life event** - Something that takes a person completely by surprise (e.g. losing job).

#### Examples of life events

##### Physical events

Accident/ injury/ Ill health.

##### Life circumstances

Moving house, school or job/ Exclusion from education / Redundancy / Imprisonment/ Retirement.

##### Relationship changes

Entering a relationship / Marriage / Divorce / Parenthood / Bereavement.

### B2 Coping with change caused by life events

#### WEEK 9 and 10: How individuals adapt to these changes using support

##### Types of support -

1. **Formal support** - Provided by trained professionals such as Counsellors, Doctors, trained carers.
2. **Informal support** - Provided by Family, friends partners.
3. **Voluntary support** - Given by community groups, voluntary and faith based organisations.

**Sources of support** - School / Doctors / AA groups / Counselling / Family / Friends / Support groups / Helplines / Religious groups.

**Benefits of support** - Emotional support / advice / Practical help.

## YEAR 9 CYCLE 1 - MUSIC: Music through the decades

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p><b>Key Vocabulary</b></p> <p><b>Pitch</b> - How high or low a note sounds.</p> <p><b>Melody</b> - The main tune heard in a piece of music.</p> <p><b>Harmony</b> - The musical material that supports and complements the melody.</p> <p><b>Rhythm</b> - Regular repetition of grouping of beats.</p> <p><b>Tempo</b> - The speed that the music is performed.</p> <p><b>Dynamics</b> - The volume that the music is performed (louds and softs)</p> <p><b>Structure</b> - Typically Verse - Chorus structure with other sections sometimes included such as Bridge, Middle 8, Intro, Outro etc.</p> <p><b>Instrumentation</b> - The different instruments that are used to perform and piece of music.</p> <p><b>Texture</b> - How thick or thin the music sounds.</p> <p><b>Timbre</b> - The unique sound that different instruments make.</p>	<p><b>1960's</b></p> <p><b>British Invasion</b></p> <p>A cultural phenomenon of the 1960's when British Pop and Rock music acts, as well as other aspects of British culture became popular in America.</p> <p><b>Artist = The Beatles</b> <b>Song = I want to Hold Your Hand</b></p> <p><b>Characteristics</b></p> <p>Basic line-ups (Vocals, Drums, Rhythm and Lead Guitar)</p> <p>Vocal Harmonisations. Strong Beat.</p> <p>American inspired sounds (Rock and Roll, Blues, etc.)</p> <p><b>Psychedelic Rock</b></p> <p>Rock music that was inspired, influenced or representative of the psychedelic culture of the early 1960's found in both Britain and America.</p> <p><b>Artist = Jefferson Airplane</b> <b>Song = White Rabbit</b></p> <p><b>Characteristics</b></p> <p>New electronic sound effects.</p> <p>Recording effects. Extended solos. Improvisation.</p>	<p><b>1970's</b></p> <p><b>Punk</b></p> <p>Emerged as bands rejected the perceived excesses of mainstream rock music in the 1970's. Many bands self-produced recordings and distributed them through independent record labels.</p> <p><b>Artist = The Sex Pistols</b> <b>Song = God Save the Queen</b></p> <p><b>Characteristics</b></p> <p>Short, fast paced songs. Hard-edged melodies.</p> <p>Lyrics often shouted.</p> <p>Anti-establishment messages.</p> <p><b>Disco</b></p> <p>Originated in American nightclubs in the mid-1970's as music designed to get people to dancing. Takes influences from other genres such as soul, funk and salsa.</p> <p><b>Artist = The Hues Corporation</b> <b>Song = Rock the Boat</b></p> <p><b>Characteristics</b></p> <p>'Four-on-the-Floor' beats (bass drum hit on beats 1, 2, 3 and 4)</p> <p>Syncopated (off-beat) Basslines.</p> <p>Electric Pianos and Synthesisers.</p> <p>Sting and Horn sections.</p>	<p><b>1980's</b></p> <p><b>Hip Hop</b></p> <p>Developed in New York by African Americans, Latino Americans and Caribbean Americans as a way of commenting on the social and cultural issues of the time.</p> <p><b>Artist = Grandmaster Flash &amp; The Furious Five</b> <b>Song = The Message</b></p> <p><b>Characteristics</b></p> <p>Rhythmic music with very little melody.</p> <p>Electronically created sounds</p> <p>Sampling of beats and basslines for other records.</p> <p>Rapping lyrics.</p> <p><b>New Wave/New Romantics</b></p> <p>Characterised as a reaction to the direction in which the Punk movement had evolved, rejecting the austerity and anti-fashion stance that had become predominant in Punk culture.</p> <p><b>Artist = Joy Division</b> <b>Song = Love Will Tear Us Apart</b></p> <p><b>Characteristics</b></p> <p>Heavy use of synthesisers along with more traditional instruments. Lyrics focusing on love, history, future and technology</p> <p>Elaborate and Stylised melodies</p>	<p><b>1990's</b></p> <p><b>R&amp;B</b></p> <p>A combination of Rhythm and Blues music with elements of Pop, Soul, Funk, Hip Hop and Electronic Music.</p> <p><b>Artist = Mariah Carey</b> <b>Song = Fantasy</b></p> <p><b>Characteristics</b></p> <p>Drum machine rhythm backing.</p> <p>Pitch corrected vocals. Smooth style of vocal arrangement.</p> <p>Frequent use of Melisma.</p> <p><b>Brit Pop</b></p> <p>British music genre and culture movement that emphasised 'Britishness' A reaction to the popularity of US-led Grunge music.</p> <p><b>Artist = Oasis</b> <b>Song = Wonderwall</b></p> <p><b>Characteristics</b></p> <p>Bands rather than Solo Artists. Moving back to more</p> <p>'traditional' instrumentation (1 or 2 guitars, bass and live drums).</p> <p>Keyboards a feature in some bands.</p> <p>Mid tempo songs. References to British places and culture within the lyrics.</p>

## YEAR 9 CYCLE 1 - MUSIC: Music through the decades

WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<p><b>2000's</b></p> <p><b>Soft Rock</b></p> <p>Developed as a blending of characteristics from Pop and Rock Music. The softer edge to the music made it very popular with an older audience.</p> <p><b>Artist= Artie Monkeys</b> <b>Song = Crying Lightning</b></p> <p><b>Characteristics</b></p> <p>Same instrumentation as many Rock bands (Rhythm and Lead guitar, Vocals, Bass and Drums. Rock drum beat and other abrasive features of Rock music toned down.</p> <p>Upbeat song lyrics.</p> <p>Polished production techniques.</p> <p><b>Pop Punk</b></p> <p>Combines the great song writing and musical features of Pop music with the anti-authoritarian stance of Punk Music.</p> <p><b>Artist= Blink 182</b> <b>Song = All the Small Things.</b></p> <p><b>Characteristics</b></p> <p>Fast tempo.</p> <p>Punk inspired guitar lines, bass lines and drum beats.</p> <p>Pop chords and chord sequences.</p> <p>Melodies inspired by Pop music with lyrical content inspired by Punk music.</p>	<p><b>Present Day - K-POP</b></p> <p><b>K-pop = Korean Popular Music</b></p> <p>Originates from South Korea and is a big part in south Korean culture.</p> <p>Drawn influence from many musical styles including; pop, hip-hop, R&amp;B, rock, jazz, gospel, reggae, folk, country, dance and disco.</p> <p>K-pop has grown into a subculture that has huge fandoms right across the globe.</p> <p>K-pop uses a mixture of acoustic instruments and electronically produced sounds. Songs often used large orchestra like section, especially violins.</p> <p>The lyrics in K-pop are usually sung to catch tune and often tell stories of Romantic Relationships and Heartbreak. The lyrics are usually sung in English or Korean.</p> <p>K-pop songs also include catchy beats, hooks, rapping, and long instrumental for dance breaks.</p> <p>Choreography for K-pop performers is almost as important as the music that they are creating.</p> <p><b>Artist = BTS</b> <b>Song = Savage Love</b></p>	<p><b>Present Day - EDM</b></p> <p><b>EDM = Electronic Dance Music</b></p> <p>Produced using predominantly electronic instruments with the aid of computers and designed to be dance to.</p> <p>EDM is mainly played at nightclubs, raves, parties, concerts and large-scale festivals around the world.</p> <p>It most easily recognisable from the inorganic sounds and beats made from audio samples or produced by electronic instruments such as synthesisers and drum machines.</p> <p>EDM is also recognisable from the lack of lyrics. There is very rarely a vocal section on an EDM track - instead the beats and electronically produced sounds take centre stage.</p> <p>This method makes sure that listeners are focused on dancing to the beats instead on pondering over the words.</p> <p>EDM tracks have fast tempo that make people want to get up and dance.</p> <p><b>Artist = Alan Walker</b> <b>Song = Faded</b></p>	<p><b>Present Day - Grime</b></p> <p>Grime music emerged from East London with its origins coming from starting on UK pirate radio stations.</p> <p>Artists such as Dizzee Rascal and Wiley were some of the first to bring the genre to the attention of a mainstream audience.</p> <p>It takes influence from a number of different musical and cultural styles such as UK garage, dancehall and hip hop.</p> <p>Many Grime artists still pride themselves on being able to produce their music on independent record labels, giving them more autonomy over what is produced.</p> <p>The musical style of grime music combines futuristic electronic and digitally produced elements with heavy and dark bass lines.</p> <p>Lyrics are usually sung quickly in rapping style and will tell stories about gritty urban life in the UK.</p> <p>Grime music typically follows a similar structure to mainstream pop music and has an upbeat tempo.</p> <p><b>Artist = Dizzee Rascal</b> <b>Song = Jus' a Rascal</b></p>	<p><b>Present Day - Nu metal</b></p> <p>Subgenre of alternative metal that combines elements of heavy metal music with elements of other genres such as hip hop, alternative rock, funk, industrial and grunge.</p> <p>Nu metal differs from heavy metal in the way that it utilises the guitar in songs. Rather than including complicated extended guitar solos Nu Metal is heavily syncopated and based on guitar riffs.</p> <p>Many Nu Metal artists with use seven string guitars that are down-tuned to feature a heavier sound.</p> <p>DJ's are occasionally features in Nu Metal to provide instrumentation such as sampling, turntable scratching and electronic backgrounds.</p> <p>Vocal styles include singing, rapping, screaming and growling.</p> <p>The lyrics in Nu Metal songs are often angry and focus on topics such as pain, angst, bullying, emotional issues, betrayal and abandonment.</p> <p><b>Artist = Limp Bizkit</b> <b>Song = Rollin'</b></p>

## YEAR 9 CYCLE 1 - PERFORMING ARTS: Dance Pathways

## Component 2: Developing Skills and techniques within the Performing Arts Industry : Cycle One

KEY VOCABULARY	WEEK 1: Jazz Dance	WEEK 2: Street Dance
<p><b>Actions/Travelling Steps</b> - A dance move that consists of more than two steps.</p> <p><b>Accuracy</b> - Reproducing movement phrases, and actions the same as they were taught. Being correct and precise.</p> <p><b>Alignment</b> - The way in which we carry our body including the positioning of our bones, such as pelvis and spine and limbs and head.</p> <p><b>Spatial Awareness</b> -Being aware of your surroundings and having a good sense of space in the area you are dancing in.</p> <p><b>Posture</b> - The way you position your body and arrange your limbs. For most dancers its extended torso, eyes level and buttocks tucked in.</p> <p><b>Movement Memory</b> - Your ability to remember the moves/ Choreography taught/learned.</p> <p><b>Balance</b> - In dance it usually refers to one or more steps. Dancers combining their weight in stillness or in motion to achieve a movement in a controlled way.</p> <p><b>Stamina</b> - Your ability to be able to perform consistently without the body tiring.</p> <p><b>Co ordination</b> - Coordinated means to be unified, or physically able to perform complex moves. When you say that someone is coordinated, you mean that they are able to get their muscles to work in sync.</p> <p><b>Isolation Movements</b> - Small movements around a particular joint or part of the body.</p> <p><b>Flexibility</b> - A range of movement around a joint.</p> <p><b>Evaluate</b> - Bring together all information and review it to form a conclusion, drawing on evidence, including areas of strength and areas for improvement, alternative actions.</p>	<ol style="list-style-type: none"> <li><b>Jazz dance originated mid 19th Century.</b></li> <li><b>Jazz dance is an American social and stage dance</b> that incorporates jazz or jazz influenced music.</li> <li><b>The 1950's and 60's</b> a new style emerged that drew on elements of modern ballet and tap dance.</li> <li><b>Key features include:</b> Step drags, Kick flicks, Box steps, High energy, Upbeat, Toe tapping, Jazz hands.</li> <li><b>Famous Jazz pieces:</b> Chorus line-Finale. Swan Song. Grease. Hair Spray.</li> </ol>	<ol style="list-style-type: none"> <li><b>Street Dance originated in the 1970's.</b></li> <li><b>Street Dance is an American dance originally performed in the Bronx.</b> Social in nature street dance often involves improvisation and interaction with spectators and other dancers.</li> <li><b>Key Features include:</b> Break dancing, Popping and locking, Up rocking, Krumping, Hip Hop, Crews, High impact and Energy.</li> <li><b>Famous Street Pieces:</b> Step up to the streets. Diversity.</li> </ol>
	<p style="text-align: center;"><b>WEEK 3: Contemporary Dance</b></p>	<p style="text-align: center;"><b>WEEK 4: Skills in Dance</b></p>
	<ol style="list-style-type: none"> <li><b>Contemporary dance originated at the start of the 20th Century in the USA.</b> Contemporary dance is a collection of modern and post-modern techniques.</li> <li><b>It is an expressive and emotional form</b> that works with the natural alignment of and energy of the body, allowing for greater range and fluidity of movement.</li> <li><b>Key features include:</b> Contractions and releases, Floor work, Falls and recovery. Swings, Spine, feet, travelling and phrases. Connection, emotional interaction.</li> <li><b>Famous Street Pieces:</b> Strange Fish-Lloyd Newton. West Side Story. Cinderella.</li> </ol>	<ol style="list-style-type: none"> <li><b>Physical Skills</b> Physical skill is the ability to control what the body does. Good technique underpins everything we do in dance. Aspects of physical movement enabling effective performance such as posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.</li> <li><b>Interpretive Skills</b> Interpretive skills are the things that give a performance its own energy, that make it engaging to watch and make you respond to it emotionally. A performance can be technically stunning, but without expression or artistry it would be lacking something really crucial. Such as focus, musicality, facial expressions and use of space.</li> <li><b>Stylistic Qualities</b> Physical movements performed to music that associates the combination with a defined style.</li> </ol>

## YEAR 9 CYCLE 1 - PERFORMING ARTS: Dance Pathways

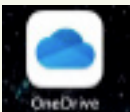
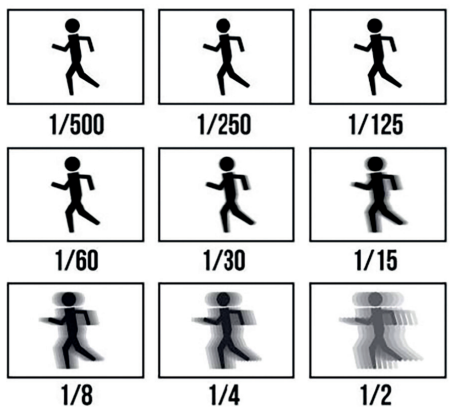































WEEK 5: Warming up and Cooling Down	WEEK 6: Plan, Perform, Evaluate	WEEK 7: Different ways of developing
<ol style="list-style-type: none"> <li><b>Stage 1 Static Stretches</b> - A range of exercises of all joints from neck to toe. Slow passive stretching combined with small movements steps to gradually increase the Heart Rate.</li> <li><b>Stage 2 Corner Work</b> - Corner work consists of a number of travelling phrases. Ultimately this increases the heart rate but it also combines key skills such as spotting, linking, travelling phrases together and timing.</li> <li><b>Stage 3 Technical Work</b> - Technical Exercises consist of dance step and combinations as well as center work. Focusing on turns/rotations, balance and weight shifting exercise.</li> <li><b>Stage 4 Cool down</b> - Helps your heart rate and breathing to return towards resting levels gradually.</li> </ol>	<ol style="list-style-type: none"> <li><b>Plan</b> - Effective planning and personal management skills will enable you to improve on your knowledge and understanding of Dance. All planning should consist of the physical skills, interpretive skills and stylistic qualities that form a piece of choreography.</li> <li><b>Perform</b> - Immerse yourself fully in the performance - the more involved you are the more involved the audience become. Connection with the audience is crucial.</li> <li><b>Evaluate</b> - When evaluating your performance or the performance of others, consider all the elements discussed in the planning phase. Setting S.M.A.R.T Targets.</li> <li><b>Vocabulary 1-4.</b> Learn the definitions to the 1-6 Key words in the vocabulary column.</li> </ol>	<ol style="list-style-type: none"> <li><b>Dynamics</b> - When developing a dance it is important to consider the dynamics how you move.</li> <li><b>Relationships</b> - With whom or with what the dance will be performed and your interaction with that person or object.</li> <li><b>Space</b> - When you use your performing space to connect with another performer in a duo/troupe.</li> <li><b>Formations</b> - The way a group of dancers are positioned when they perform is called formation. It is a shape they form such as a circle, square, triangle and lines.</li> <li><b>Motif</b> - A motif is the main often reoccurring element in a movement sequence. When creating a dance motif always consider; Action, Space, Dynamics and Relationships.</li> <li><b>Dance Stimuli</b> - A stimulus is the starting point idea or concept that inspires the creation of the dance. The stimulus can come from many different sources such as Auditory, Ideational, Kinesthetic and Visual.</li> <li><b>Action words</b> are used as a stimulus to form a starting point, they can be varied and refined.</li> </ol>
WEEK 8: Different ways of improving		WEEK 9 and 10 Key Vocabulary 1-12
<ol style="list-style-type: none"> <li><b>Use of Mirrors</b> - Your first way of observing and evaluating yourself is to watch how you carry out exercises, steps and moves.</li> <li><b>Be open to Criticism</b> - Dancers must be self-critical, but they also have to be open to criticism from others. It is essential to develop the ability to use any feedback.</li> <li><b>Peer Observation</b> - Ask your fellow dance students to watch you, particularly when carrying out tricky moves like turns and jumps. You get a lot from watching other dancers too. In professional classes, dancers always watch each other and make comparisons with their own technique.</li> <li><b>Always ask your teacher/tutor</b> how well you are doing and do not be afraid to ask for advice and guidance out of lessons. If you have a workshop given by an outside dance professional, ask them for advice too.</li> </ol>	<ol style="list-style-type: none"> <li><b>Rehearsal/Practice</b> - Make sure you try to master every step and move you are taught through continual practice. When you are developing your own choreography, you will have to rehearse this yourself. This can mean coming into the studio over lunchtimes and after lessons.</li> <li><b>Set goals for every rehearsal</b> - Make sure that every practice and rehearsal has an objective. As well as memorising the steps, you could also work on the speed, dynamics, direction, spacing and quality of movement.</li> <li><b>Keep your dancers log up to date</b> - Maintain your logbook so you record everything you do, how you are doing and what you need to do to improve.</li> <li><b>Self Observation</b> - Look back at a videos of yourself from when you first started to see how much you have improved.</li> </ol>	<p><b>Vocabulary</b></p> <p><b>Week Nine</b></p> <p>Learn the definitions to the 1-12 Key words in the vocabulary column for week nine.</p> <p><b>Week Ten</b></p> <p>Learn the key words to 1-12 and match them up to the definitions in the vocabulary column for week Ten.</p>

# YEAR 9 CYCLE 1 - DESIGN TECHNOLOGY: Product Design

KEY VOCABULARY	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p><b>Toughness</b> - The ability of a material to absorb energy and not fracture.</p> <p><b>Malleability</b> - The ability of a material to deform under compression and take on a new shape.</p> <p><b>Elasticity</b> - The ability of a material to resume its normal shape after being stretched or compressed.</p> <p><b>Hardness</b> - The ability of a material to withstand abrasion.</p> <p><b>Ductility</b> - The ability of a material to be hammered thin or without stretched breaking.</p> <p><b>Tensile strength</b> - The amount of tensile stress (stretching) a material can withstand before breaking or failing</p>	<p><b>1. Natural wood is categorised as either:</b></p> <p><b>Hardwoods</b> which come from deciduous trees, those that drop their leaves in the Autumn.</p> <p><b>Softwoods</b> which come from coniferous trees, those that have needles and keep them all year round.</p> <p><b>2. Metals are divided into two main categories:</b></p> <p><b>Ferrous metals</b> which contain the element iron, also known as ferrite (Fe).</p> <p><b>Non-ferrous metals</b>, which do not contain iron.</p>	<p><b>1. Polymers</b> are usually made from synthetic materials. Usually derived from crude oil or other finite resources, such as coal or natural gas</p> <p><b>2. Plastics are categorised into two types:</b></p> <p><b>Thermoforming</b> which can be remoulded without affecting the material's physical properties.</p> <p><b>Thermosetting</b> which have strong chemical bonds between the molecules, which do not separate on heating.</p>	<p><b>1. Modern materials</b> are new and improved materials which are constantly being discovered and developed.</p> <p><b>2. Modern materials include:</b></p> <ul style="list-style-type: none"> <li>Fibre optics</li> <li>Titanium</li> <li>Flexible MDF</li> <li>Polymorph</li> <li>Cool morph</li> <li>Biodegradable polymers</li> <li>Biopol</li> <li>Graphene</li> <li>Liquid crystal display (LCD)</li> <li>Nanomaterials</li> <li>Metal foam</li> </ul>	<p><b>1. Smart materials</b> react to an external stimulus by changing their characteristics and/or properties.</p> <p><b>2. Smart materials include:</b></p> <ul style="list-style-type: none"> <li>Self-healing polymer</li> <li>Self healing concrete</li> <li>Thermochromic pigments</li> <li>Photochromic particles</li> <li>Photochromic pigments</li> <li>Shape memory alloy (SMA)</li> <li>Quantum tunnelling composite</li> <li>Piezoelectric material</li> <li>Piezo transducer</li> </ul>	<p><b>1. A composite material</b> is a combination of two materials with different physical and chemical properties. When combined they create a material which is specialised to do a certain job.</p> <p><b>2. Composite materials include:</b></p> <ul style="list-style-type: none"> <li>Glass reinforced plastic (GRP)</li> <li>Carbon fibre reinforced plastic (CRP)</li> <li>Gore tex</li> <li>Aramids (Aromatic polyamide)</li> <li>Microfibres</li> <li>Microencapsulation</li> </ul>
	<p><b>Materials are usually selected for two purposes:</b></p> <ul style="list-style-type: none"> <li>Aesthetics (form) - The appearance of a material.</li> <li>Function - Properties of a material in relation to its use.</li> </ul> <p><b>2. Working properties:</b></p> <ul style="list-style-type: none"> <li>Strength</li> <li>Hardness</li> <li>Durability</li> <li>Elasticity</li> <li>Toughness</li> </ul> <p><b>3. Physical properties:</b></p> <ul style="list-style-type: none"> <li>Density -</li> <li>Absorbency</li> <li>Conductivity</li> <li>Corrosive resistance</li> </ul>	<p><b>Designing and design decisions:</b></p> <p><b>1. Iterative design</b> is a cycle of designing, prototyping and testing to develop an idea and achieve the best possible outcome. Each cycle and iteration improves the design and moves the design process forward.</p> 	<p><b>Designing and design decisions:</b></p> <p><b>1. Ergonomics</b> is the process of designing or arranging products so that they fit the people who use them.</p> <p><b>2. Anthropometrics</b> is the measurement of body sizes at rest and when using products and furniture.</p> <p><b>3. Prototype:</b> is a first or preliminary version of a product which can be modified further.</p>	<p><b>Designing and design decisions:</b></p> <p><b>1. Quality control (QC)</b> Process to check quality against a set standard or specification: the quality of the product at different stages of production.</p> <p><b>2. Quality assurance (QA)</b> Does <b>not</b> check the quality of the final product but the quality of all systems on the production line, staff training and quality monitoring.</p>	<p><b>Surface treatments and finishes are applied to materials for two main reasons:</b></p> <p><b>1. Protection: attack from nature and the elements commonly includes weather protection:</b></p> <ul style="list-style-type: none"> <li>Oxidisation and corrosion</li> <li>Rot</li> <li>Mould</li> <li>UV degradation</li> <li>Insect and biological attack</li> </ul> <p><b>2. Appearance: applied for purely aesthetic reasons:</b></p> <ul style="list-style-type: none"> <li>Printing, dyeing, staining</li> <li>Embellishment</li> <li>Applying a sheen or texture</li> </ul>
	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10



# YEAR 9 CYCLE 1 - PHOTOGRAPHY: History of Photography & Camera Settings

WEEK 1: OneDrive App	WEEK 2: History of Photography	WEEK 3: Camera Obscura	WEEK 4: Photograms	WEEK 5: Movement																														
<p>Download the OneDrive App onto your phone. Create a Summer Project folder. Upload photos from your summer project into your school OneDrive account by following the steps on the handout.</p> 	<p>The word Photography was first used in the 1830s. It literally means 'drawing with light', which derives from the Greek words <b>photo</b>, meaning light and <b>graphē</b>, meaning to draw. During Victorian times, prior to the advent of photography, <b>silhouette</b> profiles cut from black card were the cheapest way of recording a person's appearance.</p>	<p>A <b>camera obscura</b> is a small darkened room with a small hole or lens at one end through which an image is projected onto a wall opposite the hole. <b>Joseph Nicéphore Niépce</b> used a portable camera obscura to expose a pewter plate coated with bitumen to light. The first recorded image that did not fade quickly was captured in France in <b>1826</b>.</p>	<p>A <b>photogram</b> is a photographic image made without a camera by placing objects directly onto the surface of a light-sensitive material such as photographic paper and then exposing it to light. The <b>cyanotypes</b>, invented by <b>Sir John Herschel</b> in 1842, is a type of photogram. Anna Atkins, botanist and first female photographer, used the cyanotype to create an album of algae specimens.</p>	<p>Shutter speed is the length of time the camera shutter is open, exposing light onto the camera sensor. Essentially, it is how long your camera spends taking a photo. Creative control of shutter speed can create <b>blur or freeze motion</b>. Eadweard Muybridge was a pioneer in the studies of capturing motion in the 1880s. He was able to display movement through images in the <b>zoetrope</b>.</p>																														
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>ISO</b></p> <p>A simple indication of how to see your ISO for correct exposure in different light situations.</p> <p><b>Shutter Speed</b></p> <p>Diagram of fast to slow shutter speed measured in seconds. For example 1/500th of a second is a fast shutter speed freezing motion.</p> </div> <div style="width: 45%;">  </div> </div>																																		
<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>f/1.4</b></td> <td><b>f/2.8</b></td> <td><b>f/5.6</b></td> <td><b>f/11</b></td> <td><b>f/22</b></td> </tr> <tr> <td>Very Large Aperture</td> <td>Large Aperture</td> <td>Medium Aperture</td> <td>Small Aperture</td> <td>Very Small Aperture</td> </tr> <tr> <td>Very Small Depth of Field</td> <td>Small Depth of Field</td> <td>Medium Depth of Field</td> <td>Large Depth of Field</td> <td>Very Large Depth of Field</td> </tr> <tr> <td>Almost Nothing In Focus</td> <td>Little In Focus</td> <td>Some In Focus</td> <td>Much In Focus</td> <td>Almost All In Focus</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>										<b>f/1.4</b>	<b>f/2.8</b>	<b>f/5.6</b>	<b>f/11</b>	<b>f/22</b>	Very Large Aperture	Large Aperture	Medium Aperture	Small Aperture	Very Small Aperture	Very Small Depth of Field	Small Depth of Field	Medium Depth of Field	Large Depth of Field	Very Large Depth of Field	Almost Nothing In Focus	Little In Focus	Some In Focus	Much In Focus	Almost All In Focus					
																																		
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WEEK 6: Visual Elements	WEEK 7: Exposure	WEEK 8: Pictorialists	WEEK 9: Aperture	WEEK 10: Still Life																														
<p>The visual elements are like a set of tools that can be used to construct a great image. These elements are: light, quality, texture, focus, composition/framing, angle of view, colour and timing. Light quality will affect your <b>tonal range</b>. <b>Tonal range</b> is the measure of brightness from complete dark to complete light. The range between these levels determines contrast in our photos, from <b>low</b> contrast to <b>high</b> contrast, and <b>full tonal</b>.</p>	<p><b>Upload your half-term assignment on tonal images using your OneDrive app.</b></p> <p><b>Exposure</b> is the amount of light which reaches your camera sensor or film. It is crucial part of how bright or dark your pictures appear.</p> 	<p><b>The Pictorialist Movement</b> (1885-1915) took the medium of photography as reinvented it as an artform, placing beauty, tonality and composition above creating an accurate visual record. Common these were: soft focus, colour toning or the addition of brush strokes.</p> <p><b>Toning</b> alters the overall colour of photographs.</p> <p><b>Sepia</b> tone is one example.</p>	<p><b>Aperture</b> refers to the opening of a lens' diaphragm through which light passes. It is calibrated in f/stops and is generally written as numbers such as 1.4, 2, 2.8, 4, 5.6, 8, 11 and 16. The creative aspect of aperture is that it controls <b>depth of field</b>: A wide aperture settings (such as f/2 or f/4) reduces depth of field. A narrow aperture setting (such as f/11 or f/16) increases depth of field.</p>	<p><b>Still life photography</b> is the art of photographing inanimate objects which can be natural (flowers, food, plants, rocks, ect) or man-made (books, vases, glasses, jewellery) typically arranged in small groups. It allows the opportunity to experiment with light, materials, texture and subjects in a controlled setting. Olivia Parker is a well-known still life photographer.</p>																														

## YEAR 9 CYCLE 1 - GCSE RELIGIOUS STUDIES: Paper 1 - Key Christian Beliefs

WEEK 1: Key qualities of God	WEEK 2: The Trinity	WEEK 3: The problem of evil and suffering	WEEK 4: Creation	WEEK 5: Afterlife
<p><b>1. Omnipotence.</b> God is all-powerful and can do anything. Biblical examples include:</p> <ul style="list-style-type: none"> <li>The creation of the world.</li> <li>The miracles of Jesus.</li> <li>Jesus' resurrection.</li> </ul> <p><b>2. All loving.</b> God loves everyone equally and is without prejudice. Evidence includes:</p> <ul style="list-style-type: none"> <li>Sacrificing his son to save humanity.</li> <li>The parable (story) of the Prodigal Son (Luke 15).</li> <li>The teaching of Jesus, (e.g. the Sermon on the Mount) (Matthew 5).</li> </ul> <p><b>3. Just.</b> God is fair and does not act unjustly. He gives everyone equal value and rights, without favour. Bible evidence includes:</p> <ul style="list-style-type: none"> <li>Jesus taught that God's judgement is just (Matthew 25).</li> <li>Psalm 25:8 describes God as fair and just.</li> </ul> <p><b>Other qualities of God</b></p> <p><b>Omniscient.</b> God knows everything.</p> <p><b>Eternal.</b> God is outside of time and space, and so is eternal.</p> <p><b>Transcendent.</b> God is different to humans and they cannot fully know or understand him.</p> <p><b>Immanent:</b> God is involved in the world. Jesus and miracles are evidence of this.</p>	<p>Christianity is not unique in believing in only <b>one God</b>, but differs from other religions in believing that God exists in different parts and is revealed in different ways. This belief in <b>One God in Three Persons</b>, is known as the <b>Trinity</b>, or <b>Godhead</b>.</p> <p><b>The three parts of the Trinity:</b></p> <p><b>God the Father</b> - Loving creator and sustainer of the universe. Also law-giver and judge.</p> <p><b>God the Son (Jesus Christ)</b> - Saviour. Became incarnate (human). Lived on Earth, taught people and was killed to save people from their sins. Resurrected by the Father.</p> <p><b>God the Holy Spirit</b> - The part of God which Christians believe is with them, helping them to live how God wants.</p> <p>The Trinity is mentioned in <b>ceremonies</b>, such as <b>baptism</b> and <b>statements of belief</b>, such as the <b>Apostles' Creed</b>.</p> <p>The Trinity is important because it explains the nature of God, and a belief in God is at the centre of Christianity - the name of the religion is based on the second 'person' of the Trinity. It also helps Christians understand a transcendent, but also immanent God.</p>	<p><b>The problem</b></p> <p>Christians believe God is <b>absolute</b> (unchanging, eternal), <b>omnipotent</b> (all-powerful), <b>omniscient</b> (all-knowing) and <b>benevolent</b> (all-loving).</p> <p>They also accept that there is suffering in the world. Some is caused by nature, (<b>natural suffering</b>) and some is caused by humans, either deliberately or by accident (<b>moral suffering</b>).</p> <p>The problem is, how can a loving, powerful God let people, especially good or innocent ones, suffer?</p> <p><b>Some solutions</b></p> <p>Moral evil: <b>The Devil (Satan)</b> tempts people to do evil and humans have <b>free will</b>, the ability to choose to do good or evil. If a person chooses to do evil, but God intervenes in order to prevent the subsequent suffering, humans would have no free will, and no reason to act morally.</p> <p>Natural suffering: Some say suffering is a punishment for wrong-doing, or is a test of faith in God. Another view is that if we see and/or experience suffering we learn to care for others which is what Jesus taught we should do, e.g. in the Parable of the Sheep and Goats (Matthew 25: 31-46).</p>	<p>Christians believe that the world was made by God. The creation story in <b>Genesis</b> tells how God made everything by <b>commanding</b> it into existence, e.g. "God said 'Let there be light'; and there was light." (Genesis 1:3). All parts of the <b>Trinity</b> were involved in the creation.</p> <p>Humans have a special place in the creation story because people are made in <b>God's image</b>.</p> <p>This means all people are <b>equal</b>. It also means that humans are <b>stewards</b> (caretakers) of the world and have a responsibility to look after it on God's behalf.</p> <p><b>Interpretations</b></p> <p>Some Christians believe that Genesis is a literal account of creation. God created the world in six days.</p> <p>Others believe that the central message of Genesis is true - God created the world, but the details are not literally true, they are illustrative. So, for example a 'day' may not be a literal 24 hours, but rather an unspecified period of time.</p> <p>A third view is that Genesis is a man-made document. It is just a story albeit one with an important central message.</p>	<p>Christians believe in <b>resurrection</b> - the dead being raised to <b>eternal life</b>. This is a central belief of the religion based on the resurrection of Jesus, as told in the Bible, which shows that God's power, even extends over death. Christians believe God will resurrect them before the <b>Day of Judgement</b>. Then they will have a spiritual body that will exist forever. Catholics believe in <b>purgatory</b>, a state between death and the afterlife - a place where the <b>soul</b> is purified before it can enter Heaven.</p> <p><b>Judgement</b></p> <p>Most Christians believe that at the end of time God will judge all people and everyone will have to give an account of their lives. Jesus' parables of 'The Rich Man and Lazarus' and the 'Sheep and the Goats' teach about judgement.</p> <p><b>Heaven and Hell</b></p> <p>Heaven is a <b>state of being</b> with God, rather than a physical place. Likewise, Hell is seen as <b>separation</b> from God. People are sent to Hell because they chose to turn away from God. Some believe that eventually all people will accept God, repent of their sins and be forgiven. This belief is known as <b>universalism</b>.</p>

## YEAR 9 CYCLE 1 - GCSE RELIGIOUS STUDIES: Paper 1 - Key Christian Beliefs

WEEK 6: Jesus - incarnation	WEEK 7: Jesus - Crucifixion	WEEK 8: Jesus - Resurrection	WEEK 9: Original sin	WEEK 10: Salvation and its meaning for Christians
<p>A central belief of Christianity, and one that makes it different to other religions which believe in one God, is that part of God became human and lived on Earth. This is known as the <b>incarnation</b>.</p> <p>The Gospel writer John wrote "The Word became flesh and lived among us" (John 1:14) - The Word is a term John used to describe Jesus.</p> <p>Christians celebrate the birth of Jesus at <b>Christmas</b> and many people, including non-Christians, are familiar with the traditional Christmas story.</p> <p>Jesus was given the title "<b>Son of God</b>" which illustrates the Christian belief that Jesus was <b>fully God and fully human</b> - two natures in one person. This can be a difficult concept to understand. As a 'full' human, Jesus experienced all the emotions, temptations etc. that all people experience. The Bible says that despite this, Jesus remained without <b>sin</b> and his life is a role model for Christians today. As fully God, Jesus had all the qualities of God, such as <b>benevolence</b> and power which explains his <b>compassion</b> for the poor, needy and outcasts and his ability to perform <b>miracles</b>.</p>	<p>Jesus' <b>ministry</b> (teaching) lasted for around three years from the time of his <b>baptism</b> to the time he was executed by being <b>crucified</b> by the <b>Roman</b> authorities who occupied the country (Israel) at that time.</p> <p><b>Why was Jesus crucified?</b></p> <p>The answer is that Jesus was a threat to the Jewish religious leaders. They did not like it that Jesus criticised them, calling them hypocrites or that he spent time with 'sinners'. But the thing they really could not accept was Jesus' claim to be the <b>Messiah (Saviour)</b>. It was this that led to them plotting his death.</p> <p>After his arrest and a 'trial' that was a complete miscarriage of justice, <b>Pilate</b>, the Roman <b>Governor</b> ordered Jesus' death.</p> <p>Jesus was beaten and then <b>crucified</b>. The Bible says that while he was on the cross Jesus said seven things, including "<b>forgive them</b>" and "<b>Father, why have you forsaken me?</b>".</p> <p>After around nine hours, Jesus died. At this time, the Temple curtain which separated the Holy of Holies from the rest of the temple was torn in two. This is seen as a sign that Jesus' death ended the separation between God and people.</p>	<p>Jesus was crucified on a Friday. Christians believe that on the Sunday, God <b>resurrected</b> him from the dead. This event is the central part of the Christian faith.</p> <p>The resurrection was a vital part of God's <b>salvation</b> plan for humanity. Additionally, if God had not resurrected Jesus, it would call into question his very nature - either God was not benevolent or he was not omnipotent.</p> <p>People who dispute the resurrection claim that either the disciples stole the body or it was moved by the Romans. Christians counter these claims by arguing the disciples were too afraid to steal the body - <b>Peter</b> even denied knowing Jesus, and the tomb was guarded. They also argue that if the Romans had the body they would simply have produced it when the disciples started claiming that Jesus had been resurrected. For Christians, the only answer is that God did bring Jesus back to life. They believe that one day they too will be resurrected to spend eternity with God.</p> <p>Following his resurrection, Jesus spent 50 days with his disciples before his <b>ascension</b> into heaven.</p>	<p>A <b>sin</b> is an action that goes against what God wants. Some argue that not doing a good thing could also be a sin.</p> <p>Sin exists because people choose to go against God's wishes. He has given humans <b>free will</b> so it is their decision, and their responsibility, if they do the wrong thing - it is not God's fault for giving them free will in the first place.</p> <p>The Bible states that the first sin occurred in the <b>Garden of Eden</b> when <b>Satan</b>, in the form of a <b>serpent</b>, tempted <b>Eve</b> to eat the fruit of the <b>Tree of the Knowledge of Good and Evil</b>. She ate it and gave some to <b>Adam</b> who also ate it. As a consequence, God banished them from the Garden.</p> <p>As with creation, some Christians believe that this story is <b>literally true</b>. Others believe it is <b>allegorical</b> - The events of the story did not literally happen but are illustrative. They believe that Satan exists and does try to tempt people into committing sins but, ultimately, it is our decision. We can choose to do wrong, and face the consequences. Or we can resist, as Jesus did when he was tempted following his <b>baptism</b>.</p>	<p>Salvation means being accepted by God and having the promise of eternal life. There are two ways to gain salvation:</p> <p><b>1. Salvation through law</b></p> <ul style="list-style-type: none"> <li>At the time of Jesus, people thought obeying the law was the way to salvation.</li> <li>Some Christians believe in <b>salvation through works</b> - the idea that they have to <b>earn</b> a relationship with God either through following all his laws or by having good thoughts and doing kind and loving things for other people.</li> </ul> <p><b>2. Salvation through grace</b></p> <ul style="list-style-type: none"> <li>The word <b>grace</b> refers to God's <b>unconditional love</b> for humans. This means there is no need to earn salvation.</li> <li>Most Christians believe that the gift of salvation is the 'reward' for believing that Jesus is the Son of God.</li> <li>Jesus' death, even though he was innocent of any crime or sin, made possible the forgiveness of the sins of the world leading to reconciliation and salvation through grace.</li> <li>Christians believe they have God's <b>Holy Spirit</b> in them, helping them show grace to other people.</li> </ul>

# YEAR 9 CYCLE 1 - SPORTS SCIENCE

## R185 - Performance & Leadership - TA2: Measuring Improvement in Performance

## WEEK 1

**Key components in performance:**

- **Skill:** The learned ability to bring about an end outcome, with maximum certainty and the minimum outlay of time or energy.
- **Examples of skills:** Passing, shooting and catching in handball.
- **Tactic:** An action or strategy planned to achieve a certain aim.
- **Examples of tactics:** Aiming for an opponent's backhand in badminton.
- **Compositional idea:** The way a performer arranges and develops their performance.
- **Examples of compositional ideas:** Using canon or unison in dance.

## WEEK 2

**Types of skill:**

Skill can be classified into different types on a continuum.

- **Continuum:** A scale used to categorise something between two extremes.
- **Simple:** A skill that is straight forward and requires little concentration, both physically and mentally. Simple skills involve a limited amount of information processing. For example, sprinting in athletics.
- **Complex:** A skill which is more complicated and requires greater practice. Complex skills require large amounts of information processing. For example, a serve in tennis.



## WEEK 3

**Types of skill:**

**Open:** A skill affected by environment, movements must be adapted.

- The environment can be defined as the playing field or the players around you.
- Players must consistently adapt their thought process or skill to the environment.

**Closed:** A skill not affected by the environment, involving set movements and is self-paced.

- Performed in the same situation and have no variation.
- The actions follow a set routine.

## WEEK 4

**Types of practice:**

**Fixed:** Repeatedly practising a skill the same way each time.

- This is best for closed skills.
- For example, practicing the short serve in badminton.

**Variable:** Varying how you complete your practice.

- This is best for open skills where the environment varies.
- For example, shooting in football for different angles and with a different number of defenders.

**Whole:** Performing the skill in its entirety without breaking it up into parts.

- This is useful for closed skills.
- For example, a basketball free throw.

**Part:** Breaking the skill down into its constituent parts, which are practiced separately.

- This is useful for complex skills.
- For example, the triple jump.

## WEEK 5

**Types of practice - Advantages and Disadvantages:****Fixed:**

Advantage:

- Skill becomes ingrained and perfected as it is repeated continuously.

Disadvantage:

- Can be boring and lead to fatigue.

**Variable:**

Advantage:

- Skills can be adapted.

Disadvantage:

- Can take a long time.

**Whole:**

Advantage:

- Gives a feel for the whole skill, giving a sense of fluency.

Disadvantage:

- Can be physically demanding.

**Part:**

Advantage:

- Good for sequencing.

Disadvantage:

- Can take a long time.





# YEAR 9 CYCLE 1 - SPORTS SCIENCE

## R185 - Performance & Leadership - TA2: Measuring Improvement in Performance

## WEEK 6

## WEEK 7 and 8

## WEEK 9 and 10

**Other methods of improving performance:****Altering the context:**

- This could be playing against a greater number of players.
- For example, a 2 v 1 in football or handball.
- This could also be playing against players who perform to a higher level than you.
- For example, playing against a county or academy player in rugby.

**Advantages of altering the context:**

- This provides a challenge for you to try and improve.
- This can allow you to identify your areas of development.

**Disadvantages of altering the context:**

- If you continue to lose, it could be demotivating and have a negative impact on your confidence.
- Can leave you relying on others to improve.

**Measuring improvement in performance:****Video Analysis:**

- Allows examination of performance to improve skill and prevent injury.
- Can identify small details which are missed during live performance.

**Advantages:**

- Can lead to better performance.
- Injury prevention
- Tracks improvement.
- Performers can watch themselves.
- Feedback can be more focused.

**Disadvantages:**

- Can be expensive.
- Can be difficult to complete.

**Other assistive technologies:**

- Using technology such as GPS trackers to monitor how far you run and heart rate (HR) monitors to track how high your heart is beating.

**Advantages:**

- Can lead to better performance.
- Tracks health/fitness levels.
- Displays can cause you to raise your effort.

**Disadvantages:**

- Can be expensive.
- Focusing on statistics may not show everything.
- Can impact team performance as you focus on yourself.

**Measuring improvement in performance:****Monitoring competition results:**

- Recording how many games or matches you have won, drawn or lost.
- Recording how many points or goals you have scored.
- Recording how many points or goals you have conceded.

**Advantages:**

- Can lead to better performance.
- Allows you to identify and trends.
- Tracks improvement.
- Feedback can be more focused.

**Disadvantages:**

- Can be difficult to complete.
- Can have a negative impact on the athlete's confidence and motivation.
- Results may not truly reflect the high levels of effort an athlete is giving.

Pos	Team	Played	Win	Draw	Loss	Points	Change
1	Liverpool	38	35	1	2	106	0
2	Manchester City	38	24	4	10	77	0
3	Leicester	38	19	7	12	64	0
4	Chelsea	38	17	10	11	61	0
5	Manchester United	38	16	11	11	59	0
6	Sheffield United	38	15	13	10	58	1
7	Arsenal	38	13	18	7	57	2
8	Wolves	38	13	17	8	56	-2
9	Burnley	38	15	9	14	54	1
10	Tottenham	38	14	10	14	52	-2
11	Crystal Palace	38	13	12	13	51	0
12	Everton	38	13	10	15	49	0
13	Southampton	38	14	4	20	46	1
14	Newcastle	38	11	12	15	45	-1
15	Watford	38	9	11	18	38	2
16	Brighton	38	6	17	15	35	-1
17	West Ham	38	9	8	21	35	-1
18	Aston Villa	38	10	5	23	35	1
19	Bournemouth	38	9	7	22	34	-1
20	Norwich	38	7	8	23	29	0

The tools selected to measure improvement in performance will be dependent upon the chosen activity and the ability level of the performer.

## YEAR 9 CYCLE 1 - STATISTICS

## THE COLLECTION OF DATA

- Types of data.
- Population and sampling.
- Sampling methods.
- Planning and collecting data.

## WEEK 1

<b>What is primary data?</b>	When you collect the data yourself (e.g. by conducting a survey).
<b>What is secondary data?</b>	When someone else has collected the data (e.g. data from the internet).
<b>Advantages of primary data</b>	You can be sure about the accuracy of the data.
<b>Disadvantages of primary data</b>	Can take a long time. Can be expensive. It might be difficult to collect (e.g. wind speed).
<b>Advantages of secondary data</b>	Quicker and cheaper than primary.
<b>Disadvantages of secondary data</b>	You can't be sure about the accuracy of the data.
<b>What is raw data?</b>	Data that has just been collected but not processed or cleaned in any way.
<b>What is meant by cleaning the data?</b>	This is the process of detecting and correcting (or removing) inaccurate items of data.

## WEEK 2

<b>What is quantitative data?</b>	<b>Quantitative</b> data is numerical - either counted or measured.
<b>What is qualitative data?</b>	<b>Qualitative</b> data relates to the qualities of something (e.g. colour, texture, style, name). Usually words.
<b>What is discrete data?</b>	Discrete data can only take <b>certain values</b> . Usually <b>counted</b> data (such as how many people... ) but can also be other (e.g. shoe size, clothing sizes).
<b>What is continuous data?</b>	Continuous data can take ANY value in a given range and is measured data such as distance, weight, time, speed.
<b>What is Categorical Data?</b>	Data which may be divided into groups (e.g. Race, gender, Age Group).
<b>What is bivariate data or multivariate data?</b>	Bi-variate data has two variables. (Multi-variate is more than 2). We can see if there is correlation in bi-variate data by drawing a scatter graph.

## WEEK 3

<b>What is a pilot survey or pilot study?</b>	A <b>pilot survey</b> is a small scale study before a full-scale study is done. It is used to check if a questionnaire or survey "works" and to fine tune your method/questions.
<b>What is a population?</b>	Every item in a given set. For example every member of a school. (Not just limited to people - It could be the all of the items in a pencil case).
<b>What is a census?</b>	A <b>census</b> is a survey of a whole population rather than just a small part of it.
<b>What is a sample?</b>	A <b>sample</b> is a small part of a population rather than the whole population.
<b>Why do we use sampling?</b>	We use samples because they are cheaper, quicker and easier than surveying or experimenting on a whole population. Also an experiment might be destructive so using the whole population will destroy the population! (e.g. testing food).

## WEEK 4

<b>What is bias?</b>	<b>Prejudice</b> for or against one group or opinion or result in a way that is " <b>unfair</b> ".
<b>What are the three main methods of collecting data?</b>	<ul style="list-style-type: none"> <li>• Experiment</li> <li>• Observation</li> <li>• Questionnaire</li> </ul>
<b>Advantages of a census.</b>	Unbiased, totally accurate, takes account of the whole population.
<b>Disadvantages of a census.</b>	Time consuming, expensive, can be difficult to ensure everyone is included.
<b>Advantages of a sample.</b>	Cheaper, quicker, less data to be analysed.
<b>Disadvantage of a sample.</b>	It could be biased. Not completely representative of the population.



## YEAR 9 CYCLE 1 - STATISTICS

### WEEK 5

<b>What does random sampling mean?</b>	<b>Random</b> means that every member of a population has an equal chance of being chosen.
<b>Disadvantage of random sampling</b>	It can sometimes be expensive and time consuming.
<b>Advantage of random sampling</b>	Your sample is likely to represent the target population.
<b>Describe how to take a random sample of 50 from 1000 pupils in a school.</b>	Give every pupil a <b>unique number</b> using the school register. Use a <b>random number generator</b> to select 50 random pupil numbers.

### WEEK 6

<b>Why do we use stratified sampling?</b>	Stratified sampling ensures <b>each group</b> in a population is represented <b>in proportion to its size</b> .
<b>What is a control group?</b>	The group in an experiment or study that don't receive treatment to allow comparison with those that do.
<b>What is systematic sampling?</b>	Taking a sample at equal intervals through a population e.g. every third person on a register or every twentieth car that passes on a road. This is <b>not</b> a random method.
<b>What is a sampling frame?</b>	The list of people or items to be sampled.

### WEEK 7

<b>What is quota sampling?</b>	The amount of each specific group is specified (e.g. 30 women are needed). Good when impossible to use a stratified sample. Bad because not truly random.
<b>Advantage of quota sampling.</b>	Good when impossible to use a stratified sample.
<b>Disadvantage of quota sampling.</b>	Bad because not truly random.
<b>What is cluster sampling?</b>	The population is divided into groups and then a group is chosen at random.
<b>Advantage of cluster sampling.</b>	Cheaper and Quicker.
<b>Disadvantage of cluster sampling.</b>	It may not be representative of the sample.

### WEEK 8

<b>What is convenience sampling?</b>	When items are selected because of convenience (e.g. asking people in your class rather than in the whole school).
<b>Advantages of convenience sampling.</b>	Easier and cheaper.
<b>Disadvantage of convenience sampling.</b>	Much more likely to be biased.
<b>What is a Random Response Method?</b>	Uses a random event (coin toss) to decide how to answer the question. It helps with sensitive topics, such as drug use, medical issues, personal issues.

### WEEK 9

<b>What is a hypothesis?</b>	A <b>hypothesis</b> is an idea or opinion that you start with, and which you <b>test</b> using <b>statistical techniques</b> . e.g. "Gromow makes plants grow taller".
<b>Closed Questions.</b>	Gives a set of answers to choose from. Restricts answers making data easier to analyse but might be less detailed..
<b>Open Questions.</b>	When there are no suggested answers. Allows for a range of answers but can be difficult to analyse.
<b>What is a leading question?</b>	A <b>leading question</b> is one where there is a suggestion that one response is "better" than another, (e.g. "Don't you agree that...").

### WEEK 10

<b>Give an advantage of using a face-to-face interview for a questionnaire.</b>	<ul style="list-style-type: none"> <li>Follow up questions are possible.</li> <li>More likely to get an "honest" response.</li> <li>Can explain what questions mean more fully.</li> </ul>
<b>Give a disadvantage of using a face-to-face interview for a questionnaire.</b>	<ul style="list-style-type: none"> <li>Time-consuming/ labour intensive.</li> <li>People embarrassed answering some questions face to face.</li> <li>May have to ask many people before someone agrees to do it.</li> </ul>
<b>Give a disadvantage of using postal questionnaires.</b>	<ul style="list-style-type: none"> <li>Lot of postal questionnaires are ignored.</li> <li>People may not answer honestly.</li> <li>Cost of postage &amp; printing.</li> </ul>
<b>How can you improve the response rate to a postal questionnaire?</b>	<ul style="list-style-type: none"> <li>Reward or prize draw.</li> <li>Provide a return envelope.</li> <li>Use "Freepost".</li> <li>Offer to collect.</li> </ul>