

YEAR 10 CYCLE 1 ART

Cycle 1: Year 10 - FINE ART

WEEKS 1-6: TEACHER LEAD WORKSHOPS

Final Unit: SUSTAINED PROJECT

Compulsory weekly homework: (grade 4+) – you must spend a minimum of 1 hour per week completing the work you have started in lesson.
Stretch and Challenge: (grade 6+) – once you have completed the compulsory homework, complete the stretch and challenge tasks – or tasks similar and relevant to the weeks focus. Complete these tasks with flare and dedication, talking regularly to your teacher. *unless stated, images used have been sourced from the internet*

WEEK 1: CHOOSING A TOPIC

Compulsory HW: (grade 4+)

1. Complete 'Chosen Topic' page and Mood Board (see task checklist for more detail).

Stretch and Challenge: (grade 6+)

2. Complete a title page that visually represents your chosen topic.

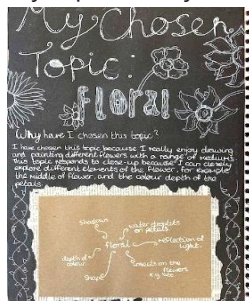
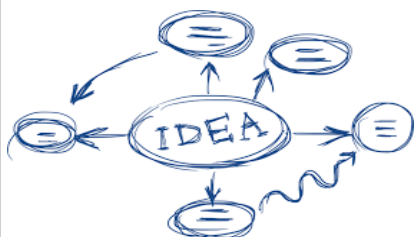


Photo of GCSE work

WEEK 2: INITIAL OBSERVATIONS

Compulsory HW: (grade 4+)

1. Complete 'Initial Observations' page (see task checklist for more detail).

Stretch and Challenge: (grade 6+)

2. Take 10 quality photos of things to do with your topic – print them out.

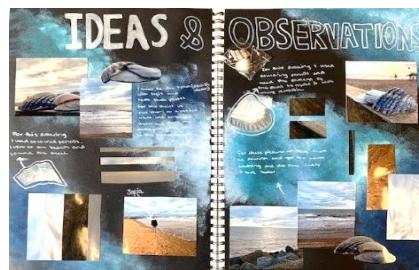


Photo of GCSE work

WEEK 3: EXPLORING VISUAL LANGUAGE

Compulsory HW: (grade 4+)

1. Complete 'Exploring Visual Language' page (see task checklist for more detail).

Stretch and Challenge: (grade 6+)

2. Complete a development of your best observation – purposefully consider your use of visual language.



WEEK 4: EXPERIMENTAL STUDIES

Compulsory HW: (grade 4+)

1. Complete your 'Experimental Studies' page (see task checklist for more detail).

Stretch and Challenge: (grade 6+)

2. Choose your favourite combination of media and techniques to complete further studies – focusing on what interests you the most.



WEEK 5: CHANGING VIEWPOINTS

Compulsory HW: (grade 4+)

1. Complete your 'Changing Viewpoints' page (see task checklist for more detail).

Stretch and Challenge: (grade 6+)

2. Choose your favourite study/photo and produce 4 x different viewpoint developments of it.
3. Take 10 quality photos of a relevant subject, exploring a range of viewpoints. Print them out.



WEEK 6: EXPERIMENTING WITH DISTORTION

Compulsory HW: (grade 4+)

1. Complete your 'Experimenting with Distortion' page (see task checklist for more detail).

Stretch and Challenge: (grade 6+)

2. Choose your favourite study/photo and produce a distorted development of it.
3. Take 10 photos – experimenting with distortion. Print them out.



YEAR 10 CYCLE 1 ART

Cycle 1: Year 10 - FINE ART

WEEKS 7-9: PERSONAL CREATIVE JOURNEY

Final Unit: SUSTAINED PROJECT

Compulsory weekly homework: (grade 4+) – you must spend a minimum of 1 hour per week completing the work you have started in lesson.

Stretch and Challenge: (grade 6+) – once you have completed the compulsory homework, complete the stretch and challenge tasks – this could be from the suggested tasks or a task more relevant to where you are within your creative journey. *unless stated, images used have been sourced from the internet*

WEEK 7: SOURCE SUMMARY - INTENTIONS

WEEK 8: SOURCE #1 – The Three R's - INTENTIONS

WEEK 9: SOURCE #1 – The Three R's - PURPOSE

Compulsory HW: (grade 4+)
 1. Complete 'Source Summary Page' (see task checklist for more detail).
Stretch and Challenge: (grade 6+)
 2. Collect research and relevant images linked to your chosen sources. Print out.



Photo of GCSE work

Compulsory HW: (grade 4+)
 1. Complete source page – RESEARCH and REACTION (see checklist for more detail).
Stretch and Challenge: (grade 6+)
 2. Complete a personal photoshoot in response to source. Print out.
 3. Start a RESPONSE.

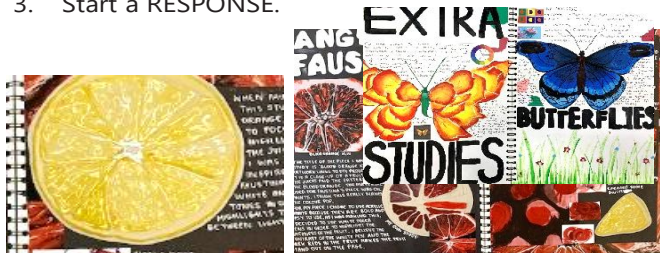


Photo of GCSE work

Compulsory HW: (grade 4+)
 1. Complete source page RESPONSE #1 (see task checklist for more detail).
Stretch and Challenge: (grade 6+)
 2. Complete another RESPONSE – this could combine ideas from your previous one.

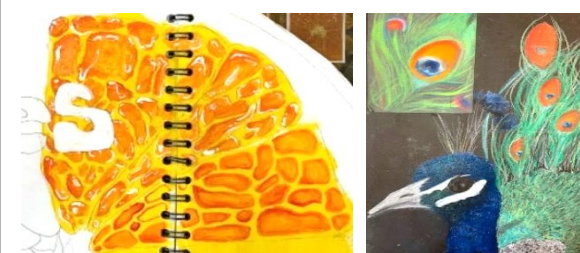


Photo of GCSE work

WEEK 10: SOURCE #1 – The Three R's - PERSONAL

WEEK 11: SOURCE #2 – The Three R's - INTENTIONS

WEEK 12: SOURCE #2 – The Three R's - PURPOSE

Compulsory HW: (grade 4+)
 1. Complete source page RESPONSE #2 (see task checklist for more detail).
Stretch and Challenge: (grade 6+)
 2. Review your previous RESPONSES and complete a refined development.

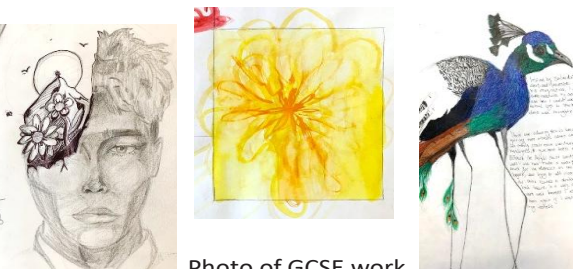


Photo of GCSE work

Compulsory HW: (grade 4+)
 1. Complete source page – RESEARCH and REACTION (see task checklist for more detail).
Stretch and Challenge: (grade 6+)
 2. Complete a personal photoshoot in response to source. Print out.
 3. Start a RESPONSE.



Photo of GCSE work

Compulsory HW: (grade 4+)
 1. Complete source page RESPONSE #1 (see task checklist for more detail).
Stretch and Challenge: (grade 6+)
 2. Complete another RESPONSE – this could combine ideas from your previous one.



Photo of GCSE work



YEAR 10 CYCLE 1 BUSINESS

Knowledge Organiser

Business objectives: are what the business wants to achieve.

1 Business Aims and Objectives



Aims can be financial and non financial (profit or ethical)
As businesses evolve their objectives may change.
Initially: the aim may be to simply survive.
Later: the aim may be to increase profit or market share.
The objectives will also depend on the type of business ownership (i.e. sole trader or limited company).
Objective are often SMART (Specific/ Measurable/achievable/Realistic and Timely).

Survival

The business can pay its costs but has nothing left.

Profit

The difference between revenue and costs.

Market share

The share of the total market for a product.

Growth

The business becomes larger (open another store, expand the product range, sell more products, get new clients).



Week 3 Revenue, Costs and Profit

Revenue	Money in coming	Quantity sold x selling price
Variable costs	Cost to make that one product	Quantity sold x variable cost per unit
Fixed costs	Rent and bills which are not related to how many we make or sell (output).	
Total costs	What we spent	Fixed costs + variable costs
Gross profit	Doesn't include fixed cost	Revenue - cost of sales
Net profit	When we take out the fixed cost	Gross profit - expenses
Gross profit margin	% in relation to revenue	$\text{Gross profit} \div \text{revenue} \times 100$
Net profit margin	Real profit with all cost removed in a %	$\text{Net profit} \div \text{revenue} \times 100$
Profit	Revenue - costs	

Businesses will need to interpret these figures to help make business decisions.

Average rate of return

A method of measuring and comparing the profitability of an investment over its life.

Expenses

The costs of operating the business.

Profitability ratios

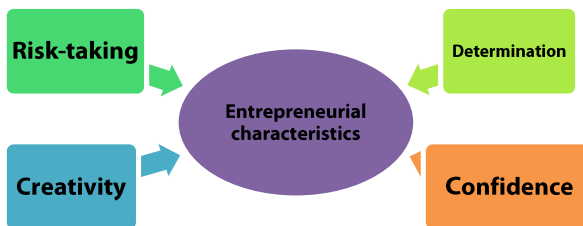
Calculations which help to interpret financial data.

Unit 1: Business Activity

Week 2 Entrepreneurship + Business Aims and Objectives

Enterprise is:

seeing an opportunity to provide a product or service that people are willing to Buy.



Risk

- **Financial**
Possibility of losing money.
- **Health**
The strain of being in charge can affect health.
- **Strained relationships**
Starting a business is time consuming.

Reward

- **Financial**
Some successful entrepreneurs can make a lot of money.
- **Independence**
Some people like to be their own boss and have flexibility.
- **Self-satisfaction**
Some people like to see and idea work.

Entrepreneur

A person who takes the risk of starting and running a business.

Enterprising characteristics

Features of an entrepreneur.

Breakeven week 4

Breakeven:

Where we have sold enough goods to cover our cost

Margin of Safety

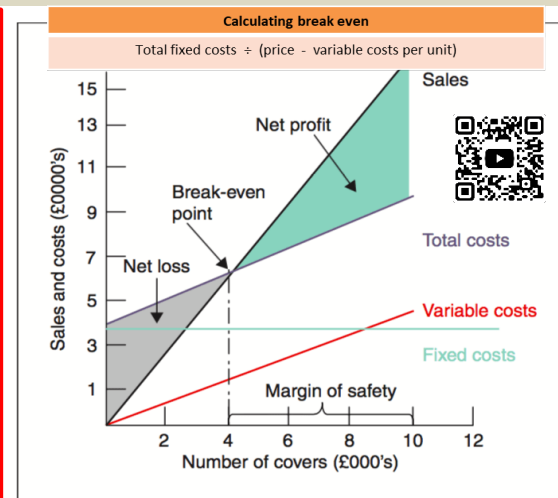
The amount passed the breakeven point you are in the safe zone that you will make money. Can be measured in sales or money.

Net Profit

Money made from the sales after you have taken out the cost (fixed and Variable)

Impact of cost and revenue
If I put up my prices, I will have a lower breakeven point, if I cut down on the cost and expenses (like cheaper rent or cheaper ingredient) my breakeven will be lower

Turnover = revenue



Interest: money we pay to borrow the money, often a %.

Quote: "turn over is Vanity, Profit is sanity" meaning that you can be selling lots of good and services but not making a good profit, this is why we look at the margin of profit.

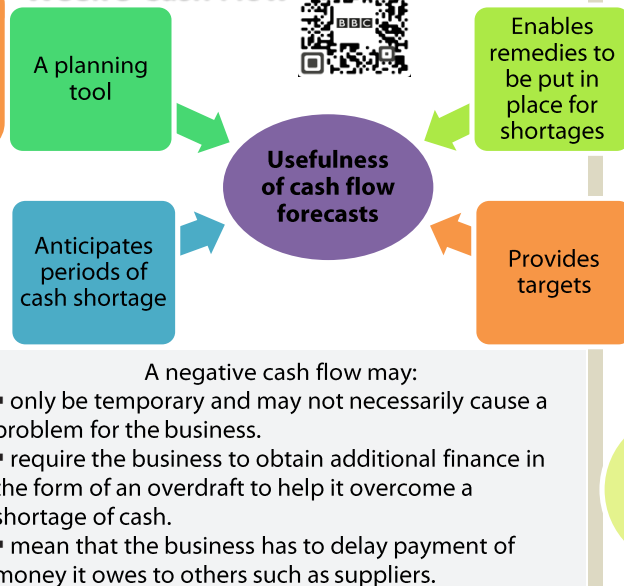
YEAR 10 CYCLE 1 BUSINESS

Knowledge Organiser

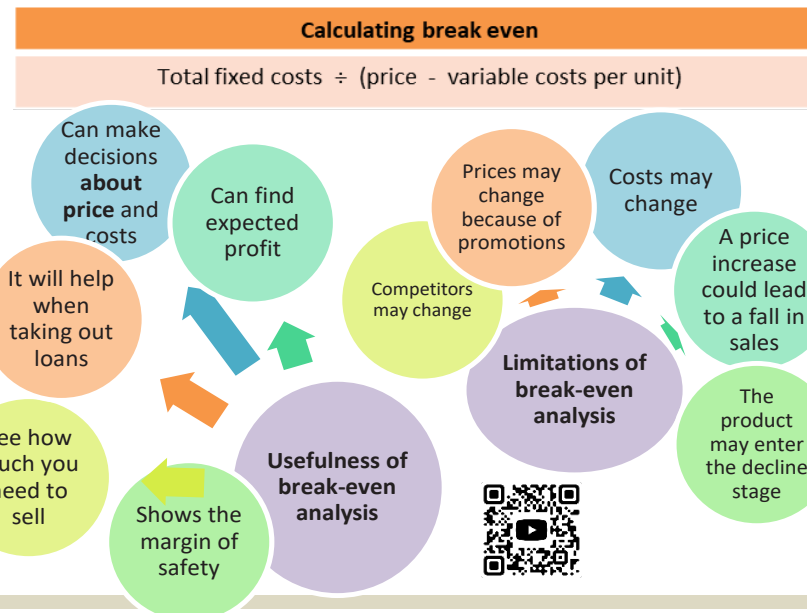
Cash flow forecast: shows the expected flow of money into and out of a business.
Cash flow: not just notes and coins but card payments too.

Inflows
 Cash flowing into the business.
Outflows
 Cash flowing out of the business.
Expenditure
 Money that the business pays out.
Opening balance
 Cash available at the start of the month.
Closing balance
 Cash available at the end of the month.

Week 5 Cash Flow



6 Limitation and advantages of break even



Unit 1: Business Activity

Week 7 Business Ownership

Sole trader

Advantages	Disadvantages
<ul style="list-style-type: none"> Easy to set up Little finance required Full control Keep all the profits Financial information is private 	<ul style="list-style-type: none"> Unlimited liability Business stops if ill or on holiday Long working hours Shortage of capital Skills shortage No continuity

Partnership

Advantages	Disadvantages
<ul style="list-style-type: none"> More capital available Easy to set up More skills available Shared workload Financial information is private 	<ul style="list-style-type: none"> Shared profit Unlimited liability Shortage of capital Slower decision making No continuity

Week 8 Business Ownership

Private Limited Company (LTD)

Advantages	Disadvantages
<ul style="list-style-type: none"> Limited liability Continuity Can raise capital more easily Control over share sale 	<ul style="list-style-type: none"> Financial information available to the public Complex and expensive to set up Sale of shares is restricted Dividends to be paid

Public Limited Company (PLC)

Advantages	Disadvantages
<ul style="list-style-type: none"> Can raise large amounts of capital Easier to borrow money Limited liability for shareholders 	<ul style="list-style-type: none"> Possibility of a takeover Complex and expensive to set up Hard to manage as so large Financial information available to the public

Unlimited liability

Responsibility for the debts of the business rests with the owners.

Capital

Money raised to start or develop a business.

Deed of partnership

A document setting out the operations of the partnership.

Sleeping partner

Someone who only invests in a partnership.

Limited liability

Responsibility for the debts of the business is limited to the amount invested.

Shareholders

Owners of a limited company.

Dividend

Money paid to share holders from business profits.


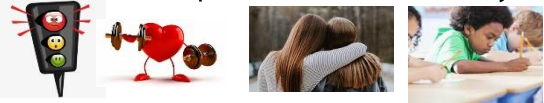


Week 9 recap on 1-3. Week 10 recap on 4-6. Week 10 recap on 7-8.



YEAR 10 CYCLE 1 DRAMA - Exploring the Performing Arts

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

YEAR 10 CYCLE 1 HEALTH AND SOCIAL CARE

YEAR 10 Health and Social Care Knowledge Organiser: Component 1 Human Lifespan Development		
Learning Aim A: Understand human growth and development across life stages and the factors that affect it		
<i>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.</i>		
A1 Growth and development across life stages	A2 Factors affecting growth and development	
<p>WEEK 1: Life stages</p> <ol style="list-style-type: none"> 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. 	<p>WEEK 2: Holistic Development</p> <ol style="list-style-type: none"> 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. 	<p>WEEK 3: Physical factors</p> <ol style="list-style-type: none"> 1. Genetic inheritance – Hair and Eye colour. 2. Diet and lifestyle choices – Drinking / smoking. 3. Experience of illness and disease – cancer/ arthritis. 4. Appearance. <p>Economic factors</p> <ol style="list-style-type: none"> 1. Income/ wealth/ social class/ poverty. 2. Material possessions – property or belongings that are tangible.  <p>WEEK 4: Social, Cultural and emotional factors</p> <ol style="list-style-type: none"> 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.
Learning Aim B: Investigate how individuals deal with life events		
B1 Different types of life event	B2 Coping with change caused by life events	
<p>WEEK 5: Life events</p> <p><u>Important events</u> that happen in someone's <u>life</u>.</p> <ol style="list-style-type: none"> 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. 	<p style="text-align: center;">Examples of life events</p> <p>Physical events</p> <ul style="list-style-type: none"> • Accident/ injury/ Ill health. <p>Life circumstances</p> <ul style="list-style-type: none"> • Moving house, school or job/ Exclusion from education/ Redundancy/ Imprisonment/ Retirement. <p>Relationship changes</p> <ul style="list-style-type: none"> • Entering a relationship/ Marriage/ Divorce/ Parenthood/ Bereavement. 	<p>WEEK 6: How individuals adapt to these changes using support</p> <p>Types of support –</p> <ol style="list-style-type: none"> 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. <p>Sources of support- School / Doctors/ AA groups/ Counselling/ Family/ Friends/ Support groups/ Helplines/ Religious groups.</p> <p>Benefits of support- Emotional support/ advice/ Practical help.</p>

YEAR 10 CYCLE 1 FOOD & NUTRITION

GCSE Food Preparation and Nutrition Topic: Food Safety

Food Spoilage: the causes and the signs

Fresh foods cannot be stored for a very long time until changes start to occur, eventually causing them to **deteriorate**. The changes which make food unfit to eat is called **food spoilage**.

Why do foods spoil?

Enzymic browning: Enzymes can cause browning. An enzyme is a protein molecule which acts as a biological catalyst and speeds up a reaction. When exposed to oxygen (oxidation), the browning reaction speeds up.



How can enzymic browning be reduced? Enzymes can be deactivated by high temperatures, e.g. blanching vegetables. They can also be deactivated by acidic conditions, e.g. adding lemon juice to apples.

Microorganisms: Micro-organisms can make food unsafe to eat by simply being in the food and by producing waste products in the food or by producing **toxins** or poisons in the food.

There are three main micro-organisms. These being **yeast, mould and bacteria**.

- **Bacteria** – Extremely small single cell organisms which can be found everywhere. Bacteria produce very quickly if the conditions are correct. Some bacteria are harmful, these are known as **pathogenic bacteria, or pathogens**.
- **Yeast** – Found in soil, in the air and on some fruits. They are apart of a group of organisms called fungi. They are **anaerobic**, meaning they do not need air to survive.
- **Moulds** – They are also a type of fungi. They can be blue, green, black or white in colour. They reproduce by producing **spores** which will travel in the air and land on foods, they will then grow in the correct conditions. They can survive in the fridge but not in the freezer.

Signs of food spoilage

- A **sour rotting** smell or taste.
- Areas of **mould** on food.
- **Browning** of food.
- A **slimy feel** to the surface of food.
- A loss of moisture leading to **wrinkled food** that can be discoloured.
- Foods looking or feeling **over dry or wet**.

Controlling bacteria growth

Conditions required for bacterial growth:

Temperature

Bacteria is most active between **5°C – 63°C**. This is known as the **danger zone**. Bacteria die at 70 °C. Below 0°C bacteria become dormant (go to sleep).

Moisture

Bacteria thrive in **warm and moist environments** making soups, sauces and gravies high risk foods. They are unable to grow in dried foods such as powders.

pH

A pH scale measures how acid or alkaline a substance is. Bacteria prefer **neutral conditions** with a pH of 7. Many bacteria will not be able to grow in acidic or alkaline environments, for example pickled foods.

Time

Bacteria produce very quickly by dividing into two, and then into two again. This is known as **binary fission**. They do this every 10 minutes. In 24 hours one bacteria cell could have developed into millions!

Controlling mould/yeast growth

Moulds

Moulds are **visible** to the eye and come in a variety of colours. Not all moulds are harmful, but some can produce toxins! Some are used in food production to enhance the food. They travel by **releasing spores** into the air (see picture right).



Conditions needed for growth (mould)

- Must have oxygen in order to grow.
- Grow quickly in moist conditions of 20°C - 30°C. Grow slowly in dry cold conditions.
- Can grow on a variety of foods but cheese and bread in particular.



Yeast

Yeasts are responsible for food spoilage in **high sugar** content foods as sugar is their food source.

Conditions needed for growth (yeast)

- Must have warm moist conditions (ideal temperature is 25°C - 29°C).
- Need sugary conditions.
- Anaerobic growth – do not need oxygen to grow.



Helpful uses of micro organisms in food production

Micro-organisms and enzymes are used to help food be produced and can be very useful, not all are harmful! Some bacteria is used to make cheese and yoghurt! Yeast is used to make bread as fermentation releases carbon dioxide and this gas helps to make bread rise. See more examples below of helpful uses of microorganisms and enzymes.

Bread – yeast used.

The yeast is added to a bread recipe and digests the sugar and begins to ferment (release CO2). The gas helps the bread rise and creates pockets in the dough.



Dried yeast granules

Yoghurt – bacteria used.

Bacteria starter culture is added to milk which helps turn the lactose (sugar in milk) into lactic acid. This helps give a sour taste and also lowers pH causing the milk to coagulate.



Cheese – bacteria/mould/ enzymes used.

Bacteria starter culture is added to cheese which helps turn the lactose (sugar in milk) into lactic acid. This helps give a sour taste and also lowering the pH causes the milk to coagulate. Mould is also sometimes added if a blue cheese is needed. This helps to develop a unique flavour/texture and appearance. Enzymes are added to cheese to help coagulate it and cause it to form into curds and whey.

Buying, storing and preparing foods safely

Buying

1. Buy from a reputable seller, someone you trust, someone you can contact for customer care!

Make sure you consider the following:

- Is the shop/premises clean?
- Is the food being stored correctly?

2. Do some visual checks yourself and do not accept food which looks spoilt.

Make sure you consider the following:

- Does it look fresh?
- Is it the correct colour, texture, appearance?
- Does it smell?
- Is it in date?
- Is the packaging ok and not damaged.



Best before: QUALITY DATE MARK.
Used on low risk foods, shows that after this date, the food may still be edible but will not be best quality.

Use by: FOOD SAFETY MARK
Used on high risk foods, shows that after this date, the food could make you ill. **High risk foods: high in protein, high in moisture.**

Storing

Chilled foods (fridges)

- The fridge should be between **0°C and 5 °C**.
- Raw food should be on the bottom to prevent juices from dripping. Ready to eat foods should be on the top.
- Make sure food packaging is **not damaged**, wrap foods where possible.
- **Do not** over fill the fridge.
- **Do not** put hot food in the fridge as this raises the temperature of the fridge and will allow bacteria to grow.

Frozen foods (freezer)

- The freezer should be below **-18°C**.
- Make sure food is packaged well or freezer burn may occur.
- **Do not** re freeze thawed food.
- Many foods with high water content (fruit and vegetables) will not freeze well.

Keeping warm

Any foods which are high risk should be kept warm at **63 °C** or above so that they are out of the danger zone.

Preparing

- Wash hands thoroughly at all required times. With santiser, not just water.
- Keep raw and cooked foods separate, separate chopping boards etc.
- Pay attention to personal hygiene.
- Use anti-bacterial spray.
- Keep pets out of the kitchen.
- Do not allow rubbish to over flow or sit there for long periods.
- **Cook foods to a core temperature of 70°C for 2 minutes or reheated food to 75 °C .**



Keywords:

Food spoilage: The changes which make food unfit to eat. This is caused by enzymic browning, yeast, mould and bacteria.

Enzyme: A protein molecule which acts as a biological catalyst and speeds up a reaction. When exposed to oxygen (oxidation), the browning reaction speeds up.

Pathogen: A type of bacteria which is harmful and can cause illness.

Binary Fission: The name of the process describing how bacteria multiply (dividing in two).

Starter culture: A type of friendly bacteria grown for a specific purpose.

Use by date: A date on food indicating food safety. Used on high risk foods, shows that after this date, the food could make you ill. High risk foods: high in protein, high in moisture.

Best before date: A date mark on food indicating food quality. Used on low risk foods, shows that after this date, the food may still be edible but will not be best quality.

High risk foods: Foods which bacteria like to grow on. Foods which are high risk must be the following; high in protein, high in moisture (not dried foods). Those which do not need further cooking (e.g. cooked rice) will pose a big risk for food poisoning.

YEAR 10 CYCLE 1 PHOTOGRAPHY

How am I marked in photography?

You get a mark out of 96 in total, which is broken down into marks out of 24 for the following areas:

AO1 Research	AO2 Experiments	AO3 Recording ideas	AO4 Outcomes
Using artists to inform ideas, written work about artists, analysing their style, trying out their techniques, combining different photographers styles.	Trying different camera techniques, different ways of editing photos, experimenting with lighting, composition, etc., developing ideas and reviewing to improve.	Quality of your photographs, contact sheets, variety and number of photo shoots, drawing ideas, planning photo shoots, sketching compositions, writing about your ideas and photos.	Bringing together your ideas in outcomes throughout the project and a series of final pieces. Must be a reflection of the experiments you have completed beforehand.

Artist Research:

Use the guidelines below when writing artist research:

- **4-5 photographs/images** (not photos of the artist!).
- **key information about their work** from the things you have read about (ideally it should be about the collection of work rather than the photographer themselves).
- **your own observations** of the photography techniques and formal elements that you see – e.g. How does the photographer use composition, lighting, line, shape, tone, etc?
- **What you think the work is about** - what does the photographer want you to think about? What might the meaning behind the work be?
- **Your opinion** and explanation of how you will take **inspiration** from their work.

Reviewing your work:

All of your work should be accompanied by a brief **explanation**.

What was **the task**? How have you achieved this?

Is this work **linked to a photographer**? How do your photos reflect this?

Reflect on **your strengths**: what worked well and why? Is there anything you could **improve**?

Artist Research Example - Rachel Baran:

One of the artists that I have chosen to use to **inspire** my ideas is Rachel Baran. She is a portrait photographer who photographs people in a **surreal**, unusual way. This is one of my favourite pieces of her work because of the **atmosphere** in the photograph. The **dull colours** and the **contrasting** figure create a **calm atmosphere**, but the **swooping dress** and **position** of the body suggests more going on, perhaps the way the person in the picture is **feeling**. I like way the artist uses **negative space** and **balance** to **draw attention** to the figure, and the contrast between the **textures** of the sky and the sea are **aesthetically pleasing**. I intend to work in the style of Rachel Baran by aiming to **recreate** her atmosphere in my own work, and planning for a **surreal approach** to the way I photograph the figure.

**Image Analysis:**

CONTENT: What can you see in the image?

FORM: What formal elements and composition rules have been used?

PROCESS: How has the photo been taken or created?

MOOD: How does this photograph make you feel?

CONTEXT: What is the meaning behind the work?

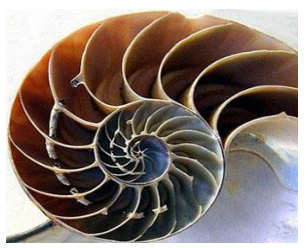
Online editing website: www.photopea.com

YEAR 10 CYCLE 1 PHOTOGRAPHY

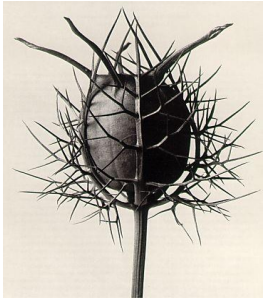
Formal Elements



texture



shape



form



colour



negative space



still life

Photography Genres



landscape



macro



abstract



cyanotype

Year 10 Natural Forms Visual Inspiration

Water



slow shutter speed



frozen flowers

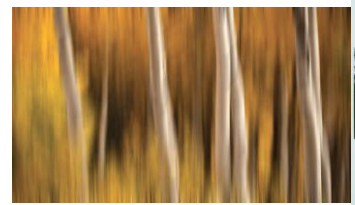


water droplets



splash photography

Trees



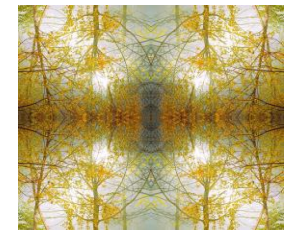
vertical panning



photomontage



water & oil



kaleidoscopes




painting with light






YEAR 10 CYCLE 1 SPORT STUDIES

Year 10 Sport Studies Cycle 1 - R187: Increasing Awareness of OAA – Topic Area 1 and 2.

Week 1:	Week 3:	Week 5:
<p>Outdoor and Adventurous Activities (OAA):</p> <ul style="list-style-type: none"> An OAA is a leisure, recreation or sport activity undertaken in a natural, rural space that can be done as an individual or as part of a group. <p>Examples of Outdoor and Adventurous Activities:</p> <ul style="list-style-type: none"> Skiing. High ropes courses. Orienteering. Kayaking. Mountain cycling. Rock climbing. Canoeing. Abseiling. Hiking. 	<p>Provision</p> <ul style="list-style-type: none"> BMX Cycling– Local: Exeter Eagles BMX Racing Club, Torbay BMX Club. BMX Cycling– National: National Cycling Centre, Bath BMX Track, The BMX Track London Orienteering – Local: Haldon Forest, Killerton Park, Haven Banks. Orienteering – National: Plas Y Brenin, Abbey Park, Leicester. Kayaking – Local: Haven Banks, Exeter. Kayaking – National: Holme Pierrepont, Nottinghamshire. 	<p>Voluntary Organisations:</p> <p>Duke of Edinburgh Award (DofE):</p> <ul style="list-style-type: none"> Youth award taking 1-4 years to complete. Three levels: bronze, silver and gold. Participants complete activities in three areas (physical, skills and volunteering) before completing an expedition. Run by Mrs Davies at West Exe School.
<p>Week 2:</p>	<p>Week 4:</p>	<p>Cadets</p>
<p>Types of Provision:</p> <ul style="list-style-type: none"> Provision: What is provided or available. Local Provision: Anything that is within 100 miles of your current location. Examples of Local Provision: Haven Banks (orienteering), Go Ape (high ropes courses) and Saddles and Paddles (kayaking). National Provision: Anything outside of 100 miles of your current location. Examples of National Provision: Plas Y Brenin (mountain cycling), Holme Pierrepont (kayaking) and Nevis Range (skiing). Voluntary Organisations: Organisations that do not make a profit and rely on volunteers to run events. Examples of Voluntary Organisations: Duke of Edinburgh Award, Scouts, Boys Brigade and Cadets. 	<p>National Sports Centres:</p> <ul style="list-style-type: none"> A national sports centre provides facilities and expertise in a particular OAA. <p>Examples of National Sports Centres:</p> <ul style="list-style-type: none"> Plas Y Brenin, North Wales – National Mountain Centre. Holme Pierrepont, Nottinghamshire – National Water Sports Centre. <p>National Governing Body (NGB):</p> <ul style="list-style-type: none"> The organisation responsible for running and organising a sport in a country. <p>Examples of NGBs:</p> <ul style="list-style-type: none"> England Hockey (Hockey), British Orienteering (orienteering), GB Snowsports (skiing), British Watersports (kayaking) and British Mountaineering Council (rock climbing). <p>Activity Specific Centres:</p> <ul style="list-style-type: none"> Works similarly to national centres but only caters for one specific activity. <p>Examples of Activity Specific Centres:</p> <ul style="list-style-type: none"> Wimbledon Lake ((kayaking), Plas Y Brenin (mountain cycling and Snozone (skiing). 	<p>Girlguiding</p> <ul style="list-style-type: none"> Largest youth organisation in the UK. Different age groups: Rainbows, Brownies, Guides and Senior Selection. 
<p>Throughout Cycle One: R185: Topic Area 1 - Continue to add to your logbooks for your practical sports (date, position, league/comp, details of what you did).</p>		

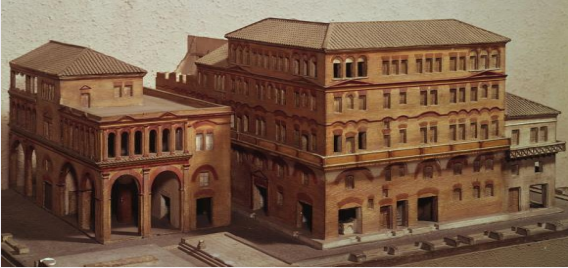
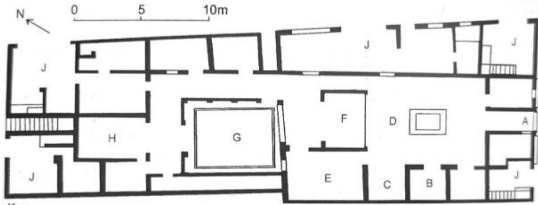

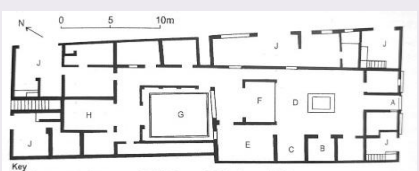

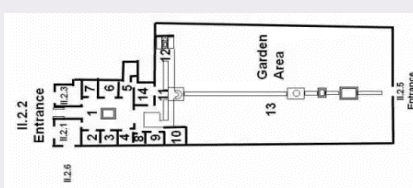
YEAR 10 CYCLE 1 SPORT STUDIES

Year 10 Sport Studies Cycle 1 - R187: Increasing Awareness of OAA – Topic Area 1 and 2.



Week 6:	Week 7:	Week 9:
<p>Categories of Equipment Different activities will require different categories of equipment.</p> <p>Safety Equipment:</p> <ul style="list-style-type: none"> Equipment that ensures the participants are safe at all times. For example, a helmet or harness when rock climbing. <p>Specialist Equipment:</p> <ul style="list-style-type: none"> Equipment that is specific to the activity. For example, kayakers or canoeists will require a paddle. <p>BMX Cycling– Safety: Helmet, knee and elbow pads.</p> <p>High Ropes Courses – Specialist: BMX bike, suspension.</p> <p>Orienteering– Safety: Compass.</p> <p>Mountain Cycling – Specialist: Map, compass.</p> <p>Kayaking – Safety: Throw ropes, helmet, personal floatation device.</p> <p>Kayaking – Specialist: Paddle leash, paddle, kayak.</p>	<p>Categories of Clothing Different activities will require different categories of clothing.</p> <p>Safety Clothing:</p> <ul style="list-style-type: none"> Clothing that ensures the participants are safe at all times. For example, specialist footwear when rock climbing. <p>Specialist Clothing:</p> <ul style="list-style-type: none"> Clothing that is specific to the activity. For example, the use of wetsuits for water sports. <p>General Items of Clothing:</p> <ul style="list-style-type: none"> Clothing that is not specific to the activity. For example, a waterproof jacket or a wicking t-shirt. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Technology in OAA Many different types of technology can be used to enhance participation and safety.</p> <p>Types of Technology:</p> <ul style="list-style-type: none"> GPS and Signalling Devices: Electronic maps and personal beacons. Light Weight Equipment and Clothing: Gore-tex, Polartec and lycra. Waterproof Technology: Communication devices and smart watches. <p>Role of Technology:</p> <ul style="list-style-type: none"> Access and transportation. Comfort. Safety. Communication. Information.
	<p style="text-align: center;">Week 8:</p> <p>Categories of Equipment & Clothing Different factors will impact the clothing and equipment needed.</p> <ul style="list-style-type: none"> Experience (how confident the athlete or performer is at the activity). Weather (for example, summer compared to winter). 	<p style="text-align: center;">Week 10:</p> <p>Terrain in OAA Each OAA is completed in an environment or terrain that is specific to the activity. This will also impact safety and how an individual participates.</p> <p>Terrain:</p> <ul style="list-style-type: none"> An area of land, considering its natural features. <p>Types of Terrain: These can be natural or man-made.</p> <ul style="list-style-type: none"> Lakes, rivers, sea, canals, moorlands, quarries, dry ski slopes, mountainous areas, forest parks and gorges. <div style="text-align: center;">  </div>
<p>Throughout Cycle One: R185: Topic Area 1 - Continue to add to your logbooks for your practical sports (date, position, league/comp, details of what you did).</p>		



YEAR 10 CYCLE 1 CLASSICS

	Key Ideas	Key Context	Key Sources	Key Vocab
1. Roman Housing - Insulae	<ul style="list-style-type: none"> The vast majority of Romans lived in apartment blocks called insulae. Literary sources suggest that these were often cramped and dangerous, however some sources suggest that they varied in size and quality. An apartment block was known as an insula (meaning 'island' in Latin). 	<ul style="list-style-type: none"> Hardly any insulae have survived in Rome itself – the best evidence of insulae that we have is in Rome's port town of Ostia (20 miles away). An insula commonly consisted of three to five storeys, although they can have six or seven storeys, though this is less common. Access to the upper floors came from staircases leading off of the street, or sometimes through internal staircases. Some stairways had impressive doorways, whilst others did not. Late first century AD, insulae were usually constructed of brick-faced concrete, roofs were made of wooden beams, covered with flat terracotta tiles. 	 <p>A reconstruction of the Insula of Diana at Ostia.</p>	<p>Imperial period (noun): from 30BC when Rome was ruled by emperors.</p> <p>Insula or Insulae (noun): a block of apartments, translates to 'island'.</p>
2. Roman Housing - Domus	<ul style="list-style-type: none"> A domus is typically a large, well-designed house with an internal garden and is decorated with beautiful art, containing plenty of living space to entertain guests. The domus was reserved for the very wealthy Romans; the number of people who actually lived in a domus style house were very few. 	<ul style="list-style-type: none"> The best evidence we have for domus style living is preserved in Pompeii and Herculaneum. Because of the eruption of Vesuvius in AD79, lots of evidence otherwise lost, is well preserved. The rooms in a domus are not like we have today – their rooms are multi-functional and evidence suggests that their rooms were used flexibly. Typical features of a domus-style house are: an atrium, peristyle, impluvium, compluvium, triclinium, tablinum and cubiculum 	 <p>Floorplan for the House of the Wooden Partition.</p>	<p>Domus (noun): a large Roman private house in a city of town.</p> <p>Atrium (noun): Main room of the Roman Domus.</p>
Title	The Insula of Diana	The House of the Wooden Partition	The House of Menander	The House of Octavius Quartio
Built	c. AD 150	1 st Century AD	3 rd Century BC (complete 1 st Century AD)	Renovated in the AD 60's and 70's.
Location	Ostia (20 miles from Rome)	Herculaneum	Pompeii	Pompeii
Significance	One of the best surviving examples of a Roman insula.	A particularly well preserved Roman domus with a conventional floorplan.	One of the largest and most impressive houses in Pompeii.	The focus of this domus is its magnificent garden and water features.
Reason for name	A relief depicting the goddess Diana on an inner courtyard wall.	The house takes its name from the preserved wooden partition that separates the tablinum from the atrium.	The house takes its name from a wall painting of the Greek comic playwright 'Menander'.	The house is named after Octavius Quartio, whose signet ring was found there.
Floorplan	 <p>131. Insulae de Diana à Ostie Plan du rez-de-chaussée 1. Peristyle, 2. Loggia, 3. Vestibule, 4. Tablinum, 5. Atrium, 6. Domus, 7. 13. Appartement</p> <p>132. Insulae de Diana à Ostie Plan du premier étage 1. Hall, 2. Cubiculum, 3 et 4. Appartements</p>	 <p>Key A. Main entrance C. Ala E. Triclinium G. Peristylum J. Tabernae B. Cubiculum D. Atrium F. Tablinum H. Triclinium</p>		

YEAR 10 CYCLE 1 CLASSICS

Key Ideas	Key Context	Key Sources	Key Vocabulary
<p>5. Roles within the family: Paterfamilias</p> <ul style="list-style-type: none"> The paterfamilias was the oldest living male in a Roman household. The term means 'father of the family'. The paterfamilias had legal power over his entire household, this included the power of life and death. He had a duty to raise his children to be good citizens of Rome, and would oversee the education of his children (mostly boys), and the marriage of his daughter(s). 	<ul style="list-style-type: none"> One of the main duties of the paterfamilias was to inspect the newborn babies in the family – if the child was unwanted or illegitimate (not lawfully a child of the family) it was for the paterfamilias to decide whether the child should be abandoned or 'exposed' (left outside to die). The paterfamilias would expect his wife to be loyal and hardworking in the home. He would also oversee the purchase of slaves for the household. The paterfamilias was also the religious head of the household, meaning that he would lead the worship at the family's shrine to the Lares. Other religious duties such as overseeing suitable offering to the gods at important moments such as births, marriages and funerals. 		<p>Paterfamilias (noun): the male head of the Roman household.</p> <p>Lares (noun): the Roman family's gods, representing the spirits of the family's ancestors.</p>
<p>6. Patron-client relationship</p> <ul style="list-style-type: none"> A particularly wealthy paterfamilias could act as a patron to clients. Roman society revolved around Patron-client relationships. In Rome, almost everyone was either a patron or a client, many people seemed to be both, receiving help from a wealthier man than himself, whilst also providing help to the less wealthy. 	<ul style="list-style-type: none"> Clients were expected to arrive at their patron's house every morning; later they may be required to accompany him to the forum or the baths. In the city, they acted as their patron's supporters and were expected to vote for him if he ran for political office. In return, the paterfamilias would hand-out an amount of money or a gift each day, or perhaps a business opportunity. If the client was lucky, they may be invited to dine with their patron in the evening. 	<p>An election notice painted on the wall of a street in Pompeii.</p> <p>"Thalamus, his client, elects Publius Paquius Proculus duumvir with judicial power" Cooley and Cooley Pompeii A Sourcebook</p> <p>*duumvir = highest political office in the town.</p>	<p>Patron (noun): A Roman who gives financial support.</p> <p>Client (noun): A Roman who would attach himself to a wealthy patron in order to boost income.</p>
<p>7. Education of children</p> <ul style="list-style-type: none"> Children were taught the values of being a good citizen. Rome began to model their education system on that of the Greeks. Schools did not exist in the way that we comprehend them today, teachers would often have to hire small rooms, perhaps in the back of a shop in order to tutor a child. 	<ul style="list-style-type: none"> In early Roman times, there were no schools as we would understand them, children would learn from their parents. Fathers would teach their sons their own trades as well as some basic literacy and numeracy. Mothers would teach their daughters how to manage the household, cleaning, preparing meals and caring for children. As Rome grew more powerful, it was influenced by Greek civilisation, which had long educational traditions in literature, history, maths and philosophy. There is evidence that teachers often met their students in public places whereby they would have to compete with the noises in the streets! 	<p>Graffito found scratched on a column on one side of the large exercise ground in Pompeii:</p> <p>"Whoever has paid me the fee for teaching, let him have what he seeks from the gods."</p> <p>Cooley and Cooley Pompeii A Sourcebook</p>	<p>Litterator (noun): a teacher for primary-aged children.</p> <p>Grammaticus (noun): A teacher for secondary-aged children.</p> <p>Rhetor (noun): A teacher for young men.</p>
<p>8. The dinner party - cena</p> <ul style="list-style-type: none"> A respectable Roman would have eaten at home, the wealthiest of which became an important way for a paterfamilias to promote and confirm his social status. It was a way to entertain friends and make new business and social contacts. Guests would recline on a couch set up in a U-shape in the paterfamilias/patron's triclinium. 	<ul style="list-style-type: none"> A Roman dinner party, known as a 'cena', was an important social occasion for the wealthy. Roman society did not have restaurants as we know them, though they did have fast-food bars (serving food of moderate quality). Patron's may have invited his clients and freedmen to dinner from time to time. A cena would often begin late afternoon after the host and guests had spent time at the baths. When the guests arrived at the house, they may first admire the art within the home before reclining in the triclinium on a U-shaped, three-couch set up, further reinforcing the social hierarchy. 	 <p>Triclinium couch set up.</p>	<p>cena (noun): dinner party.</p>



YEAR 10 CYCLE 1 SOCIOLOGY

GCSE Sociology: Year 10, Cycle 1: The Sociology of Education				
Week 1: Key terms	Week 2: Sociological views	Week 3: Functions	Week 4: Schools	Week 5: Types of school
<p>Comprehensive school: A school where all students are educated together regardless of ability</p> <p>De-schooling: An alternative form of education proposed by Illich where formal schools are replaced by other methods of education such as home schooling</p> <p>Ethnocentric curriculum: A curriculum (things that are taught) that focuses on a particular ethnicity</p> <p>Formal curriculum: The subjects and topics that are directly taught in schools</p> <p>Further education: Education after compulsory level</p> <p>Gendered curriculum: How stereotypes and expectations about gender are promoted through both the formal and hidden curriculum</p> <p>Hidden curriculum: Things that are indirectly learnt in school (in and outside on lessons) e.g. competition</p> <p>Meritocracy: The functionalist view that all students have an equal chance in education and success is based on ability and effort</p> <p>Selective schools: Where students are selected for a school based on certain criteria such as academic ability or religion</p>	<p>Functionalist: Education is positive as it prepares individuals for work and creates a stable society. All pupils have an equal chance to succeed as education is based on meritocracy.</p> <p>Marxist: Education is negative as it helps to maintain the class divide and benefits the middle classes who have a better chance of succeeding. Education prepares working class pupils for low paid jobs and to accept capitalism.</p> <p>Feminist: Education is negative as it helps to maintain the gender divide and transmits patriarchal values and ideas. Females learn to adopt the stereotypical housewife role in society. Females are encouraged to take 'softer' subjects which could lead to lower paid jobs than males.</p>	<p>Functions of education</p> <ol style="list-style-type: none"> Serving the economy Education provides skills / qualifications which prepare pupils for jobs. This helps the economy as essential roles are filled in society. Social mobility Education helps pupils move up the social class ladder through gaining qualifications and skills (through work and effort). Social cohesion Education teaches shared norms and 'British' values which unites society and brings everyone together with shared beliefs. Secondary socialisation Education is an agency of secondary socialisation teaching norms, values, beliefs, ideas through the formal curriculum and hidden curriculum. 	<p>What is taught in schools?</p> <p>Formal/official curriculum Things that are directly taught in schools (e.g. English/maths) and this is mainly through the National Curriculum in England</p> <p>Hidden curriculum Things that are indirectly taught in education (rules, routines, regulations) and competition, hierarchy and gender roles</p> <p>Alternatives to schooling</p> <p>De-schooling Illich believed schools should be replaced with alternative forms of education (e.g. home schooling) where their learning is more personalised and less likely to promote capitalism</p> <p>Home schooling Where children are educated at home by parents / tutors etc. rather than in school. They must receive a full time education and are inspected by the local authority. Gives children more personalised one-to-one support and less chance of behaviour issues.</p>	<p>State: Funded by the government (state); free to attend; teach the National Curriculum (NC)</p> <p>Independent / private: Not funded by the government; parents usually pay for their children to attend; do not have to teach the NC; usually have smaller class sizes and better facilities/opportunities</p> <p>Grammar: Select pupils based on academic ability; pupils must pass the 11+ to attend; high ability pupils can be 'challenged' and 'stretched'</p> <p>Faith: Select students if they are of a certain faith; beliefs are promoted in school life and focused on in RS</p> <p>Academies: Receive funding directly from the government and have more control over how to spend it; do not have to follow the NC; may have different term dates</p> <p>Free school : Can be set up by charities, communities etc.; have control over how to spend funding, set term dates etc.; do not have to follow the NC; are 'all ability' schools</p> <p>Special schools: Educate children with Special Educational Needs (SEN); pupils can receive more 1:1 support and the use of special facilities/equipment</p>
	<p>Policies in education</p> <p>To improve standards: Ofsted, league tables, academies</p> <p>To increase competition: Marketisation, league tables. Ofsted</p> <p>To improve opportunities for low income pupils: EMA (Education Maintenance Allowance – no longer available in England), longer compulsory education</p> <p>To make education fairer: Comprehensive system (1965) which replaced the tripartite system</p>			

YEAR 10 CYCLE 1 SOCIOLOGY

GCSE Sociology: Year 10, Cycle 1: The Sociology of Education				
Week 6: Key terms	Week 7: Studies and trends	Week 8: Studies and trends	Week 9: Studies and trends	Week 10: Factors
<p>Correspondence principle: Schools reflect the workplace and through learning routine and obedience, children are prepared to be exploited in capitalist life</p> <p>Cultural capital: The skills and knowledge middle class parents have that they can use to give their children an advantage in the education system</p> <p>Labelling: Attaching a name or trait to a person or group e.g. smart. This is often based on a stereotype</p> <p>Marketisation: 1988 Act that aimed to bring competition and choice into education</p> <p>Material deprivation: When students lack the money and the things that money can buy to succeed</p> <p>Social capital: The networks of relationships/contacts that middle class parents have to help pupils succeed</p> <p>Social cohesion: When individuals in society are brought together and share the same norms and values</p> <p>Social mobility: Movement up the social ladder (e.g. working class to middle class)</p> <p>Vocationalism: Education focused on more practical or technical skills aimed at a certain job or career</p>	<p>Durkheim (functionalist)</p> <ul style="list-style-type: none"> Major function of education is the transmission of society's norms and values. Education provides the link between the individual and society. Rules should be strictly enforced to promote self-discipline and for society to run smoothly. <p>Parsons (functionalist)</p> <ul style="list-style-type: none"> School acts as a bridge between the family and society, taking over as the main agency of socialisation. Schools are based on meritocracy – ability and effort, not money. Schools socialise children into the basic values of the wider society, maintaining value consensus. <p>Ethnicity and achievement</p> <ul style="list-style-type: none"> Chinese students are the highest performing ethnic group. Black pupils and gypsy/Roma pupils are among the lowest performing. White British are also low performing. 	<p>Bowles and Gintis (Marxist)</p> <ul style="list-style-type: none"> Correspondence principle – Schools reflect the workplace, students are prepared for work e.g. accepting authority. Schools are not meritocratic.; class determines achievement. <p>Willis (Marxist)</p> <ul style="list-style-type: none"> A participant observation of boys found that working class boys joined a counter school subculture where they avoided attending lessons and resisted any attempt to control their behaviour. Willis concludes that this prepared them for their future jobs which would be unskilled or semiskilled and quite repetitive. <p>Class and achievement</p> <ul style="list-style-type: none"> Working class pupils achieve less 5 A*C grades than middle class pupils. There is an 'achievement gap' between students receiving Free School Meals (FSM) and non-FSM. Students from working class backgrounds are less likely to go to University. 	<p>Ball (Interactionist)</p> <ul style="list-style-type: none"> Conducted a participant observation at a comprehensive school to look at the effect of setting / teacher expectations on achievement. Pupils in lower sets were more likely to be working class, were not given as much support, were labelled and more likely to be disruptive as a result. <p>Ball and Gerwitz (Interactionist)</p> <ul style="list-style-type: none"> Examined the effects of marketisation and parental choice. Found that increased parental choice and league tables pressured schools to introduce setting and streaming and to focus on higher ability students. Middle class parents were better able to use their choices to get their children into higher achieving schools. <p>Gender and achievement</p> <ul style="list-style-type: none"> Girls are more likely to achieve 5 high grade GCSE passes than boys. In most A Level subjects, female students outperform male students. 	<p>Factors affecting achievement</p> <p><u>In school factors</u></p> <p>Setting and streaming: Could increase achievement of students in high sets, but decrease that of students in lower sets</p> <p>Mixed ability teaching: May improve achievement, higher ability could help lower ability but could mean they are not 'challenged' or are held back</p> <p>Labelling: Teachers could label pupils which could lead to a self-fulfilling prophecy, decreasing achievement if pupils accept negative label</p> <p><u>Out of school factors</u></p> <p>Parental values: Parents who value education encourage their child to work hard, get them a tutor etc. which improves achievement</p> <p>Cultural deprivation: Children may not learn the correct norms and values to succeed in education, negatively impacting their achievement</p> <p>Material deprivation: Some parents cannot afford resources for their child to succeed, or may not have a quiet place for them to study</p>



YEAR 10 CYCLE 1 STATISTICS

Statistics, Yr. 10 Cycle 1, Unit 7 and Unit 8													
Index numbers and probability distributions													
<p>Interpreting index numbers in context and simple calculations</p> <p>Binomial distribution Normal distribution and standardised scores Quality assurance</p> <p>Probability</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th colspan="2" style="text-align: left; padding: 5px;">Week 1</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">What are index numbers?</td> <td style="padding: 5px;">They calculate the price of an item with a base year price.</td> </tr> <tr> <td style="padding: 5px;">How do you calculate an index number?</td> <td style="padding: 5px;">$\frac{\text{Price}}{\text{Base year price}} \times 100$</td> </tr> <tr> <td style="padding: 5px;">What is RPI?</td> <td style="padding: 5px;">Retail Price Index – Shows the rate of change of prices in everyday life, such as food, mortgage payments, heating and petrol.</td> </tr> <tr> <td style="padding: 5px;">What is CPI?</td> <td style="padding: 5px;">Consumer Price Index – Also measures the rate of price changes but does not include mortgage payments. State benefits and pensions are increased in line with CPI.</td> </tr> <tr> <td style="padding: 5px;">What is GDP?</td> <td style="padding: 5px;">Gross Domestic Product – Is the value of goods and services a country produces within a time period.</td> </tr> </tbody> </table>	Week 1		What are index numbers ?	They calculate the price of an item with a base year price.	How do you calculate an index number ?	$\frac{\text{Price}}{\text{Base year price}} \times 100$	What is RPI ?	Retail Price Index – Shows the rate of change of prices in everyday life, such as food, mortgage payments, heating and petrol.	What is CPI ?	Consumer Price Index – Also measures the rate of price changes but does not include mortgage payments. State benefits and pensions are increased in line with CPI.	What is GDP ?	Gross Domestic Product – Is the value of goods and services a country produces within a time period.
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Week 2													
<p>Weighted index number</p>	$\frac{\text{Current weighted mean price}}{\text{Base year weighted mean price}} \times 100$												
<p>Chain base index numbers</p>	<p>Compare prices from each year with the previous year.</p>												
<p>How do you calculate chain base index numbers?</p>	$\frac{\text{Price}}{\text{Last year's price}} \times 100$												
<p>Crude birth/death rate</p>	$\frac{\text{Number of births/deaths}}{\text{Total population}} \times 100$												
<p>Standard Population definition</p>	<p>A hypothetical population of 1000 people that is representative of the whole population.</p>												
Week 3													
<p>Standard Population</p>	$\frac{\text{Number in age group}}{\text{Total population}} \times 1000$												
<p>Standardised rate</p>	$\frac{\text{Crude rate}}{1000} \times \text{standard pop}$												
<p>What does B(n,p) mean?</p>	<p>Binomial Distribution. n = number of trials p = probability of success</p>												
<p>What are the properties of a binomial distribution?</p>	<ol style="list-style-type: none"> 1) Each trial only has two outcomes. 2) Each trial is independent. 3) There are a fixed number of trials. 												
<p>What is the mean of a binomial distribution?</p>	<p>$n \times p$ (np)</p>												
Week 4													
<p>How do you use the IQR to identify an outlier?</p>	<p>An outlier is any value that is:</p> <p>BELOW: $LQ - 1.5 \times IQR$</p> <p>ABOVE: $UQ + 1.5 \times IQR$</p>												
<p>How do you use mean and standard deviation to identify an outlier?</p>	<p>(This one is not used as much)</p> <p>If a value is outside ± 3 s.d. from the mean, it can be considered to be an outlier.</p>												
<p>List the important properties of a normal distribution.</p>	<p style="text-align: center;">Mean = Median = Mode</p> <p>68% of data is ± 1 s.d. of the mean</p> <p>95% of data is ± 2 s.d. of the mean</p> <p>99.7% of data is ± 3 s.d. of the mean</p>												
<p>What is the formula for a standardised score from a normal distribution?</p>	$Z = \frac{x - \mu}{\sigma}$ <p>x is the given value</p> <p>μ = mean σ = standard deviation</p> <p>μ is "mu" σ is "sigma"</p>												

YEAR 10 CYCLE 1 STATISTICS

Week 5	
What is Quality Assurance ?	Checking samples to ensure that the product of a manufacturing process conforms to appropriate standards.
What is a control chart ?	A time Series chart that is used for quality assurance.
Where are warning limits set?	Usually $\mu \pm 2\sigma$ (where μ = mean, σ = standard deviation)
Where are action limits set?	Usually $\mu \pm 3\sigma$ (where μ = mean, σ = standard deviation)

Week 6	
Where are warning limits set?	Usually $\mu \pm 2\sigma$ (where μ = mean, σ = standard deviation)
Where are action limits set?	Usually $\mu \pm 3\sigma$ (where μ = mean, σ = standard deviation)
What happens if the sample mean is between the warning and action limits?	Another sample is taken immediately to see if there is a problem.
What happens if the sample mean is outside of the action limits?	The process is stopped and machinery reset.

Week 7	
What is probability ?	The chance of an event happening.
Probability is found by...	$\frac{\text{number of successful outcomes}}{\text{total possible outcomes}}$
Estimated Probability	$\frac{\text{number of successful trials}}{\text{Total number of trials}}$
Expected Frequency of event A	$P(A) \times \text{number of trials}$ Where $P(A)$ is the relative frequency.

Week 8	
Risk of an event	$\frac{\text{number of successful trials}}{\text{Total number of trials}}$
What is Absolute Risk ?	Probability of an event happening.
What is Relative Risk ?	How many times more likely it is to happen to one group than another.
$P(\text{Not } A)$	$= 1 - P(A)$

Week 9	
What does Mutually Exclusive mean?	When two events can't both happen at the same time. E.g. Picking up a piece of fruit and it being both an apple and a banana.
Addition Law of Probability	$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$
What are independent events?	When one event doesn't affect the probability of another.
If two events are independent , what is $P(A \text{ and } B)$?	$P(A \text{ and } B) = P(A) \times P(B)$

Week 10	
How do you write "the probability of B given that A has happened"?	$P(B A)$
What is conditional probability ?	When one event does have an impact on the probability of another.
What is the conditional probability of B given that A.	$P(B A) = \frac{P(A \text{ and } B)}{P(A)}$
For two independent events A and B, what is $P(B A)$?	$P(B A) = P(B)$ Because $P(A \text{ and } B)$ is $P(A) \times P(B)$ when two events are independent.



YEAR 10 CYCLE 1 MUSIC

KS4 Key Vocabulary

Term	Meaning
Conjunct	When notes in a melodic phrase move up and down in steps.
Disjunct	When melodic phrases contain leaps between the notes.
Diatonic	Notes used within a particular key/scale E.g. C Major uses the notes C D E F G A B C.
Atonal	Music that lacks any particular key or mode.
Dissonance	When notes clash together to make an unpleasant sound.
Syncopation/Syncopated	Playing sounds in-between the main beats of the music.
Off Beat	Not playing on the main beats of the bar. Emphasising beats 2 and 4.
Back Beat	A steady rhythm stressing the 2nd and 4th beats of a four-beat measure.
Four on the floor	A 4-beat rhythm in which the bass drum is hit on every beat.
Homophonic	Texture with just melody and chords.
Polyphonic	Texture where there are multiple melodies/musical ideas played at the same time.
Strophic	Verse-Chorus song structure.
Polyrhythm	Many rhythms that are played together at the same time.
Cross Rhythm	When two or more conflicting rhythms are played together.
Bubble Rhythm	Often heard in Reggae on the organ where chords tend to be played in between the main beats on the 'and'.
Power chords	A chord is made of two different notes using notes 1 and 5 (guitar).
Drop Tuning	When the bottom E string is changed to a different note. E.g. Drop D or Drop C.

YEAR 10 CYCLE 1 MUSIC

KS4 Key Vocabulary

Music

Term	Meaning
Distortion	Effect used on the guitar to create a 'Fuzzy' 'Growly' sound.
Reverb	An audio effect that causes the sound to linger for longer.
Quantize	DAW - Moving notes recorded into a MIDI sequencer or DAW in line with the "grid to be more in time.
Major	Happy sounding key or chord.
Minor	Sad sound key or chord.
Improvisation	Composing or creating music on the spot, often used in Jazz and Blues. Melodies will fit with particular keys or modes.
Riff	A short repeated melodic or rhythmic idea.
Ostinato	A short musical idea that is repeated continually throughout a piece of music.
Seventh Chords	A triad chord with the addition of the 7 th Note.
Loops	Repeated section of music material. Often used in DAWs.
Leitmotif	A short repeated musical idea that represents a main character or idea.
Mickey-Mousing	Music used to imitate the action happening on screen.
Foley	Sound effects added to create particular sounds for a movie or game. E.g. Glass breaking or walking on snow.

Compositional features	Sonic Feature
Melody	Instrumentation
Harmony	Timbre
Tonality	Texture
Rhythm	Production
Structure	

