

Knowledge Organiser

Year 9

Cycle Two

2024-25



St LUKE'S
Church of England School

Personal Details

Name Tutor

Tutor Group School email address

School username Password

Sparx username Sparx password

Classcharts

Homework Schedules

Week commencing	Week	Section of KO to work from	Week commencing	Week	Section of KO to work from
6th Jan	A	Week 1	3rd Mar	B	Week 8
13th Jan	B	Week 2	10th Mar	A	Week 9
20th Jan	A	Week 3	17th Mar	B	Week 10: Assessment week: revise for assessments
27th Jan	B	Week 4	25th Mar	A	Superteaching: teachers will set homework based on knowledge gaps identified in assessments
3rd Feb	A	Week 5	31st Mar	B	SPARX only Homework
10th Feb	B	Week 6			
24th Feb	A	Week 7			

Both weeks	Subject 1	Subject 2	Subject 3
Monday	Geography	Option A	English
Tuesday	MFL/ Extra English	Life to the Full	History
Wednesday	Sparx Maths	Sparx Maths	English
Thursday	Sparx Science	Sparx Science	Geography
Friday	History	Option B	MFL/ Extra English

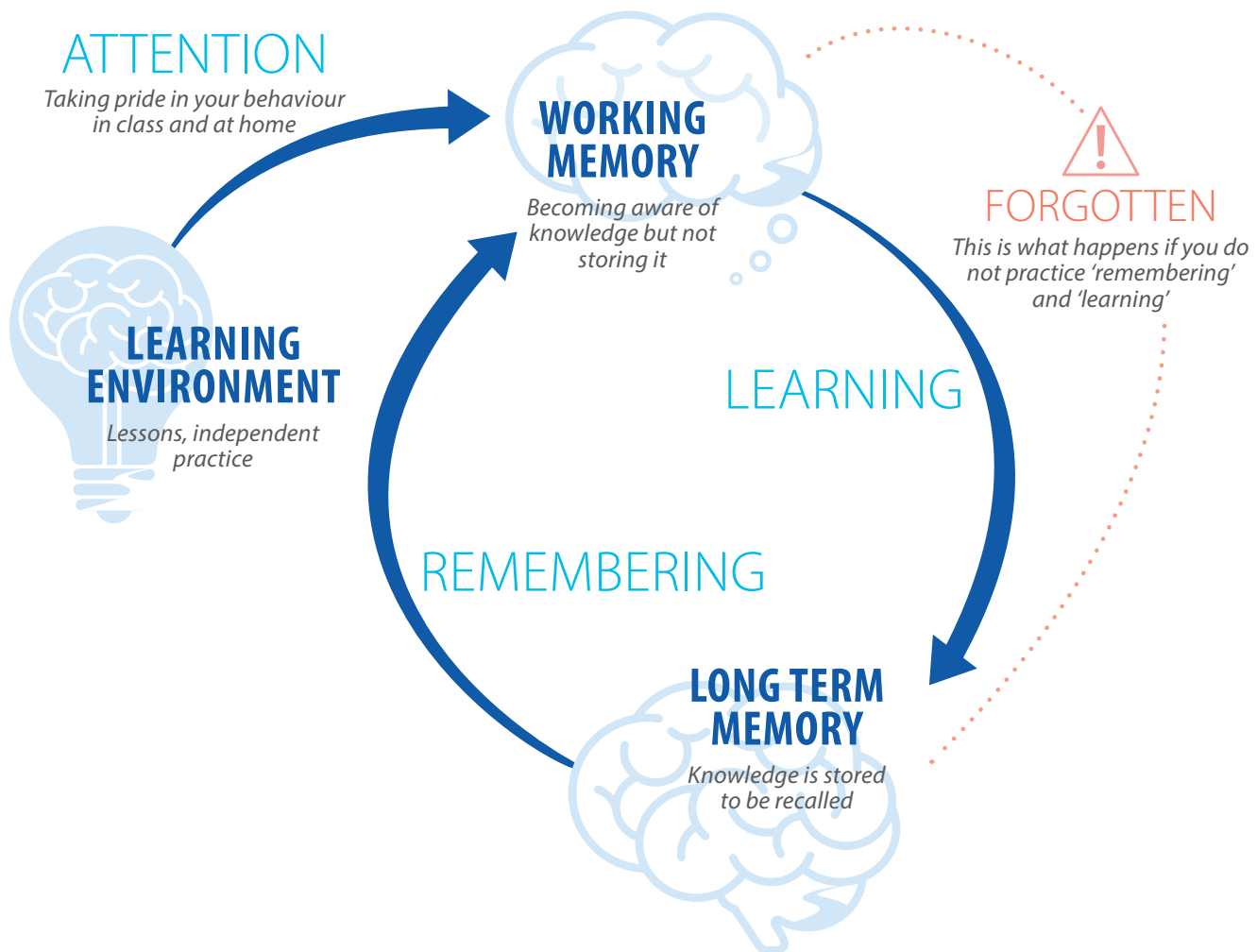
Maths – Sparx Homework

- SPARX maths home learning - <https://sparxmaths.com/>
- Username
- Password
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

Rewards

Homework Merits will be awarded daily on class charts by your tutor.

This is how you learn



Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

Completing Cornell Notes

- 1) Read your knowledge organiser then in the note taking area write bullet points from this week's section of the knowledge organiser. You can copy the points from your knowledge organiser here or you can rewrite your notes in your own words and shorten. You must fill this entire space.
- 2) Summarise all the information in the note taking area into 3 bullet points. It should cover the main points you think need to be remembered from the notes. If definitions, put down the most important ones for you to remember.
- 3) In the cue column, create 5 questions that your bullet points answer. You need at least 5 questions in this column. Example: If in your note taking area you have written "Elizabeth I became Queen in 1559" then your cue column question could be "What year did Elizabeth I become Queen?"
- 4) Answer the five questions in full sentences and then mark and correct with green pen.

Monday	Week
<div style="display: flex; justify-content: space-around; font-size: 0.8em;"> Read and make notes Summarise to 3 bullet points Create 5 quiz questions in cue column Cover notes and answer questions Mark and correct answers </div>	
Geography	
Cue Column	Notes
1.	
2.	
3.	
4.	
	Summary
5.	
Self Quiz	
1.	
2.	
3.	
4.	
5.	

3) Create 5 Quiz Questions.

1) Read your knowledge organiser and then make notes here.


2) Summarise notes to three bullet points.

4) Answer the five questions in full sentences and then mark and correct with green pen.

Need more help?

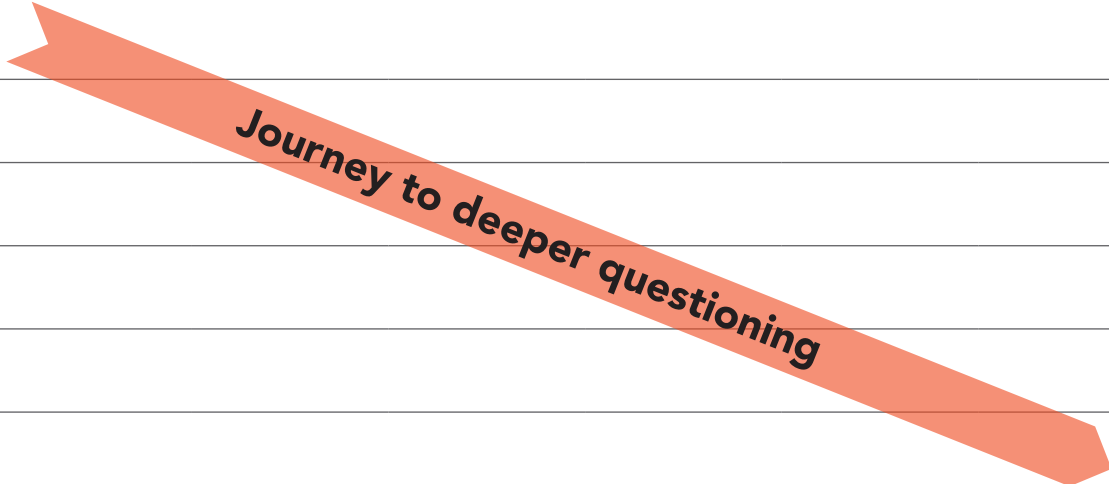
Scan the QR code to access a step by step video of a teacher explaining how Cornell Notes work.

You can also access this on the school website.



How can I write the best possible questions for Cornell notes?

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)						
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						



This is what your homework should look like:

Monday
Read and make notes

Week
Summarise to 3 bullet points
Create 5 quiz questions in cue column
Cover notes and answer questions
Mark and correct answers

Geography

Cue Column	Notes
1. What is a superpower?	• A super power country is one that has a strong military, lots of money, large population & lots of influence.
2. Which countries are super powers?	• At the moment the USA is the main super power. • China, India, Brazil & Russia are all catching up fast.
3. How many countries in the EU?	• EU is also a superpower even though it's 27 countries. • They are rich through trade & globalisation.
4. How did these countries become super powers?	• HIC = High Income country. • NEE = Newly emerging country. • LIC = low income country.
5. What is an HIC?	• Superpower = strong military, ↑ money, ↑ population, ↑ influence. • Examples = (USA), India, China, Russia & EU. • Rich due to trade & globalisation. - HIC/LIC high/low income countries.

Self Quiz

1. A super power is a country with a big military, ↑ money & ↑ population. ✓
2. USA, India, China & Russia are examples. ✓ & Brazil.
3. There are 27 countries in the EU. ✓
4. Globalisation & trade are how they got rich. ✓
5. An HIC is a high income country. ✓



Timetable Week A

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Anti-Bullying at St Luke's



See It.
If you see or hear of anyone being bullied you should report it immediately. Be an upstander.

Bullying can impact anyone at anytime. It could happen face to face or online. It is important we are vigilant and look after the people in our school community.

Bullying can take many forms including:

- Social media
- Nasty or hurtful messages
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying
- Pushing, hitting or kicking

Bullying behaviour can include:

- People calling you names
- Making things up to get you into trouble
- taking things away from you
- Damaging your belongings
- Sending abusive messages
- Threats and intimidation



Report It.
Bullying, of any kind, has no place at St Luke's. Report bullying as soon as you can.

You can report bullying in a variety of ways. We know it takes courage to do so, but be an Upstander, it's the right thing to do.

You can report bullying to any member of staff, we are all upstanders.

You can also use this email address to report bullying

bullyingupstander@stlukescofe.school

Bullying can also be reported on the school website via an online form. The form is on the school life tab, then the Anti-bullying ethos page.

Any bullying incidents are reported to the local authority by the school.



Sort it.
We will deal with bullying sensitively and effectively. Everyone has the right to feel safe and happy.



After any bullying incident it is important to ask the following questions:

- 1) Has the bullying stopped?
- 2) Are you happy with the resolution?

If the bullying continues, you must report it again.

As a school community we have a moral duty to challenge bullying and support each other to feel safe and happy, enabling us to live life to the full.





Year 9 Computer Science



All Computer Science homework is completed on the revise computer science website: <https://revisecs.csuk.io/>

Your username and password will be the same as your school log in details.

To find your work, scroll down until you find the deadlines section of the page

1

Deadlines

Upcoming Deadlines

Deadline Date	Group Name	Course Name	Task Name	Score
Mon Jan 22 2024	11A/Csl Pearson	EdExcel GCSE 2020 (Premium)	RS: Check your Understanding (Variables & Data Types)	N
Mon Jan 22 2024	11A/Csl Pearson	EdExcel GCSE 2020 (Premium)	RS: Written Exam Questions (Variables & Data Types)	N

2

Click the task name to open the set piece of homework

RS: Check your Understanding (Variables & Data Types)

Write in your homework book that you have completed you homework online. Mr Jaremi will check your homework in your next Lesson

EdExcel GCSE 2020 (Premium) > RS: Variables & Data Types > RS: Check your Understanding (Variables & Data Types)

Interactive Learning Check

Drag the words into the correct boxes

A variable is a memory location and the data that it stores

during the

can change

If you have any questions, please speak to Mr Jaremi or email marc.jaremi@stlukescofe.school

YEAR 9 DANCE

Week One	Week Two	Week Three	Week Four	Week Five
<p>Topic 1: What is Contemporary Dance?</p> <p>Overview of Contemporary Dance Contemporary dance stresses versatility and improvisation, unlike the strict, structured nature of ballet. Contemporary dancers focus on floor work, using gravity to pull them down to the floor. This dance genre is often done in bare feet. Contemporary dance can be performed to many different styles of music.</p> <p>Contemporary dance is a style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet. Contemporary dancers strive to connect the mind and the body through fluid dance movements. The term "contemporary" is somewhat misleading; it describes a genre that developed during the mid-20th century and is still very popular today.</p> <p>Who was the leading pioneer of this style/genre? Pioneers of contemporary dance include Isadora Duncan, Isadora Duncan (1877-1927) was an American pioneer of dance and is an important figure in both the arts and history. Known as the "Mother of Modern Dance," Isadora Duncan was a self-styled revolutionary whose influence spread from American to Europe and Russia, creating a sensation everywhere she performed.</p> <p><i>Martha Graham (more information about the Graham technique later)</i></p> <p>Merce Cunningham, Merce Cunningham, considered the most influential choreographer of the 20th century, was a many-sided artist. He was a dancer-maker, a fierce collaborator, a chance taker, a boundless innovator, a film producer, and a teacher. During his 70 years of creative practice, Cunningham's exploration forever changed the landscape of dance, music, and contemporary art.</p> <p>They were considered pioneers because they broke the rules of the strict forms of ballet. These dancer/choreographers all believed that dancers should have freedom of movement, allowing their bodies to freely express their innermost feelings. It's important to note, however, that while Graham moved into what is now known as modern dance, and Duncan's style was uniquely her own, Cunningham is often spoken of as the father of contemporary dance.</p>	<p>Historic Roots of Contemporary Dance</p> <p>Modern and contemporary dance has many elements in common; they are, in a way, branches stemming from the same roots. During the 19th century, theatrical dance performances were synonymous with ballet. Ballet is a formal technique that developed from court dance during the Italian Renaissance and became popular as a result of the support of Catherine de' Medici.</p> <p>Around the end of the 19th century, several dancers began to break the ballet mold. Some of these individuals included Francois Delsarte, Loie Fuller, and Isadora Duncan, all of whom developed unique styles of movement based on theories of their own. All focused less on formal techniques, and more on emotional and physical expression.</p> <p>Historic Roots of Contemporary Dance</p> <p>Between about 1900 and 1950, a new dance form emerged which was dubbed "modern dance." Unlike ballet or the works of Duncan and her "sadorables," modern dance is a formalized dance technique with a specific aesthetic. Developed by such innovators as Martha Graham, modern dance is built around breathing, movement, contraction, and release of muscles.</p> <p>During the mid-1940's another student of Graham's, Merce Cunningham, began exploring his own form of dance. Inspired by the radically unique music of John Cage, Cunningham developed an abstract form of dance. Cunningham took dance out of the formal theatrical setting and separated it from the need to express specific stories or ideas. Cunningham introduced the concept that dance movements could be random, and that each performance could be unique. Cunningham, because of his complete break with formal dance techniques, is often referred to as the father of contemporary dance.</p>	<p>Historic Roots of Contemporary Dance</p> <p>Between about 1900 and 1950, a new dance form emerged which was dubbed "modern dance." Unlike ballet or the works of Duncan and her "sadorables," modern dance is a formalized dance technique with a specific aesthetic. Developed by such innovators as Martha Graham, modern dance is built around breathing, movement, contraction, and release of muscles.</p> <p>During the mid-1940's another student of Graham's, Merce Cunningham, began exploring his own form of dance. Inspired by the radically unique music of John Cage, Cunningham developed an abstract form of dance. Cunningham took dance out of the formal theatrical setting and separated it from the need to express specific stories or ideas. Cunningham introduced the concept that dance movements could be random, and that each performance could be unique. Cunningham, because of his complete break with formal dance techniques, is often referred to as the father of contemporary dance.</p> <p>The Graham technique is a modern dance movement style created by American dancer and choreographer Martha Graham (1894-1991). Graham technique has been called the "cornerstone" of American modern dance, and has been taught worldwide. It is widely regarded as the first codified modern dance technique and strongly influenced the later techniques of Merce Cunningham, Lester Horton, and Paul Taylor</p> <p>The Graham technique is based on the opposition between contraction and release, a concept based on the breathing cycle which has become a "trademark" of modern dance forms its other dominant principle is the "spiralling" of the torso around the axis of the spine Graham technique is known for its unique dramatic and expressive qualities and distinctive floor work; dance critic Anna Kissegeoff described it as "powerful, dynamic, jagged and filled with tension.</p> <p>The phrase "Graham technique" was registered as a trademark before Graham's death, and was the subject of a trademark dispute in the early 2000s</p>	<p>5 Characteristics of a Contemporary Dance</p> <p>This was named after choreographer and teacher Merce Cunningham. This style focused on the structure of the body in rhythm, space and articulation. Cunningham uses the idea of the body's own "line of energy" to promote natural and easy movement.</p> <p>5 Characteristics of a Contemporary Dance</p> <ol style="list-style-type: none"> 1. Graham : This was named after Martha Graham. This style basically focuses on the use of contraction, release, recovery, and fall. Graham is distinguished by floor work and the use of pelvic and abdominal contractions. The style is much grounded and the technique is visibly contrary to the slender and graceful, airborne ideals of ballet. 2. Limon : This was named after Jose Limon. It involves exploring the use of energy in relation to gravity and working with weight in terms of rebound, fall, suspension and recovery. Limon technique uses the feeling of "heavy energy" and weight in the body, and movement is initiated using breath to lift, and swings through the body to create and halt movement and thus it feels very nice to perform. 3. Release : Placing emphasis on minimizing tension in the search for fluidity and clarity and the efficient use of breath and energy. In Release technique just as it sounds, we release through the muscles and joints to create ease of movement, releasing the breath to support the release of the body. A dance style as well as a great relaxation technique. 4. improvisation : It mainly focuses on the relationship between movements and performance and on the investigation of movements. Development of individual movement material is made possible through a variety of creative explorations. 5. Contact improvisation : Contact improvisation describes a duet dance form characterized by fluid movement, weight exchange, and touch. Partners improvise the dance using the natural movement of the body. 	<p>Contraction and release</p> <p>The fundamental movement of Graham technique is the cycle between "contraction" and subsequent "release", which developed as a stylised representation of breathing Along with the "fall and recovery" dualism of Doris Humphrey's technique; it is one of the most important concepts in early modern dance.</p> <p>"Pull, pull on the contraction. Do not cave in. And the contraction is not a position. It is a movement into something. It is like a pebble thrown into the water, which makes rippling circles when it hits the water. The contraction moves." Martha Graham, 1991</p> <p>A classic Graham contraction is a movement originating from the deep pelvic muscles. These muscles, along with the abdominal muscles, pull the spine into a concave arc from the coccyx to the nape of the neck, with the pelvis tucked and shoulders forward. The spine grows longer, not shorter, in a contraction. The force of the contraction can be used to move the body through space or change its trajectory. The release may be considered a relatively passive return to a "normal" state, or alternatively equally active outward propulsion of energy. The contraction is associated with the exhale, and the release with the inhale, although this connection may be merely conceptual</p> <p>The raw meaning of the contraction in Graham's choreography is generally that the dancer is overcome with emotion, although the details depend on the specific context</p>
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YEAR 9 DANCE



<p>Week Six</p> <p><u>Falls</u></p>	<p>Week Seven</p> <p><u>What are the movements of contemporary dance?</u></p>	<p>Week Eight</p> <p><u>Elements of Dance - Actions, Space, Dynamics and Relationships</u></p>	<p>Week Nine</p> <p><u>Elements of Dance: Space</u></p>	<p>Week Ten</p> <p><u>What are Dynamics in Dance?</u></p>
<p>"Falling is not a literal representation of reality, but instead an embodiment of inner experience; not a reductive language, but a poetic language that derives its meaning from the layering of the physical and psychic." Former <i>Graham dancer Ellen Graff</i>, 2004</p> <p>Like other early modern choreographers, Graham used floor work to explore the themes of weight and gravity in new ways</p> <p>Graham's falls use contractions and manipulate the body's centre of gravity, in order to control the timing and direction of a fall. There are a wide range of strictly codified Graham falls, including sitting and traveling falls; falls from elevation; and standing falls, which may be directed forward, backwards, to the side, or into a split. In almost all falls, the dancer exerts a strong upward force to counteract the force of gravity and suspend the body in space for artistic effect.</p> <p>Graham falls can be used for dramatic effect, taking meaning in a choreographic context from manipulating the balance between actively suspending the body and surrendering to gravity.</p> <p>Spiralling</p> <p>The second fundamental concept in Graham technique is the spiral. The basic "spiralling" position consists of rotating the spine approximately 45° around its vertical axis, so that a dancer facing the front of the stage would have their shoulders aligned with the "Via Triumphalis", an imaginary line parallel to a corner-to-corner diagonal of the stage.</p> <p>In a "hip spiral", the movement initiates subtly from the hip and builds to maximum tension by pulling the opposing shoulder blade away from the initiating hip</p>	<p>Unlike many dance genres or styles that focus their movements in particular parts of the body, contemporary dance tends to express movement through the whole body.</p> <p>Contemporary dancers often perform in bare feet. Their movement emphasises the use of gravity, momentum, moving on and off balance, and suspension.</p> <p><u>What are the 4 techniques in contemporary dance?</u></p> <p>Dance techniques and movement philosophies employed in contemporary dance may include Contemporary ballet, Dance improvisation, Interpretive dance, Lyrical dance.</p> <p><u>What are the main principles of contemporary dance?</u></p> <p>Centring, alignment, gravity, use of breath, contraction and release, fall and recovery, balance and off-balance, tension and relaxation, opposition, succession, spiral, swing and momentum are all recognised principles that I have explored in my study of contemporary technique.</p> <p><u>What are the 6 Different Qualities of Movement?</u></p> <p>Swinging Suspended Vibration Sustained Percussive Collapsed</p> <p><u>What are the 5 elements of contemporary dance?</u></p> <p>Finally, a great way to remember the five elements is by thinking of the acronym BASTE: Body, Action, Space, Time and Energy</p>	<p>ACTIONS – WHAT a dancer does e.g. travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.</p> <p>DYNAMICS – HOW the dancer moves e.g. fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt.</p> <p>SPACE – WHERE the dancer moves e.g. pathways, levels, directions, size of movements, patterns, spatial design.</p> <p>RELATIONSHIPS – WAY in which dancers move with other dancers e.g. lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations.</p> <p>CHOREOGRAPHIC DEVICES - how movement is manipulated to create choreography e.g. motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon.</p> <p>STRUCTURING DEVICES and FORM, including: binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions.</p> <p>AURAL SETTINGS – what can be heard? (and how they affect choreographic outcomes), including: song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion. Effects on choreographic outcomes: mood and atmosphere, contrast and variety, structure, relationship to theme/idea.</p> <p>PERFORMANCE ENVIRONMENTS, including: proscenium arch, end stage, site-sensitive (i.e. designed for non-theatre spaces), in-the-round.</p> <p>COMMUNICATION OF CHOREOGRAPHIC INTENT, including: mood(s), meaning(s), idea(s), theme(s), style/style fusion(s), tone, pitch and rhythm • dance for camera e.g. placement, angle, proximity, special effect</p>	<p>The space element of dance describes how a dancer occupies and interacts with the area around them. All matter has volume and therefore takes up space. An inanimate object, such as a ball, piece of furniture, or even a vehicle, describing the space these objects take up can even be measured with an exact formula. A dancer's occupation of space is more complex, though, because dancers are not stationary.</p> <p>There are several ways a dancer can engage with the element of space. One way is in the direction of the dancer. Dancers may move in a straight line or a circle. Maybe the line is toward the audience or diagonally away. In a ballroom dance, certain steps move in specific directions, such as toward the centre of the dance floor or diagonally toward the wall. A helpful way to visualize space in dance would be to imagine the pattern that would be revealed on a stage if dancers had paint on their shoes and left a map of their dance on the floor.</p> <p>Another way to analyse dancers' use of space is to examine their orientation. If a dancer is a solo performer, perhaps he or she is facing the audience or facing away. If dancers are with a partner or a group, they may change between facing each other and facing away, with all of the angles in between.</p> <p>Dancers can also interact with height and vertical space. The bending of the knees will lower the height of the space of the dancer, but jumping or raising hands will increase the height of their space.</p> <p>Example of Space</p> <p>Imagine a large ballroom, with a pair of dancers moving along with their partner in a counter clockwise direction. One of the dancers does a turn and changes from facing her partner, to facing the audience, to facing her partner again. One partner then sets the other into a low dip. This example illustrates dancers' use of space in terms of direction, orientation, and interaction with height.</p>	<p>The Six Different Qualities of Movement Dynamics in dance describe the quality of a movement or set of movements. There are six main movement qualities in dance that aim to describe dynamics in dance. These qualities are swinging, suspended, vibratory, sustained, percussive and collapsed. Each dynamic can be performed individually, but to create interesting and compelling dance, we use them in combination to compliment as well as contrast each other.</p> <p>Swinging Dynamic Definition: A swinging dynamic in dance is a quality of movement that creates arches or circular shapes. It uses the pull of gravity on the body to create a pendulum-like forward and backward motion. In dance swinging our bodies can also mean oscillating up and down, from corner to corner or round and round.</p> <p>Suspended Dynamic Definition: A suspended dynamic in dance is a quality that emphasizes the peaks of movement through the effort of holding, lingering, and hovering before pulling back. The dancer suspends their motion in mid-air to create the illusion of defying gravity.</p> <p>Vibration Dynamic Definition: A vibratory dynamic in dance refers to rapid movements that are continuously moving to and fro. The reverberation could be forwards and backward, side to side, up and down – whatever inventive way a dancer is able to move their bodies. A dancer may make their whole body shake and tremble or the vibration could involve quivering an arm, shaking their head very fast, or even thrashing a leg.</p> <p>Sustained Dynamic Definition: The sustained dynamic in dance refers to a continuous and flowing movement where a dancer's motion is constant, even, and smooth. Although the sustained dynamic is best observed and demonstrated through slow controlled motion it can also describe fast movement where a dancer is able to keep their movement even, constant, and steady but at an increased speed.</p> <p>Percussive Dynamic Definition: The percussive dynamic in dance refers to movements that are performed in a sudden, abrupt or sharp way. They have a strong and often assertive, quality as the dancer exerts energy and strength to produce staccato like moves with their body.</p> <p>Collapsed Dynamic Definition: The collapsed dynamic in dance refers to movements where a dancer lets go of tension in their body to produce a noticeable quality of release in their motion. The collapse can be performed in any downward direction and by the whole body or in isolation such as letting an arm fall from a raised position</p>

Year 9 Drama – Exploring and Developing Convincing Characters

Week 1 - 2 Exploring characterisation

Characterisation –

The act of changing voice, body language, movement, gesture etc when in role. All people are different.

The **actor** must use their skills to portray a character consistently throughout their performance

Basic vs convincing character

A basic character is not convincing on stage to an audience member. There is little to separate them from the actor playing them. The actor may not have thought about physical, vocal or internal traits that make the character unique. A convincing character is when an actor has spent time preparing and developing their role. The way they behave on stage is different from themselves and this is clear to the audience.

Examples of basic character

information: name, age, gender, home town, hobbies, hair colour, eye colour

Examples of developed character information – hopes, dreams, fears, memories

Week 1-2 Introduction to Stanislavski



Konstantin Stanislavski

was born in 1863. His family loved the theatre and he was able to indulge in theatre as a young boy. He developed “the system” to train actors.

The system – An approach to acting developed by Stanislavski

Naturalism - A style of acting where the actor creates the illusion of “reality” on stage.

Active imagination – using focused rehearsal methods, an actor can place themselves in another world and another characters shoes. It is about imagining that you are them, not just speaking their lines.

Week 3-4 – Objectives

Stanislavski discussed that every character in a play has a particular reason or motive for their behaviour. Stanislavski called this **OBJECTIVE** and his actors were required to study their characters in depth to work out what their super-objectives were.

An **OBJECTIVE** would change depending on the scene and what would help them at that time reach their super-objective. An **OBJECTIVE** needs to be expressed in terms of an **ACTIVE VERB**.

ACTIVE VERB EXAMPLES:

- to blackmail
- to charm
- to flatter
- to force
- to manipulate
- to challenge
- to confront
- to distract
- to shock
- to cheat
- to please
- to solve

Week 3-4 – Hot seating and improvisation

Hot seating?

Answering open-ended questions as your character. You won't know the questions beforehand so you have to think on the spot for an answer.

Why? It helps an actor become more familiar with their role. ... Ask questions that force the actor to consider the life of their character in depth and beyond the world of the play.

Open ended questions

– these are questions that allow the person to answer how they want. For example “tell me about your morning.”



Week 5-6 Introduction to Verbatim



What Is Verbatim theatre?

Verbatim plays take the exact words from people who have a shared experience (e.g. riots, asylum seekers, an accident) and brings it to life on stage with actors.

It uses exact words from a recording of what people actually say/how they actually behave and speak. It can be after an event, an accident, a trauma, a time in their life.

Examples of Verbatim plays

London Road, The Riots, The Permanent Way, Talking to Terrorists

Year 9 Drama – Exploring and Developing Convincing Characters

Week 5-6 – Verbatim interview skills

How does interviewing differ from hot seating?

Interviewing for verbatim is not quite the same as hot seating. You can't ask questions that may lead an answer you have to be even more open and allow people the opportunity to talk, sometimes for up to an hour about something they feel very passionately about. This leads to a lot of editing from the writer when it comes to deciding what to keep in the script.

Process for interviewing –

1. Decide on a topic
2. Choose who to interview
3. Conduct interviews
4. Edit words down to fit a play length. The dialogue should reflect natural speech patterns including 'ummmms....', 'Errr.....' And pauses.



Week 7-8 – Refining characterisation

What is a chorus? When a group of actors move and speak at the same time on stage (in unison)

Why is this helpful for verbatim? In order to mimic a persons movements and speech pattern it can be useful to practice with other actors to help you refine your work.

Vocal skills – Using your voice to communicate meaning and tell a story
Physical Skills – Using movement and gesture to communicate meaning and tell a story

Body language – the way you use your body to communicate
Gesture – the movements you make with your hands
Facial expressions – changing your face to show emotion
Non-verbal – communication without voice

Week 7-8 – Adding in context

Devised scene – a scene that has been created without the use of a script. It is usually created from a stimulus starting point

Sometimes when lots of interviews are stitched together it can be quite static and similar. By adding in some scenes which provide flashbacks or perhaps bridge gaps in peoples knowledge, it engages the audience and allows them to follow the storyline more successfully

DEVISING THEATRE



Week 9 and 10 Assessment preparation

GIVING VOICE TO THE voiceless

Lockdown – In 2020, people were asked to stay in their household unless absolutely necessary due to the coronavirus covid-19.

Expectations of a verbatim performance:

- Use (as often as possible) real words from real peoples accounts
- Try to mimic if you can, the speech pattern they use
- Make sure you cover a variety of viewpoints to allow the voiceless to be heard
- Make sure each persons story ties together in some way, how do they all fit? If there are scenes that go in-between, what are you going to say in them?

Year 9 English Literature: An Inspector Calls



Week 1

Key vocabulary

Hubristic: excessively proud or self-confident

Capitalism: an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Socialism: a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole

Suppression: The act of preventing something from being seen or expressed or ending something through exertion of power.

Conditioned: To train or influence a person mentally so they expect a particular treatment without questioning it or enacting something without thinking about it.

Patriarchy: A system of society or government in which men hold the power and women are largely excluded from it.

Myopia: Near-sightedness, narrowmindedness or lack of foresight

Callous: Hurtful behaviour likely to cause harm

Microcosm: a community, place, or situation regarded as encapsulating in miniature the characteristics of something much larger.

Provincial: Unsophisticated regions outside the capital city.

Bourgeoisie: the capitalist class who own most of society's wealth and means of production & hold socially conservative values

Week 2

Industrial Middle Classes (IMC) (Mr Birling)

Core Knowledge

1. Mr Birling serves to critique the **hubristic** arrogance and selfishness of **capitalism**.

2. In 1945, Britain had come out of two world wars and a period of rapid industrialisation and expansion of **capitalism** (the Industrial Revolution). The Birling family wealth and status has come from this historical growth.

Quotations

"I'm talking as a practical, hard-headed practical man of business"

".. Titanic –unsinkable, absolutely unsinkable."

Arthur Birling is a heavy-looking, rather portentous man in his middle fifties, with fairly easy manners but rather **provincial** in his speech."

You're just the kind of son in Law I've always wanted...now you've brought us (Crofts LTD and Birling)together for lower costs and higher prices

Week 3

Female empowerment (Sheila/Eva)

Core Knowledge

1. Sheila's gaining of a more significant voice in the play symbolises the intellectual awakening of the female middle-class, while her early characterisation demonstrates the intellectual suppression of Edwardian women

2. Eva is a dramatic device. She is voiceless and faceless like the working classes.

3. Sheila's early characterisation demonstrates how women were **conditioned** to rely upon the affirmation of others and to be, above all, infantile and innocent.

Quotations

"Sheila is a pretty girl in her early twenties, very pleased with life and rather excited."

"If she'd been some miserable plain little creature, I don't suppose I'd have done it."

"Daddy" "Mommy"

"Father" "Mother"

I know I'm to blame and I'm desperately sorry

Sheila to Gerald: You not only knew her but you knew her very well...were you seeing her last summer...when you said you were so busy? Were you?

Why-you fool- he knows....You'll see.

"Everything's alright now Sheila, what about this ring?"

Week 4

Predatory Masculinity (Gerald & Eric)

Core Knowledge

1. Priestley portrays **patriarchal** masculine behaviour when out 'on the town' as predatory. Whether through the behaviour of the powerful elite as represented by Alderman Meggarty; or the insidious 'rescuing' and grooming by Gerald or the drunken, confused and threatening sexual assault by Eric.

2. The etiquette of the time put the onus on women to be 'chaperoned' everywhere when they were going to be in the company of men. Men were seen, and allowed to become, predatory and unable to control their masculine urges.

Quotations

"An attractive chap about thirty, rather too manly to be a dandy but very much the easy well-bred young man-about-town"

"In his early twenties, not quite at ease, half shy, half assertive"

"I wasn't in love with her or anything- but I liked her- she was pretty and a good sport-"

"She was young and pretty and warm-hearted- and intensely grateful. I became at once the most important person in her life- you understand?"

I insisted on Daisy moving into these rooms and I made her take some money to keep her going there

"Well I was in that state when a chap easily turns nasty- and I threatened to make a row"

Week 5

'Charity' (Mrs Birling)

Core Knowledge

1. (similar to Dickens) Priestley and other **socialists** argued that charity and philanthropy didn't work in Edwardian England as the upper classes' snobbery and prejudices would deny those the most in need. Priestley uses Mrs Birling as a dramatic device to exemplify this.

2. Priestley is critical of this hypocrisy in society. He saw many powerful people give money to charity or run charitable causes but had social conservative values but did little to help the poor.

Quotations

"Girls of that class"

"as if a girl of that sort would ever refuse money"

"You've had children. You must have known what she was feeling. And you slammed the door in her face"

"She was giving herself ridiculous airs...claiming elaborate fine feelings...that were simply absurd in a girl in her position."

Naturally that was one of the things that prejudiced me against her case

She came to you to protect me- and you turned her away-yes, and you killed her-and the child she'd have had too- my child- your own grandchild- you killed them both- damn you, damn you-

'grandly' / 'haughtily' / 'triumphantly' become 'rather cowed' / 'distressed' 'staggered' / 'alarmed'.



Year 9 English Literature: An Inspector Calls



Week 6	Week 7	Week 8	Week 9	Week 10
<p>Socialism and Priestley's mouthpiece (The Inspector)</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Inspector Goole represents the ethical superiority of socialism: he is Priestley's mouthpiece. In the mid 20th century, Britain was at a cross-roads: would it revert to an unequal society of capitalism or would it embrace socialism? Priestley, writing in 1945, was a vehement supporter of socialism. To highlight the dangers of capitalism he set the play in 1912 when it was in its heyday. Priestley's play reflects his own Marxist view of history, as an eternal cycle of class-struggle in which workers are exploited for surplus-value that can only be broken by revolution. <p>Quotations:</p> <p>Need not be a big man but he creates at once an impression of massiveness, solidity and purposefulness.</p> <p>community and all that nonsense</p> <p>There are a lot of young women living that sort of existence in every city...if there weren't the factories and warehouses wouldn't know where to look for cheap labour.</p> <p>We don't live alone. We are members of one body. We are responsible for one another.</p> <p>There are millions and millions and millions of Eva Smiths and John Smiths still left with us...</p> <p>It's better to ask for the earth than to take it</p>	<p>Public vs Private Spheres: Keeping up appearances and maintaining status quo</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Priestley reveals the hypocrisy of the upper echelons of society through the behaviour of all the so-called 'respectable' members of the family. They are obsessed with keeping up the appearance of high class and sophistication yet behave with selfishness and lack of humanity. In Edwardian Britain, reputation was highly regarded. Society (and particularly the supporters of capitalism) believed that if you had a decent reputation your private lives were your own business. The upper classes, in order to maintain their social status, power and influence would try to avoid scandal. This didn't mean behaving in a morally kind and generous way just that any poor behaviour should be shrouded in secrecy and deception and kept away from the family home. <p>Quotations</p> <p>After all, y' know, we're respectable citizens and not criminals</p> <p>Look Inspector - I'd give thousands - yes, thousands -"</p> <p>The press might easily take it up"</p> <p>There's a very good chance of a knighthood- so long as we behave ourselves, don't start a scandal, eh? (laughs complacently)</p> <p>Gerald: you seem to be a nice well behaved family-</p> <p>No hushing up eh? Public confession of responsibility-um?</p>	<p>Generational differences</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Mr Birling & Mrs Birling represents Priestley's view that the bourgeoisie older generation are unwilling to change the status quo. Eric's drinking habit illustrates the young bourgeoisie's irresponsibility and hedonistic attitudes caused by their privilege and lack of useful occupation. Priestley saw the younger generation of the Edwardian bourgeoisie as willing to change. They had pursued hedonistic lifestyles in the 1920s but had begun the journey towards social responsibility when they saw the suffering of the poor during the Great Depression. <p>Quotations</p> <p>"But these girls aren't cheap labour - they're people"</p> <p>"(slowly, carefully now) Mother - you mustn't try and build up a kind of wall between us and that girl"</p> <p>"Because you're not the kind of father a chap could go to when he's in trouble - that's why"</p> <p>My son Eric, who seems to be in an excitable silly mood.</p> <p>There's every excuse for what your mother and I did"</p> <p>the famous younger generation who know it all. And they can't even take a joke</p> <p>it's you two who are being childish - trying not to face the facts.</p> <p>"(Bitterly) I suppose we're all nice people now." "He inspected us all right."</p>	<p>Social responsibility vs selfishness</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Mrs Birling is used to exemplify the bourgeois hypocritical and cold attitude toward social responsibility The Inspector is used by Priestley to 'shine a light' on the unfair realities of the capitalist society of the 20th century Society is put before the individual in socialism - we do have duties towards one another that cannot be ignored. In 1945 - when Priestley was writing - a socialist government had just taken power in Britain for the first time. <p>Quotations</p> <p>Why shouldn't they try for higher wages? We try for the highest possible prices</p> <p>A chain of events (may have driven her to suicide)</p> <p>He could have kept her on instead of throwing her out. I call it tough luck.</p> <p>if there's nothing else we have to share our guilt</p> <p>Unlike the other three, I did nothing I'm ashamed of.</p> <p>he certainly didn't make me confess - I had done no more than my duty</p> <p>Then - you killed her. She came to you to protect me - and you turned her away.</p> <p>(shouting) And I say the girl's dead and we all helped to kill her- and that's what matters-</p>	<p>Allegory</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> The Inspector is an absolute moral authority & source of revelation; his righteous, moral tone transforms him into a prophet-like figure Heavily influenced by his Catholic background, Priestley exploits the medieval morality play form which sought to instruct the audience about virtue and evil. The Inspector acts as a prophet-type figure who asks each character in turn to confront their sins and repent, even when the mysterious Inspector has left. There are many sins exemplified in the microcosm of society that is the Birling family home: <p>Gluttony (port/ alcohol)/heavy looking/Greed (Birling)/Wrath and Envy: (jealous of Eva's looks/ a state where a chap easily turns nasty)/Lust- Gerald/Eric Pride: Mrs Birling</p> <p>Quotations</p> <p>Eva- reference to Eve from the Hebrew Eve "to live/source of living", which creates a paradox as she dies of suicide.</p> <p>Used as a symbol of all those living. Prototypical fallen woman- corrupted by her sexuality.</p> <p>Why-you fool- he knows.... You'll see. (omniscient)</p> <p>Once the Inspector arrives lighting becomes 'brighter and harder'</p> <p>"The time will come when if men will not learn that lesson, they will be taught it in fire and blood and anguish." (reference to eternal damnation)</p>

Year 9 French



Week 1: La technologie

Key ideas: Talking about what we use the internet for

Key vocabulary:

Mon application préférée	My favourite app
Passer des heures en ligne	To spend hours online
Tchatter	To chat online
Partager des photos	To share photos
Suivre mes célébrités préférées sur Insta	To follow my favourite celebrities on Insta
Partager des vidéos sur TikTok	To share videos on TikTok
Faire mes devoirs	To do my homework
Télécharger de la musique	To download music
Faire des achats en ligne	To do online shopping
Envoyer des textos	To send texts
Rester en contact avec mes amis	To stay in touch with my friends
J'utilise l'internet pour...	I use the internet to...

Week 2: J'utilise l'internet pour

Key ideas: What we use specific apps for

Key vocabulary:

J'utilise WhatsApp pour communiquer avec ma famille	I use WhatsApp to communicate with my family
J'utilise les réseaux sociaux pour passer du temps	I use social networks to pass the time
J'utilise Spotify pour télécharger de la musique	I use Spotify to download music
J'utilise Netflix pour regarder les films	I use Netflix to watch films
Je vais en ligne pour jouer à des jeux	I go online to play games
Utiliser	To use
Souvent	Often
Tout le temps	All the time
Quelquefois	Sometimes

Week 3: J'adore la technologie

Key ideas: Explaining the pros and cons of our gadgets

Key vocabulary:

Un écran tactile	Touchscreen
Une souris	Mouse
Un lecteur MP3	MP3 player
Mon ancien portable ne marche plus	My old phone doesn't work anymore
Un ordinateur portable	Laptop
Le dernier smartphone	The latest smartphone
C'est vieux	It's old
C'est cher	It's expensive
C'est lent/rapide	It's slow/ fast
C'est gratuit	It's free
Très	Very
Vraiment	Really
Assez	Quite

Week 4: Revising the Past Tense

Key ideas: Talking about past use of the internet

Key vocabulary:

J'ai téléchargé	I downloaded
J'ai tchatté	I chatted online
J'ai partagé	I shared
J'ai envoyé des textos	I sent texts
J'ai acheté	I bought
J'ai passé du temps	I spend time
J'ai fait mes devoirs	I did my homework
J'ai utilisé l'internet pour	I used the internet to...
J'ai joué des jeux	I played some games
Je tchatte	I chat online
Je regarde	I watch
Je partage	I share
J'envoie	I send
Je fais	I do
Je télécharge	I download
J'achète	I buy

Week 5: Building the Past Tense

Key ideas: Gaining confidence in building the Past tense independently

Remember, most verbs in the Past Tense in French use 'avoir' (to have) plus a past participle. You need to choose the correct part of the verb avoir first...

Avoir	To have
J'ai	I have
Tu as	You have
Il a	He has
Elle a	She has
On a	One (we) has
Nous avons	We have
Vous avez	You all have
Ils ont	They have (m)
Elles ont	They have (f)

Then add the past participle of the verb you want. For regular -er verbs, remove the er and add é. For regular -ir verbs, remove the ir and add i. For regular -re verbs, remove the re and add u.

Jouer (to play) – joué (played)

Tchatter (to chat) – tchatté (chatted)

Finir (to finish) – fini (finished)

Perdre (to lose) – perdu (lost)

Irregular past participles will be learnt separately.



Year 9 French



Week 6: Les réseaux sociaux Key ideas: Discussing the pros and cons of social media Key vocabulary:		Week 7: Les bienfaits et les dangers Key ideas: The benefits and dangers of the internet Key vocabulary:		Week 8: Les phrases utiles Key ideas: Useful topic vocab Key vocabulary:		Week 9: Les vêtements Key ideas: What shall I wear? Key vocabulary:		Week 10: La mode Talking about fashion	
Les réseaux sociaux	Social media	Le risque de radicalisation	The risk of radicalisation	Je suis accro	I am addicted	les baskets (f)	trainers	l'argent de poche (m)	pocket money
La cyber intimidation	Cyberbullying	Le risque de séduction	The risk of grooming	Télécharger illégalement	To download illegally	les chaussettes (f)	socks	chic	smart
Une entreprise	Business/company	Le risque de vol d'identité	The risk of identity theft	Il est facile d'en devenir complètement dépendant	It is easy to become completely dependent on it	les chaussures (f)	shoes	J'aime mieux	I prefer
Faire de la publicité	To advertise	Le risque de perdre contact avec la réalité	The risk of losing touch with reality	Le clavier	The keyboard	la chemise	shirt	le jean étroit	skinny jeans
Les réseaux sociaux me permettent d'être en contact avec	Social media allow me to be in contact with...	Le bienfait	The benefit	L'écran	The screen	le maillot de bain	swimsuit	la jupe rayée	striped skirt
J'utilise les réseaux sociaux pour...	I use social media to...	L'avantage	The advantage	Le mot de passe	Password	la robe	dress	mince	thin, slim
L'inconvénient	The disadvantage	Je m'en sers pour...	I use it to...	Le GPS	Sat nav	le short	shorts	la paire	pair
Parler à des étrangers	Speak to strangers	On a l'information instantanée	You have information at your fingertips	Grâce à Internet, on peut...	Thanks to the internet, we can...	le sweat (shirt)	sweatshirt	le sweat à capuche	hoodie
La fraude	Fraud	Pour moi, l'avantage principal c'est que...	For me, the main advantage is that...	En cas d'urgence	In case of emergency			les vêtements neufs (m)	new clothes
L'arnaque	Scam	Il est dangereux de...	It is dangerous to...					vieux / vieille	old
D'un côté	On the one hand								
D'autre côté	On the other hand								



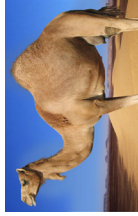
YEAR 9 CYCLE 2 GEOGRAPHY – Extreme Environments Knowledge Organiser

WEEK 1

Hot deserts
A desert is an area that receives less than 250mm of rainfall per year. Hot deserts are mostly found in dry continental interiors, away from the coasts, in a belt approximately 30°N and 30°S. At these latitudes, air that has risen at the Equator descends forming a belt of high pressure. There is a lack of cloud and rain and very high daytime temperatures. With a lack of clouds, temperatures can plummet to below freezing at night.
Desert soils are sandy or stony with little organic matter due to the lack of leafy vegetation. Evaporation draws salt to the surface. The soil is not very fertile.

WEEK 2

Adaptations
Plants tend to have thin leaves or spines to reduce water loss and some have long roots to reach deep underground water (e.g. cactus). Vegetation is low growing and sparse. Many rodents are nocturnal, living in burrows underground and venturing out at night.
Snakes and lizards retain water by having waterproof skin and producing only tiny amounts of urine.
Camels have long eyelashes to keep out the sand and a hump to store fat on their back.



WEEK 3

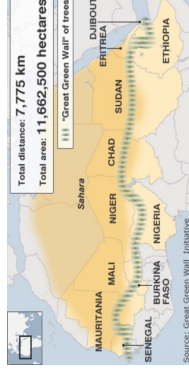
Thar desert
Stretches across north-west India and into Pakistan. Covers 200,000km². Most densely populated desert.
Opportunities
Mineral extraction: Gypsum, feldspar, phospherite, kaolin. Sanu limestone in Jaisalmer for India's steel industry.
Energy: Ideal location for wind and solar power. At Baiheri, solar power is used in water treatment. Jaisalmer Wind Park was constructed in 2001.
Challenges
Temperatures exceeding 50°C makes farming work difficult and high rates of evaporation leads to water shortages. The 650km long Indira Gandhi Canal was constructed in 1958 as a source of freshwater.

WEEK 4

Causes of desertification
Desertification happens when land is gradually turned into a desert.
Over-cultivation: results from the need to produce more food so the soil becomes exhausted. It will turn to dust and become infertile.
Over-grazing: Population pressure results in land being overgrazed - too many animals to be supported by limited vegetation.
Fuelwood: demand is increasing.
Climate change: Causing drier conditions and unreliable rainfall, raining less than it did 50 years ago.
Soil erosion: When the vegetation is destroyed, the soil is exposed to the wind and the rain, making it vulnerable to erosion.

WEEK 5

Managing desertification
Appropriate technology: involves using methods appropriate to the level of development. 'Magic stones' are used in Burkina Faso. Used to build low stone walls on the contours of slopes to trap water and soil.
Tree planting: Trees bind the soil together and the leaves and branches provide shade, grazing for animals and fuelwood.



WEEK 6

Las Vegas
Approximately 650,000 inhabitants. Population in the Colorado Basin is set to almost double to 77 million by 2060. Average household in Las Vegas uses around 840 litres of water per day. The city gets just over 10cm of rain each year. The city recently suffered its longest drought with 116 days without rain.
Seven states all rely on the Colorado River for their water. The water that feeds Las Vegas comes from Lake Mead, behind the Hoover Dam. It is drying up.
Xeriscape – a garden that requires little or no irrigation or other maintenance.
Desalination – the process of removing salt from seawater.

WEEK 7

Alaska
Covers 2 million km². Tundra overlaying permafrost in the north. Indigenous people include the Inupiat.
Opportunities
Mineral extraction: Coal, copper, silver and gold. 20% of Alaska's mineral wealth is in gold. \$2.1 billion worth of gravel is mined.
Energy: 1/3 of the state's incomes comes from oil and gas, employing over 100,000 people. Transported from Prudhoe Bay in the north to Valdez in the south via the Trans-Alaskan pipeline (1,200km long / 800 miles).
Challenges
Roads built on gravel beds to reduce heat transfer, reducing the permafrost melting. Limited sunlight in winter makes working outside difficult. Travel by snowmobiles or 4x4s.

WEEK 8

Antarctic Treaty (large scale)
Treaty came into force in 1961, originally signed by 12 countries. By 2016, there were 53 countries. Protocol states Antarctica is a natural reserve dedicated to peace and science.
Objectives include: no military operations, scientific cooperation, ban mineral extraction.
Union glacier (small scale)
Expanse of ice in the Ellsworth Range. Natural blue ice runway to land large Ilyushin cargo planes which bring equipment for expeditions. Camp open for four months of the summer season. Small number of visitors for walking, trekking, visiting penguin colonies (must stay 5m away from wildlife). Some equipment is powered by solar panels to reduce the use of diesel.

WEEK 9

Mount Everest
Height of 8,850 metres above sea level on the Nepal-Tibet border. Everest formed due to the collision between the Indian and Eurasian tectonic plates.
Sherpa community are an ethnic group, indigenous to the Himalayan region. Many work as mountain guides, carrying extra gear such as oxygen bottles and are expert navigators.
In 2019, Nepali climbers retrieved four bodies and collected some 11 tonnes of decades-old garbage from Mount Everest. Slopes were littered with human excrement, torn tents, cans and plastic wrappers.
People living near Everest use melted snow for their water supply.

WEEK 10

Mariana Trench
Located in the western Pacific Ocean. It is a crescent-shaped trench, considered the deepest oceanic trench on Earth. It is about 2,550km in length and 69km in width. The maximum known depth is 10,984 metres at Challenger Deep. Only three divers have explored this. Some measurements suggest 11,034 metres.
The Mariana Trench is part of the Izu Bonin-Mariana subduction system that forms the boundary between two plates. The Pacific plate is subducted beneath the smaller Mariana Plate.
In 2019, Victor Vescovo reported finding a plastic bag and candy wrappers at the bottom of the trench.



Health and Social Care



Week One	Week Two	Week Three	Week Four	Week Five
<p>Physical Factors Inherited conditions are passed on from parents to children Sickle cell disease- a recessive condition which affects red blood cells. Symptoms include anaemia, which can lead to tiredness and episodes of severe pain. Cystic fibrosis – Causes mucus to build up in the lungs and digestive system. Symptoms include chest infections and problems digesting food. Muscular dystrophies – a group of conditions that cause the muscles to gradually weaken and gets worse over time. Marfan syndrome – affects the body's connective tissue. Symptoms include abnormally long limbs, fingers and toes. Huntington's disease- Causes damage to nerve cells in the brain.-Symptoms include difficulty concentrating and clumsiness. Physical ill health can be caused by lifestyle choices e.g. unhealthy diet Cardiovascular disease – a group of diseases that affect the heart or blood vessels, can result in heart attacks. Obesity – when a person becomes very overweight, can lead to type 2 diabetes and some cancers. Type 2 diabetes – causes blood sugar levels to become too high, can cause unexpected weight loss and tiredness. Impacts on PIES P – Can affect mobility I – Difficulty concentrating, miss school E – Stressed about their health S – Low self-esteem may lead to a lack of confidence in forming new relationships.</p>	<p>Physical Factors: Disabilities can affect growth and development. Physically – some disabilities lead to reduced mobility Intellectually – may struggle to focus Emotionally – may have low self-esteem Socially – may find it difficult to socialise Stress and anxiety are examples of mental ill health Physically – may have trouble sleeping Intellectually – poor concentration Emotionally – may have low self-esteem Socially – may find it hard to socialise and lack confidence building relationships. Sensory impairments – visual and hearing difficulties. People may find it difficult to learn e.g. if they can't see the whiteboard at school or hear the teacher. May be slower to develop communication skills. Lifestyle Factors Healthy diet is eating the right amount of each food group to give us energy and nutrients to grow and develop. <ul style="list-style-type: none"> • Drink plenty of fluids • Eat at least five portions of fruit and vegetables every day • Carbohydrates and protein • Eat small amounts of oils and seeds, most of it unsaturated Eating too much can lead to obesity, diabetes and cardiovascular disease. Not getting enough vitamins and minerals can lead to problems with joints, skin and gums.</p>	<p>Lifestyle Factors - Benefits of physical activity Can help people maintain a healthy weight and reduces the risk of obesity, diabetes and heart disease. Exercise can increase self-image and boost confidence. Gives opportunities to meet new people and develop friendships. -Adults should aim to do at least 150 minutes of moderate intensity activity e.g. walking or doing water aerobics or 75 minutes of vigorous intensity activity e.g. running or swimming every week. Drugs can have negative effects on growth and development. Smoking – can cause: - Lung cancer and respiratory problems - Can make people's clothes and breath smell - Affects a person's appearance e.g. wrinkles which can result in a negative self-image. Alcohol and substance misuse – Can affect memory and decision making. Can cause anxiety, mood changes and loss of motivation which can affect relationships. Also, can lead to health problems such as liver disease and cancer. Substance misuse is when people use illegal drugs, or use alcohol or medications dangerously.</p>	<p>Social Factors Supportive relationships – people will feel secure and content knowing they can rely on others. A person's self-esteem will increase. Unsupportive relationships – people may worry about whether their needs are being met. May fall behind in school because haven't been given the help and encouragement they need. Feeling unloved can result in negative self-image. Social inclusion: -People will feel happy, valued and accepted improving their self-image -People will feel confident when socialising and forming new relationships. Social exclusion -People will feel upset -People may feel unwanted and develop low self-esteem -People may lose confidence and struggle to socialise/form new friendships Bullying – can lead to physical harm, stress which may cause loss of appetite and may decrease self-image and self-esteem. People may become anxious and avoid socialising. Discrimination – is when people are treated unfairly. Can negatively affect a person's growth and development: -Higher levels of stress -May not be given the same opportunities in the workplace -May develop a negative self-image -May feel scared to go out and socialise</p>	<p>Cultural Factors Religion – can give people a sense of belonging and provide a safe environment to socialise and develop relationships. Gender roles – are how a person is expected to behave in society. Can affect a person's self-image if they feel they don't fit in and lack self-confidence. Gender identity: Transgender – when someone's gender identity is different from the sex they were assigned at birth. Cisgender – gender identity is the same as the sex they were assigned at birth Non-binary or genderqueer – when someone doesn't identify as either male or female. Gender fluid – when someone doesn't have a fixed gender identity (it can change over time). Sexual orientation – who a person is attracted to e.g. straight, bisexual, lesbian, gay, asexual. Understanding their sexuality can help people understand themselves and their feelings towards others, making them more confident and content. A community is a group of people with something in common. Can provide: - A sense of belonging - Opportunities to socialise and form new relationships People not part of a community may become socially isolated, leading to loneliness and depression.</p>

Health and Social Care

Week Six

Emotional Factors
Fear
 Weakens the immune system increasing the risk of infection, causes trouble sleeping and can lead to low self-esteem and depression.
Upset/Sadness
 May reduce motivation which can negatively affect learning and relationships.

Grief/Bereavement
 May affect appetite and cause a person to lose or gain weight. Makes it difficult to concentrate and decreases self-esteem.

Anxiety/worry
 Can cause problems with sleeping and eating. Leads to memory/recall problems.

Happiness/contentment
 Leads to better physical health e.g. stronger immune system. Increases in self-esteem and confidence forming new relationships.

Security
 Helps infants and children feel safe to explore their surroundings. Gives people confidence in their current relationships and when forming new ones.

Attachment
 Gives children the confidence to ask questions and learn new things. Helps them learn to trust others which is important when forming new relationships throughout life.

Week Seven

Environmental Factors:
Pollution
Air Pollution can....

- Affect lung growth and brain development in infants
- Severely affect people with asthma
- Those who live near busy main roads, airports and seaports are more likely to be affected.

Noise Pollution can....

- Cause high blood pressure & stress
- Sleeplessness affecting memory and concentration
- Hearing loss

Light Pollution can...

- Cause difficulty sleeping which leads to stress and anxiety

Housing
 Good housing is spacious, warm and clean. Cold, damp and dirty conditions increase the risk of illness.

Rural Living
 Living in a detached house with a garden in the countryside is more likely to promote better health because of:

- Less pollution and more outdoor spaces for exercise
- Lower crime rates make people feel safer to go out and socialise
- Lack of public transport can lead to feeling socially isolated

City Living

- More employment opportunities
- Close to amenities e.g. libraries, theatres, more options to meet new people
- Better public transport
- More pollution

Week Eight

Economic Factors
 Financial resources include income, inheritance and savings.
Effects of high financial resources
 -Can afford good housing and a healthy diet
 -Feel secure and less stressed
 -Can afford to go out and socialise
 -Can afford books and tutors for learning
Effects of low financial resources
 -Financial worries can cause stress
 -Less money to spend on socialising may lead to social isolation and depression
 -May not be able to afford good housing and a healthy diet leading to health issues
Employment
 Having a job you enjoy can give you a sense of purpose and boost self-esteem. However, some jobs can be stressful and some people struggle with a work-life balance. Manual jobs e.g. construction, allow people to be physically active.
Unemployed
 Can lead to a negative self-image and low self-esteem. People may lack purpose or feel ashamed they cannot provide for their family. People won't be learning new things and developing new skills through work training but will have more time to focus on their own interests.

Health and Wellbeing – How different life events can affect a person's PIES
Accidents can lead to injuries: **Physically** – reduced mobility, **Intellectually** - miss time off school or work, **Emotionally** – unable to do things can lower self-esteem, **Socially** – may feel socially isolated.
Mental health and emotional wellbeing are important. Good mental health can lead to more motivation to exercise (**physical**), better decision making and memory (**intellectual**), feel good about themselves (**emotional**) & confident to socialise (**social**).

Week Nine

The impact of life events relating to relationship changes
Marriage / Partnership and Parenthood
 Will lead to a settled and stable relationship with a partner and offers PIES development through:

- Shared activities (**physical**)
- New opportunities (**intellectual**)
- Supporting and looking after each other, forming strong bonds (**emotional**)
- Developing new joint friendships (**social**)

You may have children keeping you physically and mentally active, they may change your social life to centre more on home and school. You may take up new interests and friendships.

Divorce - Generally a negative event although you may feel relief at ending an unhappy situation, it may still bring negative feelings.
 - May feel lonely / isolated from joint friends
 - Your self-esteem could be affected because you lose confidence & feel like you have failed
Bereavement
 The death of a partner, parent or child can cause us to grieve and raise our levels of stress and anxiety, making our future uncertain. Feelings of overwhelming sadness might progress into depression.

Impact of Life Events Relating to Changes in Life Circumstances
Imprisonment
 Leads to a loss of independence and less contact with friends/family.
Redundancy – losing your job
 Loss of income, fewer opportunities to socialise and reduced self-esteem. However, an opportunity to start a new job/learn skills.
Retirement – permanently stops working. More time to focus on hobbies, see family although some find a lack of purpose in life.

Week Ten

Character Traits
 A feature of a person's personality.
Resilience – Ability to accept and adapt to difficult life events
Self-esteem – How much a person values their own worth and abilities.
Emotional intelligence – How well a person can understand, control and express their feelings.
Disposition – Refers to a person's overall personality and how they view the world. E.g. a positive disposition is generally happy and looks on the bright side.
Sources of Support
Informal support – friends, family, neighbours. Can give advice and emotional as well as practical support.
Non-profit groups
Voluntary organisations – usually run by volunteers but also hire trained staff e.g. helplines, someone to talk to.
Community groups – organised by volunteers in a local area to support each other going through a similar situation.
Faith-based organisations – formed by people with the same religious beliefs.
Formal/Professional Support
 Trained, skilled people e.g. doctors, nurses, counsellors, teachers and social workers.
Multi-agency working – is when professionals from more than one service work together to provide support.

Types of Support
Emotional support – listening, reassuring and offering encouragement.
Informational Support – giving advice and useful information to help understand their situation and options
Practical help – getting assistance with something they struggle with. Includes financial assistance e.g. childcare help, domestic chores and transport.



Year 9 History



Week 1	Week 2	Week 3	Week 4	Week 5
<p>Key words</p> <p>Protest = To go against something.</p> <p>Revolt = To go against something, often using violence.</p> <p>Authority = The power or right to give orders and make important decisions.</p> <p>Monarch = The King or Queen.</p> <p>Cause = A reason for an event.</p> <p>Consequence = A result or effect of an event.</p> <p>Significant = Important. Significant events have important consequences.</p> <p>Democracy = A fair system of government where people have equal rights, are able to vote and have freedom of speech.</p> <p>Reform = To change something for the better.</p> <p>Revolution = When the government is overthrown and replaced by new leaders.</p> <p>Divine right of Kings = The belief that the king is appointed by God.</p> <p>Republic = A country that has no King or Queen.</p> <p>Civil War = a war between 2 or more sides within one country.</p>	<p>Magna Carta</p> <p>Causes</p> <p>King John had upset his barons by raising taxes, losing land in France and angering the Pope. The barons believed that John was abusing his power and wanted more of a voice in the running of the country.</p> <p>Events</p> <p>The barons forced John to sign Magna Carta, which limited the King's power and gave rights to freemen.</p> <p>Examples of points within Magna Carta included: The King could not raise taxes without barons' permission; the King could not interfere with the Church; all freemen had the right to a fair trial.</p> <p>Consequences and Significance</p> <p>The King's power was limited, barons' power increased and freemen gained rights.</p> <p>Magna Carta was a starting point for human rights developing. It influenced the American Declaration of Independence in 1776 and the Declaration of Human Rights in 1948. Future groups referred to it when standing up for their rights.</p>	<p>Henry III v Simon de Montfort</p> <p>Causes</p> <p>Henry III ignored his barons and invited his French friends to advise him.</p> <p>Henry did whatever the Pope wanted.</p> <p>Events</p> <p>Barons forced Henry to sign Provisions of Oxford in 1258. Henry did not keep his promise and Simon overthrew him in 1264.</p> <p>Simon invited knights and burgesses to his parliament of 1265.</p> <p>Henry III's army returned and defeated Simon.</p> <p>Consequences and Significance</p> <p>Simon allowed knights and burgesses (rich people outside the nobility) to attend a type of parliament for the first time.</p> <p>Important step in the development of parliament and giving people a voice in decisions about running the country.</p>	<p>The Peasants' Revolt</p> <p>Causes</p> <p>Economic – Poll tax and low wages</p> <p>Political – Feudal system meant peasants had no power.</p> <p>Religious – John Bull (a priest) believed God had made all people equal and encouraged peasants to stand up for their rights.</p> <p>Events</p> <p>Peasants marched to London where they set fire to buildings, killed the King's Treasurer and the Archbishop of Canterbury.</p> <p>Led by Wat Tyler.</p> <p>Richard II promised to give the peasants their freedom, but then went back on his promise and had the leaders executed.</p> <p>Consequences and Significance</p> <p>Revolt failed. It showed that the King was still not willing to set peasants free. However, the peasants were given their freedom less than 100 years later.</p> <p>Showed the power that a large group of lower classes could have when they came together. Inspired future protests.</p>	<p>The Pilgrimage of Grace</p> <p>Causes</p> <p>Henry VIII broke with Rome and set up Protestant Church of England in 1534.</p> <p>Henry's men began dissolving the monasteries and people were forced to worship like Protestants, not Catholics.</p> <p>Events</p> <p>Marches in 1536 in Lincoln and York. Over 50,000 protestors marched to York. Leader was Robert Aske.</p> <p>Henry promised to meet their demands. Then went back on his promises and had over 200 of the rebels executed, including Robert Aske.</p> <p>Consequences and Significance</p> <p>Rebellion failed. Showed that Henry was extremely powerful. He increased the pace of his religious changes.</p> <p>Showed that people could work together to protest and that many people cared deeply about religious changes in the Tudor period.</p>

Year 9 History



Week 6

The English Revolution

Causes

Charles closed parliament for 11 years, raised ship tax without parliament's permission and made changes to the Church that made it feel more Catholic.

Parliament gave Charles 2 lists of demands known as the Grand Remonstrance and the 19 Propositions.

Events

The Civil War lasted from 1642-1649. The Royalists were led by Charles I. The Parliamentarians were led by Oliver Cromwell.

The Parliamentarians won and Charles I was executed in 1649.

Consequences and Significance

England was a republic from 1649 – 1660.

Oliver Cromwell ruled as Lord Protector from 1653 – 1658.

Charles II returned as King in 1660 – this was known as the Restoration.

The power of parliament had increased, and the monarch now knew they needed the consent of the people to rule.

Week 7

The American Revolution

Causes

America was part of the British Empire. Americans could not vote and so were not represented in Parliament. However, they were forced to pay taxes, such as the tea tax.

Events

1776 – The American colonies signed the Declaration of Independence, stating that all men were equal and had the right to elect their own government.

1776 – 1783 – The War of Independence between American and British forces. American won and gained independence.

Consequences and Significance

USA was first country to break away from the British Empire.

Britain had to develop trade links with other countries in its empire such as Canada and India.

The Revolution inspired middle-classes and working-classes in Britain to protest for reform.

Week 8

Magna Carta (1215)

The barons forced King John to sign it.

It limited the King's power and gave rights to freemen.

It said all freemen had the right to a fair trial and John had to consult with the barons and bishops about raising taxes.

Simon de Monfort v Henry III

Henry III upset his barons by listening more to his French lords and giving in to the Pope.

Simon led the barons to overthrow Henry III in 1264. He became like a king for a year.

When in power he invited knights and barons to his parliament.

Henry III returned and defeated Simon in 1265.



Week 9

The Peasants' Revolt (1381)

The peasants were angered by the poll tax and the feudal system.

Wat Tyler led a march to London where they burned buildings and beheaded the King's Treasurer and Archbishop.

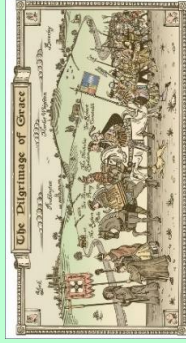
King Richard II went back on his promise to give the peasants their freedom and had the leaders hanged/executed.

The Pilgrimage of Grace (1536)

Catholics in the north of England were angry because of the Break with Rome (Reformation).

Robert Aske led a peaceful march of about 50,000 people in York.

Henry VIII went back on his promise to give the rebels some of their demands. He had over 200 leaders hanged/executed.



Week 10

Key words

Protest = To go against something.

Revolt = To go against something, often using violence.

Authority = The power or right to give orders and make important decisions.

Monarch = The King or Queen.

Cause = A reason for an event.

Consequence = A result or effect of an event.

Significant = Important. Significant events have important consequences.

Democracy = A fair system of government where people have equal rights, are able to vote and have freedom of speech.

Reform = To change something for the better.

Revolution = When the government is overthrown and replaced by new leaders.

Divine right of Kings = The belief that the king is appointed by God.

Republic = A country that has no King or Queen.

Civil War = a war between 2 or more sides within one country.



Year 9 Hospitality and Catering

Unit 1

1.4.2 Symptoms and signs of food-induced ill health

Visible symptoms of food poisoning, chemical poisoning, allergic reaction and food intolerance include:

- Diarrhoea: a common symptom also a symptom of lactose intolerance.
- Vomiting: a common symptom but may could also be caused by taking in chemicals accidentally added to food.
- Pale or sweating/chills: a high temperature is a common symptom of E-coli and Salmonella.
- Bloating: a symptom of lactose intolerance.
- Weight loss: a symptom of gluten intolerance (coeliac disease).

Non-visible symptoms of food poisoning, chemical poisoning, allergic reaction and food intolerance include:

- Nausea (feeling sick): the most common symptom
- Abdominal pain: is common symptom of lactose intolerance as well as a sign of an allergic reaction. Cramps may happen at the same time as diarrhoea.
- Wind/flatulence: a common symptom of lactose intolerance.
- Constipation: a symptom of Listeria food poisoning.
- Painful joints: a symptom of E-coli.

- Headache: a symptom linked to Campylobacter, E-coli and Listeria.
- Weakness: non-stop vomiting, and diarrhoea can leave a person feeling weak. Coeliac disease can leave a person feeling tired because their bodies can't absorb the correct amount o.

Allergic/anaphylactic reaction

- Visible symptoms: red skin, a raised rash, vomiting, swelling of lips and eyes and difficulty breathing.
- Non-visible symptoms: swelling of tongue and throat, nausea (feeling sick) and abdominal pain.

TEMPERATURE CONTROL

Delivery

• The temperature of high-risk foods must be checked before a delivery is accepted. The food should be refused if the temperatures are above the safe range. Refrigerated foods = 0-5°C Frozen foods = -22°C to -18°C

Storage

High-risk foods must be covered and stored at the correct temperature. Temperatures must be checked daily.

Refrigerator = 0-5°C Freezer = -22°C to -18°C Unwashed fruit and vegetables must be stored away from other foods.

Preparation

High risk-foods need to be carefully prepared to avoid cross-contamination. A food probe can be used to make sure that high-risk foods have reached a safe core (inside) temperature, which needs to be held for a minimum of two minutes. Core temperature = 70°C

Service

Food needs to be kept at the correct temperature during serving to make sure it is safe to eat. Hot food needs to stay hot and cold food needs to stay chilled. Hot holding = 63°C minimum Cold holding = 0-5°C

1.4.4 Role of the Environmental Health Officer (EHO)

The role of the Environmental Health Officer (EHO) is to protect the health and safety of the public. They are appointed by local authorities throughout the UK. In the hospitality and catering industry, they are responsible for enforcing the laws linked to food safety. They inspect all businesses where food is prepared and served to members of the public, advise on safer ways of working and can act as enforcers if food safety laws are broken.

EHO inspections The EHO can carry out an inspection of any hospitality and catering premise at any time during business hours – they do not need to make an appointment.

During an inspection, the EHO will check to make sure that:

- the premises are clean
- equipment is safe to use
- pest control measures are in place
- waste is disposed properly
- all food handlers have had food hygiene and safety training
- all food is stored and cooked correctly
- all food has best-before and use-by dates
- there is a HACCP plan to control food hazards and risks.

The EHO is allowed to:

- take photographs of the premises
- take food samples for analysis
- check all record books, including fridge and freezer temperatures, cleaning schedules and staff training
- offer advice on improving food hygiene and safety in the business.

EHO and the law

If the EHO discovers problems with the food safety and hygiene in the premise, they are allowed by law to:

- remove any food that may be hazardous so it can't be sold
- tell the owners to improve hygiene and safety within a set time and then come back and re-inspect
- close the premises if there is a risk to health of the public
- give evidence in a court of law if the owners are prosecuted for breaking food hygiene and safety laws.

Complaints by the public

The EHO will immediately investigate any complaints of suspected food poisoning linked to a particular premise

Hygiene ratings

When an inspection has been carried out, the EHO will give the business a food hygiene rating. The ratings are published on the Food Standards Agency website as well as on stickers displayed at the business. A rating of 5, or very good, represents the highest standard of food hygiene.

Food and the Law

Food can cause ill-health if it is stored, prepared and/or cooked incorrectly or if a person unknowingly eats a food that they are allergic or intolerant to. All hospitality and catering provision need to follow laws that ensure food is safe to eat. They are:

• Food Labelling Regulations (2006)

A label must show all ingredients including allergens, how to store and prepare the food, where it came from, the weight of the food and a use-by or best-before date.

• Food Safety (General Food Hygiene Regulations) 1995:

This law makes sure that anyone who handles food - from field to plate -

1. Does so in a safe and hygienic way.
2. It identifies potential hazards,
3. The stage it could go wrong
3. Decides the controls which can be put in place to prevent it happening.

This is achieved using the HACCP system, it is used throughout the hospitality and catering sector.

• Food Safety Act 1990:

This law makes sure that the food people it is:

1. **Safe to eat**- nothing added or taken away that would make it unsafe to eat.
2. **What people expect it to be**- contains ingredients fit for human consumption
3. **Labelled truthfully**- must not be false or misleading e.g. if it says beef it must be beef.



Unit 1

Year 9 Hospitality and Catering



Week 6

1.1.1. The Hospitality Industry- two types of provision:
Commercial = for profit
Non Commercial = not for profit

Commercial Residential (for profit with overnight accommodation)- B&B, guest houses and Airbnb. Campsites and caravan parks. holiday parks, lodges, pods and cabins. Hotels, motels and hostels.

Commercial Non-Residential (for profit no overnight accommodation)
 - Cafés, tea rooms and coffee shops.. Mobile food vans and street food trucks.. Restaurants and bistros. Takeaways. Public houses, bars, Fast food outlets, airlines, cruise ships, long distance trains Pop-up restaurants. Food provided by stadia, concert halls and tourist attractions. Vending machines.

Non Commercial residential (no profit with overnight accommodation)- Armed forces. Boarding schools, colleges, university residences. Hospitals, hospices and care homes. Prisons.

Non Commercial Non Residential (no profit and no overnight accommodation) Canteens in working establishments (subsidised). Charity run food providers. Meals on wheels. Schools, colleges and universities.

Key Words
Hospitality - Relatively modern word, meaning the friendly and generous treatment of guests and strangers.
Guest/Client/Customer – the person/people who book/receive the service, e.g. hotel guests.
Service – to do/provide something for someone else, this can be paid for or done for free depending on the business, Restaurants provide food service that customers pay for.
Catering - offering facilities to people, especially the provision of food and beverages.

Week 7

The 3 types of Food service in commercial and non-commercial provision:
Table and Personal service
Table Service: The most expensive as more waiting staff.
Plate- meals are pre-plated in the kitchen, good portion control, needs skilled kitchen staff.
Family-style- food in the middle of the table and customers help them selves, poor portion control, sociable.
Silver- expensive. Food is served by the staff using a silver spoon and fork, high staff costs, follow strict rules/etiquette.
Gueridon- Dishes are cooked in front of the customer on a trolley, exciting for customers e.g. flambe
Banquet- 'sumptuous feast' more elaborate than family service, food is served on long tables, self service.
Counter: Customers queue and can see what is available, gets busy at peak times.
Cafeteria- Counters display food. Queue up system, High turnover and fast method. Low skill of serving staff.
Buffet- self service but ca be served by staff (canvery). Fast and simple method, poor portion control.
Fast food- Take-away service or eat in. Collection from a counter. Quick and simple method, high customer turnover.. Food served in disposable packaging.
Personal:
Tray/trolley service- A meal provided in a tray or a choice of food from a trolley. Food is served like this on airlines, in hospitals and in room service in hotels.
Vending service- Food service from a machine. 24 hour access, prone to errors. Not very environmental (electric costs)
Home delivery/Takeaway- Delivered to a house. Used by meal delivery services e.g. Hellofresh, meals on wheels etc. Packaging and fuel used can be bad for the environment

Week 8

Rooms in Residential service:
Single- One person occupancy in a single bed (expensive- single person occupancy).
Double- a double sized bed/room intended for two people to share.
King- A room with a king-size bed, larger than a double, two to share.
Family- larger than the standard room and will accommodate 4- sometimes up to 6 people sleeping.
Suite- comes with a separate living space connected to one or more bedrooms. Large space.
 All room will have access to bathroom facilities, usually en-suite but these facilities may be shared at the lower price range.
 Residential service can include **refreshments:** breakfast, lunch, evening meal, 24-hour room service/restaurant available- this depends on the size and standard of the provider
 Larger hotel provide **conference and function facilities**- These are often large rooms and presentation equipment that a hotel provides so an organization can have a large meeting there.
 Larger Hotels also offer free access to **leisure facilities** to attract guests, these include spa's (saunas, steam rooms, beauty treatments and massages), gyms (e.g. fitness facilities and classes), swimming pool and kids rooms.
Hotel and guest house standards (star ratings)
1 * / 2 * Hotel
 Very basic, often in city centres where accommodation is in high demand. Rooms feature a bed, often single beds, wash facilities and cupboard/rail to hang clothes. No concierge service/porter service and limited staff on reception. Won't have a fridge/minibar and likely to have one designated eating area for breakfast. Limited menu, some may serve evening meals but not all. Not very expensive.

Week 9

3* Hotel
 Clean and basic décor. Basic bed linen and pillows. Possibly a small fridge and TV, no modern technology or facilities. Often near airports or city centres.
 Popular brands: Travelodge, Premier Inn.
 *One restaurant, dining area on site for breakfast and possibly evening meals/snacks.. Limited staff on reception.. Self check out facility/key drop off (less personal but more efficient/money saving).
4*/5* Hotel
 Well decorated, spa facilities such as pool, spa, steam/sauna rooms, massage treatments, concierge service, 24hr room service, complimentary mini bar, well maintained public areas, gardens, multiple choices of onsite restaurants/bars, porter service (carrying luggage), well staffed reception desk, modern facilities and technology in rooms e.g. Docking stations, TVs, Jacuzzi bath. Staff uniform quite formal.

AA Star Ratings: Hotels

1 star: Courteous staff provide an informal yet competent service. All rooms are en-suite or have private facilities. A designated eating area serves breakfast daily and dinner most evenings.	*
2 stars: A restaurant or dining room serves breakfast daily and dinner most evenings.	**
3 stars: Staff are smartly and professionally presented. The restaurant or dining room is open to residents and non-residents.	**
4 stars: Professional, uniformed staff respond to your needs or requests. Well-appointed public areas. The restaurant or dining room is open to residents and non-residents. Lunch is available in a designated eating area.	**
5 stars: Luxurious accommodation and public areas. A range of extra facilities and a multilingual service available. Guests are greeted at the hotel entrance. High quality menu and wine list.	**

Week 10

Restaurant standards have three main possible awards or ratings that you should know. They are listed below:
AA Rossette Award

 Ratings between one and five rosettes could be awarded based on the following:
 • different types and variety of foods offered
 • quality of the ingredients used • where the ingredients are sourced
 • how the food is cooked, presented and tastes
 • skill level and techniques used as well as the creativity of the chef.
[https://www.stirkhouse.co.uk/about-us/awards/ attachment/award-rosette](https://www.stirkhouse.co.uk/about-us/awards/attachment/award-rosette)
Michelin Star
 A rating between one and three Michelin stars could be awarded based on the following: • quality of ingredients used • cooking and presentation techniques • taste of the dishes •

	A very good restaurant in its category
	Excellent cooking, worth a detour
	Exceptional cuisine, worth a special journey

Good food guide
 A rating between one and 10 could be awarded based on the following:
 • cooking skills
 • quality of ingredients
 • techniques and cooking skills shown.
Online reviews
 There are a number of online review sites where anyone can post their reviews of an establishment. With a large number of reviews, a restaurant's average score is likely to be reasonably accurate. E.g. Trip Advisor, Yelp. Open table. But they can give themselves good reviews!



Year 9 Life to the Full



Week 1		Week 2		Week 3		Week 4		Week 5	
Gender Prejudice - believing that one sex is superior to the other	Gender discrimination - Acting upon your beliefs that one gender is inferior to the other and treating people of different sex differently	Asylum Seeker - a person who has left their home country and is seeking asylum (safety) in another. They do not yet have refugee status in a new country.	Refugee - a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.	Eid-Ui-Adha - Muslim festival celebrating the end of Hajj and remembering the sacrifice of Ibrahim and Ishmael.	Eid-Ui-Fitr - Muslim festival celebrating the end of Ramadan (the month of fasting)	Omniscient All knowing	Omnipotent All powerful	Atheism The belief that God does not exist	Moral Concerning with doing the right thing
Sexism - Discrimination, prejudice or stereotyping on the basis of gender	Racism - a belief that members of one race are superior to those of others	Immigrant - a person who comes to live permanently in a foreign country.	Islamophobia - To be scared of, dislike or negative towards people who are Muslim	Advent - The four week Christian period of joy, waiting and preparation building up to the festival of Christmas	Christmas - The Christian celebration that remembers the birth of Jesus Christ	Natural Evil Evil caused by natural causes	Moral Evil Evil caused by humans	Utilitarianism A philosophy that believes that the moral thing to do is always whatever is best for the largest number of people	Ethics The study of morals
Overt – something said or done in the open	Covert – done in secret	Anti-semitism - hostility or prejudice towards Jews.	White privilege – societal privilege that benefits white people over non-white people. White privilege doesn't mean you have not experienced hardship – just not hardship due to the colour of your skin	Lent - The forty day Christian period leading up to Easter	Good Friday - The Christian day that remembers when Jesus was crucified on the cross	Inconsistent Triad The problem that if God is all loving, knowing and powerful, why does evil and suffering exist	Authority The power or right to give orders	Situation Ethics A philosophy that believes that morality depends on the circumstances	Abortion The deliberate ending of a pregnancy
Microaggressions – hostile/prejudicial daily verbal, behavioural, and environmental indignities whether intentional or unintentional	Institutional racism – a form of racism expressed in the practice of social and political institutions	White privilege – societal privilege that benefits white people over non-white people. White privilege doesn't mean you have not experienced hardship – just not hardship due to the colour of your skin	Xenophobia - dislike of or prejudice against people from other countries.	Easter - The festival celebrating the day Jesus rose from the dead	LGBT+ - Lesbian, Gay, Bisexual, Transgender and related communities.	Equality Act 2010 - It is against the law to discriminate against the LGBT+ community		Euthanasia The painless ending of a life to save them further suffering	"Playing God" The idea that unnatural actions go against God's unique plan for every person.



Year 9 Life to the Full



Week 6	Week 7	Week 8	Week 9	Week 10
<p>The Greek philosopher Epicurus (342-271 BCE) claimed that the existence of evil proved there is no God. He claimed that if God cannot stop evil then he is not all-powerful (omnipotent).</p> <p>He then argued that if God can prevent evil but does not, then God is not good. He linked these two points together, claiming that if God is all-powerful and good, then evil would not exist.</p> <p>Finally, human experience is that evil does exist. Therefore Epicurus concluded that God must not exist.</p> <p>The problem of evil can be regarded as an 'inconsistent triad' – in other words, three ideas but only two of them can be true. As there is clear evidence and experience of evil, either God is not all-powerful (ie. He cannot stop evil) or God is not loving and good (ie. He does not love us or care enough to stop evil).</p>	<p>Moral evil is evil or suffering caused by humans. For example, murder or genocide (the mass killing of a group of a particular people).</p> <p>Natural evil is evil or suffering that is not caused by humans. For example a disaster such as an earthquake which results in death and suffering.</p> <p>Free will is the idea that humans are able to make their own decisions and choices. They are not restricted by a god or anything else.</p> <p>Some Christians believe that evil exists in part because God gave humans free will and they chose not to follow and love God. As a result evil entered the world.</p> <p>Many Christians also believe that it was Satan (the devil/the evil one) who tempted humans to turn against God and sin.</p> <p>Sin is the concept that people have gone against God and chosen to live their own way. Most Christians believe that sin results in death and deserve judgement or punishment.</p>	<p>Christian views on Equality</p> <p>Most Christians believe that God created all people equal.</p> <p>Genesis 1:27 says that 'humans were made in God's image.' As a result, Christians believe that all people have worth and value. Therefore, everybody should be treated with dignity.</p> <p>Jesus said that he had come to save all people. During his life he spent time with people who were rejected or mistreated in Roman society in the Middle East. That included women, children, people who were ill, tax collectors and people who lived in poverty. Therefore, most Christians seek to follow Jesus' example and care for the most vulnerable people in society.</p> <p>Paul (an important early church leader) wrote to the church in a place called Galatia: there is no Greek or Jew, male or female...all are one in Christ Jesus' (Galatians 3:28).</p>	<p>Christian views on sexual relationships</p> <p>Most Christians believe that sex should take place within a committed and loving relationship. They believe that sex is a gift from God which enables couples to have children and is to be enjoyed.</p> <p>Many evangelical Christians believe that sex was designed to take place within a loving marriage between one man and woman.</p> <p>Many liberal Christians believe that sex was designed to take place between two people in a committed, loving relationships.</p> <p>There have been instances throughout history where churches have not been welcoming or accepting of people who are gay or identify as LGBTQ+. Today, many Christians acknowledge this and emphasise that everyone is deserving of being treated with love and compassion. Romans 12:15 says 'Welcome one another as Christ welcomed you.'</p>	<p>Ellie Simmonds is a swimmer for Team GB and Five-time Paralympic Champion. She happens to have Dwarfism which is the common name for "restricted growth". There are several possible causes: genetics, the body doesn't produce enough growth hormone, or genetic syndromes where growth restriction is a symptom. Most people with dwarfism live a full and normal life although areas should be made accessible so that everyone can reach them no matter how tall they are.</p> <p>Stevie Wonder is a world-famous musician. He has had huge musical success and has been awarded an astonishing 22 Grammy awards for his songs. He taught himself to play various instruments including drums, bass and piano. Currently his net worth is estimated at £110 million dollars and he has sold over 10 million albums and singles. He became blind shortly after birth.</p> <p>Stephen Hawking studied at Oxford and Cambridge and was a leading expert in Cosmology. He developed a range of theories on how the universe works. Hawking was diagnosed with ALS, a form of Motor Neurone Disease, shortly after his 21st birthday. In spite of being wheelchair bound and dependent on a computerised voice system for communication Stephen Hawking combined family life (he had three children and grandchildren), and his research into theoretical physics together with an extensive programme of travel and public lectures.</p>



Mathematics

sparx Homework

How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.

Homework Thursday 1st June 2017

<p><u>Task 1</u></p> <p>D40 $12 + 13 = \underline{25}$ ✓</p> <p>E50 $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓</p> <p>F60 $\begin{pmatrix} 12 : 18 \\ \div 6 \\ 2 : 3 \end{pmatrix}$ ✓</p> <p>H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{21}}$ ✗</p> <p>J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓</p> <p>A01 $\begin{array}{r} + 493 \\ 162 \\ \hline 655 \end{array}$ ✓</p>	<p>E41 $P(\text{yellow}) = \frac{3}{\underline{6}}$ ✗</p> <p>F51 $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{\underline{2}}$ ✓</p> <p><u>Task 2</u></p> <p>G61 All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓</p> <p>H71 $P(\text{odd}) = \frac{3}{\underline{5}}$ ✓</p> <p><u>Task 3</u></p> <p>J22 <u>Luera</u> ✓</p>
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Your book work should look like this. You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

What if I need help?
Speak to your Maths teacher about the Sparx help clubs.



Need to know formulae

Areas

Rectangle = $l \times w$

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a + b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Right-angled triangles

Pythagoras' Theorem
 For a right-angled triangle,
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Volumes

Cuboid = $l \times w \times h$

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Compound measures

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

Density = $\frac{\text{mass}}{\text{volume}}$

Pressure = $\frac{\text{force}}{\text{area}}$

Angles formed by parallel lines

ALTERNATE CORRESPONDING INTERIOR

Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Angles in Polygons

Sum of Interior Angles = $(n - 2) \times 180^\circ$
 Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Other useful formulae

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

Types of numbers

SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc
(1x1)(2x2)(3x3)(4x4)(5x5)(6x6)(7x7)(8x8)(9x9)(10x10)

CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc
(1x1x1)(2x2x2)(3x3x3)(4x4x4)(5x5x5)

PRIME NUMBERS

→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

Foundation Formula Quiz

Higher Formula Quiz

Areas

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a + b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
 OR $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$



Area of a Sector
 $A = \frac{\theta}{360^\circ} \times \pi r^2$
 Length of an Arc
 $s = \frac{\theta}{360^\circ} \times 2\pi r$

Volumes

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$

Angles in Polygons

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 Where n is the number of sides of the shape

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Trigonometric ratios (new to F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Angles formed by parallel lines

ALTERNATE CORRESPONDING INTERIOR

Quadratic equations

The Quadratic Equation
 To solve a quadratic equation
 in the form:

$$ax^2 + bx + c = 0$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Indices and surds

$$a^0 = 1 \quad a^{\frac{1}{2}} = \sqrt{a}$$

$$a^{-n} = \frac{1}{a^n} \quad a^{\frac{1}{n}} = \sqrt[n]{a}$$

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

$$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$$

Straight lines

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

Given a gradient of a line m, the gradient of the line perpendicular to it is: $-\frac{1}{m}$

Perpendicular gradients multiply to give -1.

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
sin x	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos x	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan x	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (infinity)



Year 9 Philosophy and Ethics



Week 1	Week 2	Week 3	Week 4	Week 5
<p>Week 1</p> <p>The Big Bang theory: matter is eternal; it can neither be created nor destroyed it can only be changed from one form to another. 13.7 billion years ago the matter became so compressed it produced a huge explosion. As matter flew around from the explosion gravity joined some bits together crating stars and the solar system.</p> <p>Evidence for the big bang: the redshift effect; radio telescopes.</p> <p>Creationism: Science is wrong and the Bible is right. They claim that all evidence there is for the big bang and evolution can be explained by Noah's flood.</p> <p>Apparent age: When Adam was made the earth was six days old, but to Adam it would have looked billions of years old.</p> <p>Intelligent design: The universe is so complex that it couldn't of happened by chance.</p> <p>The compatibility response: both scientific and biblical responses are true. God set off the big bang and the creation stories aren't literal.</p>	<p>Week 2</p> <p>Sanctity of life: life is holy or sacred</p> <p>Christians believe that life is holy because it is a gift from God. Christians believe that God created life so humans do not have the right to treat life as they wish.</p> <p>Christians believe that God sanctified human life by becoming human, and that the way Jesus suffered without any attempt to cut short his sufferings shows that life is not to be ended expect when God decides to do so.</p> <p>Only man has the capacity for a relationship with God. Only man has a soul. Only man was made in God's likeness:</p> <p>"So God created mankind in his image, in the image of God he created them; male and female he created them" (Genesis)</p> <p>Killing in self defence: Most Christians would say it is lawful to take the life of someone attacking you if that is the only way to protect your life.</p> <p>Killing in war: Pacifism means refusing to fight in any wars. However some Christians believe you can go to war if you are protecting innocent lives</p> <p>Capital punishment: Most Christians believe that the death penalty should never be used.</p>	<p>Week 3</p> <p>Evolution is associated with British naturalist and geologist Charles Darwin. He says that life has evolved in the following ways:</p> <ul style="list-style-type: none"> • After 4.5 billion years the combination of gases on the earths surfaces produced basic single-celled life forms • Life forms reproduce and so become more numerous • Random mutations (changes) would mean offspring would have slightly different genes to parents • The new offspring would find it easier to survive and reproduce- survival of the fittest • Over millions of years new life forms were produced eventually leading to humans- evolution <p>Darwin called this natural selection. This would contradict Christians ideas of life being sacred because humans are just a process of evolution.</p> <p>Evidence for evolution includes: fossil records and genetics.</p> <p>Evolution causes big issues for Christianity as it contradicts lots of the Bible's teachings.</p>	<p>Week 4</p> <p>An abortion is the process of ending a pregnancy so it does not result in the birth of a baby. Abortion can also be known as a termination.</p> <p>In some countries abortion is illegal and this leads to 20 million unsafe abortions a year. 10s of thousands die from the unsafe abortions.</p> <p>The 1967 Abortion Act states that abortion can only be carried out in a medically registered facility and only if two doctors agree on the following:</p> <ol style="list-style-type: none"> 1. The mothers life is a risk 2. There is risk to the mothers physical or mental health 3. There is risk that another child would put the mental or physical health of existing children and risk 4. There is substantial risk that the baby might be born seriously handicapped <p>The 1990 Abortion Act states that abortions cannot take place after 24 weeks of pregnancy unless the mother's life is gravely at risk or the foetus is likely to be born with severe problems.</p> <p>Foetus- a developing human in the womb from the end of the second month of conception.</p> <p>Catholics and Evangelicals have a pro-life attitude , abortion is wrong no matter the circumstance.</p> <p>Liberal protestants are pro-choice and believe that although abortion is wrong, it must be permitted in certain circumstances.</p> <p>Atheists and Humanists agree with abortion.</p>	<p>Week 5</p> <p>Christians believe that God will reward good and punish bad via the after life (heaven/ hell).</p> <p>Non-religious reasons for believing in the afterlife are often connected to evidence for the paranormal. There are 3 main parts of paranormal that provides reasons for believing in life after death:</p> <ol style="list-style-type: none"> 1. Near death experiences: People being clinically dead for a period of time and then come back to life. People describe feelings of peace and joy and often say they see a bright light. 2. Evidence of a spirit world: Ghosts and Ouija boards appear to give evidence of the spirits or souls of the dead. A medium is a person who claims to have a gift of communicating between the material world in which we live and the spirit world in habited by those who have died. 3. Evidence of reincarnation: Many nonreligious people claim to remember past lives. There have been many cases of children when they can first talk saying that they remember another life.



Year 9 Philosophy and Ethics



Week 6	Week 7	Week 8	Week 9	Week 10
<p>Some Humanists and atheists do not believe in life after death, they believe that we just cease to exist when we die.</p> <p>Hindus, Buddhists and Sikhs believe that people are reincarnated after death.</p> <p>Non religious people don't believe in holy books and they believe the resurrection of Jesus does not have enough evidence.</p> <p>Some non religious people also find it difficult to believe mediums as the evidence they have isn't always correct.</p> <p>They also believe the evidence of remembered lives is also weak due to many investigations leading to very flawed outcomes.</p> <p>Many non religious people believe that an afterlife is just a source of comfort to the bereaved.</p> <p>Bereaved- deprived of a close relation or friend through their death</p> <p>Christians reject these ideas because they believe that the Bible can be relied on, they believe it is the one true scripture therefore nothing else matters.</p>	<p>Euthanasia means providing a gentle and easy death to someone suffering from a painful, terminal disease by assisted suicide, voluntary euthanasia and non-voluntary euthanasia.</p> <p>British law states that all forms of euthanasia is illegal, however the law does agree to withdrawing artificial nutrition and hydration or switching off life- support.</p> <p>Christian attitudes:</p> <ol style="list-style-type: none"> Most Catholics believe that assisted suicide, voluntary euthanasia and non-voluntary euthanasia are all wrong. However, they believe if someone has been declared brain dead then life support may be switched off. They believe that life is created by God and so is sacred. It is up to God not humans to decide when someone dies. Many Evangelical Protestants believe any form of euthanasia is wrong INCLUDING turning off life support. They have this belief from the Bible (Job 2:10): "shall we accept good from God and not trouble?". This means they believe that they should accept all suffering as Gods will. A few Christians do believe in a limited use of euthanasia. They believe humans should be able to end their own suffering if they wish. They believe that Jesus taught to love your neighbour and help others, therefore Christians believe sometimes in assisted suicide. 	<p>Stewardship: looking after something so it can be passed on to the next generation.</p> <p>Christians believe that God gave humans stewardship of the earth and its resources. In Genesis in the creation story God gave humans the job of looking after creation. The old testament teaches that humans have responsibility to also treat animals humanly.</p> <p>Pollution: waste produced by humans in the form of sewage, refuse and litter is a form of pollution but also a threat to the future of the planet. Europe produces more than 2.5 billion tonnes of solid waste a year.</p> <p>Christian responses: Christians believe they are stewards and therefore have a responsibility they do this by</p> <ul style="list-style-type: none"> Recycling Promoting the use of power from waste plants to produce electricity from human waste Encourage people not to drop litter Making sure to report any area that is badly littered <p>Global warming: the increase in the temperature of the earths atmosphere</p> <p>Climate change: changes in global or regional climate patterns, attributed to the increased levels of carbon dioxide produced by the use of fossil fuels</p>	<p>Fossil fuels- natural fuels formed over millions of years through the breakdown of the remains of living organisms.</p> <p>Renewable resources- resources which do not run out, for example hydroelectrical power from water.</p> <p>Assisted suicide- providing a seriously ill person with the means to kill themselves.</p> <p>Palliative care- medical or nursing care that reduces pain and improves the quality of life of those who have terminal illnesses.</p> <p>Fallible memories- memory can be mistaken.</p> <p>Bereaved- deprived of a close relation or friend through death.</p> <p>Immortality of the soul- the idea that the soul lives on after the death of the body.</p> <p>Paranormal- unexplained events that are thought to have spiritual causes for example, ghosts, mediums.</p>	<p>Week 10</p> <p>Doctrine of double effect- the principle that it is acceptable to perform an action that has a side-effect as long as the intention was to achieve the good first effect.</p> <p>Infanticide- killing young children.</p> <p>Original sin- The sin of Adam and Eve disobeying God which some Christians believe is now past onto humans at birth.</p> <p>Natural selection- the idea that life evolved through mutations, making those life forms better suited to the environment survive, and the less well suited to die out.</p> <p>Pacifism- refusing to fight in wars.</p> <p>Capital punishment- the death penalty for a crime.</p> <p>Conservation- protecting and preserving natural resources and the environment.</p> <p>Creationism- the belief that the universe, and humans, were created exactly and literally in the way the Bible says.</p>

Year 9 GCSE PE Cycle 2



Week 1: The Skeletal System

Functions of the Skeleton

Acronym to remember the Functions: S, S, M, M, P, P

Scary Skeletons Make Many People Petrified

Shape - The skeleton give us our unique shape and size as well as provides a structure for muscles to attach.

Support - The skeleton supports muscles and organs.

Movement - The skeleton allows us to move. Muscles are attached to the bones and contract to create movement.

Mineral Storage - The skeleton stores essential minerals needed for general body health.

Protection - The skeleton protects delicate parts of the body like the brain, lungs and other vital organs.

Production of red and white blood cells - blood cells are made in the bone marrow within the bone.

Types of Bones

There are 4 main types of bone in the human:

Long - Helps produce large gross movements to generate strength and speed.

Short - Helps produce small intricate movements for accuracy and precision.

Irregular - A place for muscles to attach.

Flat - Provides protection for vital organs.

Week 2: The Skeletal System

Joints - Where two or more bones are attached to allow movement. The most common type of joints in the body are synovial joints.

Synovial Joints - a freely moveable joint which are the most common in the human body.

Synovial joints characteristics

Cartilage - covers ends of bones, providing a smooth, friction-free surface.

Capsule - surrounds the joint and is lined with a synovial membrane. The outer layer of the capsule often includes ligaments that join bone to bone.

Synovial membrane - lines the capsule and produces synovial fluid that lubricates the joint.

Synovial fluid - produced by the synovial membrane to lubricate the joint.

Bursae - small bags of synovial fluid surrounding the joint.

Types of Joints

Ball and socket joint - large range of movement; flexion, extension, adduction, abduction and rotation. **Examples: Shoulder and hip.**

Hinge joint - are formed between where bones can only move along one axis to produce flexion or extension. **Examples: knee and elbow.**

Week 3: The Muscular System

Tendons - attach muscles to bones.

Movement - Muscles contract and pull bones to make the skeleton move at **synovial joints** (where two bones meet). Muscles **CANNOT PUSH**.

Muscle Contractions

There are 2 types of muscle contraction:

Isometric: The muscle remains the same length and there is no movement. E.g. holding your body on the rings in gymnastics.

Isotonic: The muscle changes length and causes movement. E.g. flexing your arm or leg.

During isotonic contractions, 2 other contractions take place:

Concentric contractions are where the muscle shortens as it contracts. E.g. The bicep during the upward phase of a bicep curl.

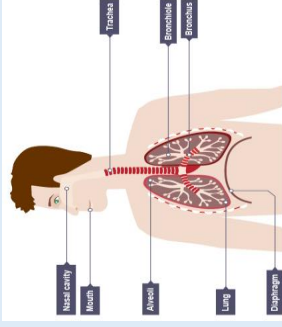
Eccentric contractions are the opposite and occur when the muscle lengthens. E.g. The bicep during the downward phase of a bicep curl.

Antagonistic Pairs

Muscles work together in pairs called **antagonistic pairs**. They move a joint together, when one muscle **isotonically** contracts (the **agonist**) the other **relaxes** (the **antagonist**).

Week 4: Respiratory system

The Passage of Air



1. Air enters the body through the **nose** or **mouth** where it is warmed.

2. It then enters the **trachea**.

3. The **trachea** then divides into two **bronchi**. One **bronchus** enters each lung.

4. Each **bronchus** branches out into small tubes called **bronchioles**, which the air travels through.

5. At the end of the **bronchioles** are tiny air sacks called **alveoli**.

6. This is where the **gaseous exchange** happens.

Gas Exchange

Occurs in the **alveoli** by **diffusion**. Diffusion is the **movement of gas** from an area of **high concentration** to an area of **low concentration**.

Week 5: Respiratory System

Gas Exchange

Gaseous exchange takes places at the **alveoli**.

The alveoli are tiny air sacks inside the lungs.

When you breathe in, they fill with air.

6 features assist the process of gaseous exchange

1. Alveoli's **moist thin walls** (1 cell thick) allows gases to pass through and travel into the blood stream.

2. A **large blood supply**. An increased red blood cell count supplied to muscles and other body tissues.

3. Short distance for diffusion (**short diffusion pathway**) - capillaries are very near alveoli.

4. **Large surface area** of alveoli allows diffusion to take place.

5. **Lots of capillaries** - to increase the amount of diffusion possible.

6. Movement of gas from **high concentration** to **low concentration**.

Year 9 GCSE PE Cycle 2



Week 6: Respiratory System

The Mechanics of Breathing

Breathing In
Intercostal muscles (between the ribs) contract, pulling the chest walls **up and out**.
 The **diaphragm** muscle contracts, moving **downwards** and **flattening**, increasing the size of the chest.
 The lungs increase in size, so the **pressure inside them falls**. This causes air to rush in through the nose or mouth.

Breathing Out
Intercostal muscles between the ribs relax - the chest walls move **in and down**.
 The **diaphragm** relaxes and bulges up, reducing the size of the chest.
 The lungs decrease in size, so the **pressure inside increases** and air is pushed **up and out**.

Week 7: Respiratory System

Spirometer Trace

Lung volumes (the amount of air within the lungs) can be measured and shown on a **spirometer trace**. The trace changes during exercise. The four areas of the graph are:
Tidal Volume - The volume of air **inspired or expired per breath**. This increases during exercise.
Inspiratory Reserve Volume - The volume able to be **forcibly inspired** during normal breathing. This decreases during exercise.
Expiratory Reserve Volume - The volume able to be **forcibly expired**, after a normal breathe. This decreases slightly during exercise.
Residual Volume - The volume of air that **remains in the lungs** after forced maximum expiration.

Week 8: Cardiovascular System

The cardiovascular system is made up of three main parts - the **heart**, the **blood vessels** and the **blood** that flows through them.

The Heart

Right Atrium	Left Atrium
Right Ventricle	Left Ventricle

The right side of the heart carries **de-oxygenated blood** and the left side of the heart carries **oxygenated blood**.
There are four chambers in the heart, labelled above.

Blood Vessels
Arteries = **Away**. Arteries transport the **oxygenated** blood **AWAY** from the left side of the heart.
Veins = **Valves & in**. Veins transport the **deoxygenated** blood **IN** from the body and muscles to the right side of the heart.
Capillaries = **Cover**. Capillaries cover alveoli in the lungs where **gaseous exchange** takes place

Week 9: Cardiovascular System

Cardiac Output is the amount of blood pumped out of the heart per minute.
Stroke Volume is the amount of blood pumped out of the heart per beat.
Heart Rate = Number of beats per minute (Average adult, 72 bpm)
Maximum Heart Rate = 220 – Age
Cardiac Output = Stroke Volume x Heart Rate

Effects of exercise
Immediate- Heart Rate increases to deliver Oxygen to the working muscles.
Long term-
 Bradycardia – Decrease in your resting heart rate.
Cardiac Hypertrophy – Your heart will increase in size and strength.
Aerobic Exercise = with Oxygen (O₂). Aerobic exercise can be maintained for long periods of time.
Anaerobic Exercise = without Oxygen (O₂). When you exercise at a high intensity, the respiratory system cannot supply enough oxygen to the muscles.
 With no oxygen available, glucose is still used BUT produces **energy & lactic acid** (this causes fatigue)

Week 10: Cardiovascular System

Training Thresholds
 There are two training thresholds:

Maximum Heart Rate = 220 – Age
Example
 E.g. A 20 year olds maximum heart rate = 220 – 20 = 200
Aerobic Training Zones = 200/100 x60 = 120bpm – 160bpm
Anaerobic Training Zone = 160bpm – 180bpm

Excess Post-exercise Oxygen Consumption (EPOC)
 Oxygen debt is the amount of oxygen that the performer was short of during the exercise
 Rapid and heavy breathing **after** exercise will return the body to a resting state and **repay** the oxygen debt.



Science

sparx

Homework

How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

Set	Due (8am)
Thursday 4pm	Thursday

What if I need help?

- Sparx club Wednesday after school
- There are catch up sessions every Thursday both break 1 and 2

Year 9 Spanish



Week 1: La tecnología
Key ideas: Talking about what we use the internet for

Key vocabulary:

Mis aplicaciones favoritas	My favourite apps
Las redes sociales	Social networks
Correos electrónicos	Email
Una sala de chat	Chatroom
Chatear	To chat online
Hablar por Skype	To talk on Skype
Colgar fotos	To attach photos
Subir y ver vídeos	To upload and watch videos
Descargar música	To download music
Compartir fotos	To share photos
Mandar mensajes	To send messages
Conocer a gente nueva	To get to know new people
Pasar el tiempo	To pass the time
Uso el internet para...	I use the internet to....

Week 2: ¿Para qué usas...?
Key ideas: What we use specific apps for

Key vocabulary:

Utilizo WhatsApp para comunicar con mis amigos	I use WhatsApp to communicate with my friends
Uso Skype para hablar con mis abuelos	I use Skype to talk to my grandparents
Uso Spotify para descargar música porque es fácil de usar y es barato	I use Spotify to download music because it's easy to use and it's cheap
Utilizo Instagram para compartir fotos porque es gratis y popular	I use Instagram to share photos because it's free and popular
Uso la red todos los días	I use the internet every day
Me chifla chatear en las salas de chat	I love to chat online in the chatrooms
Usar/ utilizar	To use
Todos los días	Every day
A menudo	Often
A veces	Sometimes

Week 3: ¿Cuál es mejor?
Key ideas: Making comparisons between different apps

Key vocabulary:

Más que	More than
Menos que	Less than
Uso Twitter más que Facebook porque es más útil	I use Twitter more than Facebook because it's more useful
Snapchat es menos divertido que Instagram	Snapchat is less fun than Instagram
No uso las salas de chat porque son peligrosas	I don't use chatrooms because they are dangerous
Prefiero recibir mensajes por SMS que por WhatsApp	I prefer to receive messages by text than by WhatsApp
Más fácil que	Easier than (more easy)
Más adictivo que	More addictive than
Más útil que	More useful than
Menos divertido que	Less fun than
Menos interesante que	Less interesting than

Week 4: El Perfecto
Key ideas: Using the Perfect tense

Key vocabulary:

He creado un blog	I have created a blog
He mandado un correo electrónico	I have sent an email
He colgado una foto	I have attached a photo
He pasado una hora en la red	I have spent an hour on the internet
He descargado una aplicación	I have downloaded an app
He escuchado música	I have listened to music
He navegado por internet	I have surfed the internet
He recibido un mensaje	I have received a message

Correct part of the verb 'haber' + past participle (ends in -ado or -ido)

He mandado – I have sent
Has decidido – you have decided
Ha comenzado – s/he has started
Hemos jugado – we have played
Habéis subido – you have all uploaded
Han hablado – they have spoken

Week 5: Irregular Perfect Tense
Key ideas: Irregular verbs in the Perfect tense

Key vocabulary:

He hecho	I have done
He dicho	I have said
He visto	I have seen
He escrito	I have written
He abierto	I have opened
He roto	I have broken
He puesto	I have put

Remember, to form the Perfect Tense, you need to correct part of the verb 'haber', plus a past participle. For regular verbs, this is the infinitive, take off the -ar, -er, -ir ending and add either -ado or -ido. Irregular ones need learning by heart.

Haber (ONLY USED IN PERFECT TENSE – NOT THE SAME AS THE VERB 'TO HAVE' (TENER):

He – I have
 Has – you have
 Ha – s/he has
 Hemos – we have
 Habéis – you all have
 Han – they have



Year 9 Spanish



Week 6: Las ventajas y desventajas Key ideas: Pros and cons of technology		Week 7: El móvil para todo Key ideas: Talking about how we use our phones Key vocabulary:		Week 8: El presente continuo Key ideas: Using the present Continuous tense (-ing) Key vocabulary:		Week 9: ¿Qué me pongo? Key ideas: What shall I wear? Key vocabulary:		Week 10: Me gusta estar de moda Key ideas: Talking about fashion	
Lo bueno es que	The good thing is that	Un móvil nuevo	A new phone	Estoy navegando por internet	I am surfing the internet	la camisa	shirt	los calcetines	socks
Lo malo es que	The bad thing is that	La contraseña	Password	Estoy borrando archivos	I am deleting files	la camiseta	T shirt	el efectivo	cash
Una ventaja es que	An advantage is that	La pantalla está rota	The screen is broken	Estoy descargando música	I am downloading music	caro/a	expensive	el escaparate	shop window
Una desventaja es que	A disadvantage is that	Borrar correo basura	To delete junk mail	Estoy chateando	I am chatting online	la chaqueta	jacket	el estilo	style
El ciberacoso	Cyber-bullying	Uso mi móvil para...	I use my phone to...	Estoy mandando un correo electrónico	I am sending an email	la corbata	tie	al fondo	at the back
Los desconocidos pueden ser peligrosos	Strangers can be dangerous	Soy adicto/a al móvil	I'm addicted to my phone	Estoy enviando un mensaje de texto	I am sending a text message	la gorra	cap	gastar dinero	to spend money
Hay el riesgo de	There is the risk of	Paso demasiado tiempo en mi móvil	I spend too much time on my phone	Estoy leyendo un periódico digital	I am reading an online newspaper	el jersey	jumper	los grandes almacenes	department stores
Desafortunadamente	Unfortunately	Lo uso para jugar a juegos	I use it to play games	Estoy jugando en el portátil	I am playing on the laptop	los pantalones	trousers	el maquillaje	make-up
El ordenador	Computer	Lo uso para hacer los deberes	I use it to do homework	Estoy haciendo los deberes	I am doing my homework	pequeño/a	small	de marca	branded
El portátil	Laptop	Lo uso para navegar la red	I use it to surf the net			la talla	size	mismo/a	same
Los altavoces	Speakers					los vaqueros	jeans	de moda	fashionable
La pantalla	Screen					el vestido	dress	nunca	never
Un sitio web	Website					las zapatillas de deporte	trainers	pagar	to pay
La videoconsola	Games console					los zapatos de tacón	High-heeled shoes	el peinado	hairstyle
Por mi parte	As far as I'm concerned							el precio	price
								probarse	to try on
								la revista	magazine
								la ropa	clothes
								de segunda mano	second hand
								tampoco	neither
								las tendencias	trends



Year 9 Sports Studies



<p>Week 1 – Types of Practice</p>	<p>Whole Practice This is when the whole skill is performed a once. For example, completing the triple jump in one motion.</p> <p>Part Practice This is when the skill is broken down in different sections, which are then practiced individually. For example, practicing the ‘hop’ phase in the triple jump.</p> <p>Variable Practice This is when the skills is practiced in a range of different scenarios that a performer could experience. For example, adding defenders into a passing practice and allowing them to pressurise the player.</p> <p>Fixed Practice This is when a specific skill or technique is repeatedly practiced in the same way. For example, throwing the ball into a lineup</p>
<p>Week 2 – Analysing Practice Methods</p>	<p>Video Analysis Video analysis allows athletes to examine performance in order to improve skills and prevent injury. Video analysis allows you to catch small details & techniques that are often missed when watching a player live.</p> <p>Other Assistive Technologies Examples of quantitative technology: - GPS Trackers - Heart Rate monitors</p> <p>These type of trackers can be used in order to give the performer a detailed overview of how they have performed.</p> <p>Monitoring of Competitive Results Where competition results and statistics are monitored to analyse performance of teams &/ or individuals. Examples are: - Goals scored/ conceded - Most tackles made - Possession statistics - Assists</p>
<p>Week 3 – Types of Leadership</p>	<p>There are different leadership roles and opportunities in sport (e.g. captains, managers, teachers, coaches, expedition leaders, role models)</p> <p>Role-related responsibilities (e.g. knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid)</p> <p>Personal qualities which relate to leadership roles (e.g. reliability, punctuality, confidence, communication, creativity)</p> <p>Leadership styles Democratic Makes joint decisions with others. Listens to opinions of others but who. More relaxed. Delegates jobs</p> <p>Autocratic Makes all the key decisions. Give lots of instructions. Authoritative. Assertive. No nonsense. Want tasks completed fast.</p> <p>Laissez-faire Leaves the decision making and main responsibilities to others e.g. players, assistant coach, captains etc.</p>
<p>Week 4 - Planning a Sports Activity session</p>	<p>Key considerations when planning sports activity sessions, i.e. objectives for the session (e.g. meeting the needs of the group)</p> <p>Appropriate venue (e.g. type, size, indoor/outdoor)</p> <p>Equipment needs (e.g. type, size weight, arrangements)</p> <p>Supervision needs (e.g. additional leaders, roles, number of participants)</p> <p>Timing of activities (e.g. related to age, experience of participants, weather)</p> <p>Introduction/conclusion of session (e.g. how, when, where?)</p> <p>Basic warm up/cool down (e.g. physical and mental preparation relevant to age of participants and the activity)</p> <p>Skills and technique development (e.g. appropriate activities/structure of a session)</p> <p>Engaging (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?)</p> <p>Contingency plan. Plan B in case something doesn't go to plan.</p>
<p>Week 5 – Warm ups and Coold Downs</p>	<p>Warm up A warm up need to include four parts:</p> <ul style="list-style-type: none"> • Gradual pulse raising • Stretches (dynamic) • Skill based practices • Mental preparation <p>Benefits</p> <ul style="list-style-type: none"> • Increases body temperature • Increases range of movement • Psychological preparation • Injury prevention <p>Cool down</p> <ul style="list-style-type: none"> • Maintain elevated breathing and heart rate • Gradual reduction in intensity • Stretching (static) <p>Benefits</p> <ul style="list-style-type: none"> • Allows the body to recover • Removal of Lactic acid & CO2 Prevents Delayed Onset of Muscle Soreness (DOMS)



Year 9 Sports Studies

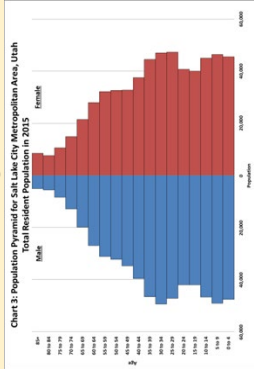


<p>Week 6 – Be able to deliver a Sports Session</p>	<p>Safe practice, i.e. organisation of group/activity</p> <p>Safe supervision and positioning (e.g. as a leader, coach)</p> <p>Delivery style, i.e. proactive/reactive</p> <p>Demonstration/explanation</p> <p>Communication skills, i.e. verbal/non-verbal</p> <p>Appropriate language</p> <p>Technical terms</p> <p>Motivation techniques, i.e. encouragement</p> <p>Extrinsic motivators (e.g. rewards, prizes)</p> <p>Activity-specific knowledge, i.e. appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers</p> <p>Adaptability, i.e. making adjustments in an activity that isn't working, addressing issues you hadn't prepared for</p> <p>Organisation (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression)</p> <p>Safety considerations when planning sports activity sessions, i.e. Risk assessments (e.g. facilities, equipment/clothing checks, activity-specific risks) -corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment)</p>
<p>Week 7 - Evaluation of a Sports Activity Session</p>	<p>Key aspects to consider in evaluating planning and delivery of a sports activity session, i.e. what went well?</p> <p>Against the plan (e.g. was the order of activities effective? Activities suitable for the lesson objective.</p> <p>Against the delivery (e.g. did I keep everyone motivated?)</p> <p>What did not go well?</p> <p>Against the plan (e.g. did I consider an appropriate number of activities?)</p> <p>Against the delivery (e.g. was the group listening to me?)</p> <p>What could be improved for the future?</p> <p>Against the plan (e.g. were the group's objectives met?)</p> <p>Against the delivery (e.g. could I position myself better when communicating with the group?)</p> <p>Applying your knowledge:</p> <p>-A local primary school have asked you to plan a sporting session for 30, Year 4 students. Can you plan a sporting session of your choice?</p>
<p>Week 8 – Leadership Skills</p>	<p>Skills you need as a leader include:</p> <ul style="list-style-type: none"> Organisational skills Communication skills, Verbal and Non verbal and a good listener. Good knowledge of the activity Knowledge of Rules and regulations. Show respect Have good Behaviour management Able to plan and structure activities Be able to evaluate performance Provide constructive feedback to participants <p>Giving Feedback to learners</p> <ul style="list-style-type: none"> Positive feedback: What's good or correct about performance Advantage: Motivating, highlights success Negative feedback: What's bad or incorrect about performance Advantage: Enables coach to provide guidance on how a skill can be performed better, helps performer to prioritise improvement
<p>Week 9 –Differentiation of lesson</p>	<p>Differentiation is adapting your session to meet the needs of the people you are teaching/coaching.</p> <p>To do this you can use the STEP principle. The first two parts are;</p> <ul style="list-style-type: none"> S - SPACE – make the space bigger or smaller to challenge. E.g. Learning grids and channels (1v1, 2v1, 3v2, 5v3) Students are asked to adapt space accordingly either by limiting space or enlarging playing areas depending on experience, confidence or ability. In attack, larger spaces are easier In defence, larger spaces are more difficult T - TASK – Use different levels of task or expected outcomes Students either as individuals or groups are given different tasks/starting points based on prior attainment/experience. Able students can be challenged by setting tasks that encourage them to think at higher levels through the inclusion of problem-solving, investigation and use of higher order thinking skills.
<p>Week 10 – Differentiation of lesson</p>	<p>Remember, Differentiation is adapting your session to meet the needs of the people you are teaching/ coaching.</p> <p>To do this you can use the step principle. The third and fourth parts are;</p> <ul style="list-style-type: none"> E- EQUIPMENT – Size or weight of equipment Students are set a common task but are given different resources, depending on ability and confidence P- PEOPLE – Change the numbers Students have a common task to complete but are grouped in a way that ensures success for all. Able children can sometimes be grouped with peers of similar ability and expected to perform at higher levels or given the role of leader in supporting less able

Hyperlinks: [Histograms](#) [Stem & Leaf](#) [Interpolation & extrapolation](#) [Skew](#)

Week 1

A **population pyramid** allows you to compare aspects of a population, usually gender. A bit like a back-to-back stem and leaf diagram, the data extends left and right of the middle of the diagram



WHAT IS A CHOROPLETH MAP?

Rules of the Choropleth map
1. Only use one colour to show intensity or density
This is a good idea because it is very difficult to carry it so one alternative may be hatching

When sorting continuous data into **frequency tables**, the **class intervals** must be joined but not overlapping. Inequalities can be used to define **class boundaries** (and make sure they don't overlap).

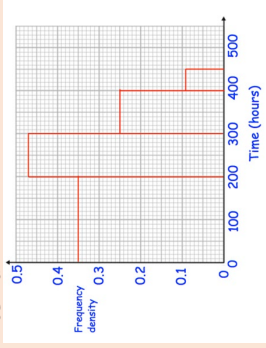
A **continuous line graph** can be used to estimate or predict from known data.

Week 2

A **histogram** is made up of series of bars. The class boundaries are written as a continuous scale.

Frequency Density = Frequency ÷ class width
Alternatively, Frequency = frequency density x class width
Use frequency density as the height of the bar.

The **area of each bar represents the frequency of the class interval.**



A **stem and leaf diagram** allows you to show the distribution in the same way as a **frequency diagram**, retaining details of the data:



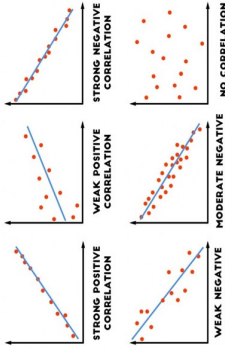
Always include a key.
Number of leaves = number of data.
In the example above there are 2 results of **36**

Statistics

Week 3

CORRELATION

INDICATES THE RELATIONSHIP BETWEEN TWO SETS OF DATA



A **line of best fit** should pass through the mean point.

The **equation of the line of best fit for a linear expression** is $y = ax + b$

The **equation of the line of best fit for a non linear expression** is $y = ka^x$ or $y = ax^n + b$

Interpolation is where you find values within the range of values you are given.

Extrapolation is where you find values outside the range of values you are given; this does not give accurate results.

Causal relationship is when the change in one variable directly causes a change in the another variable.

Correlation does not necessarily mean there is causal relationship.

Hyperlinks: [Scatter graphs](#) [Spearman](#) [Two way tables](#) [Pie charts](#)

Week 4

Spearman's rank correlation coefficient (r_s) is given by:

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

\sum = "sigma" means "the sum of" whatever follows the \sum symbol.

D is the difference between the rankings

n is the number of ranks

If r_s is close to 1 there is a strong positive linear correlation and close agreement between the rankings

If r_s is close to -1 there is a strong negative linear correlation and close to complete disagreement between the rankings

If r_s is close to 0 there is no linear correlation and so no agreement or disagreement between the rankings

Tied ranks gain the mean value of the ranks that they would have had if they were not tied.

The point of SRCC is to give a more precise measure of correlation than you can get from a scatter graph.

Week 5

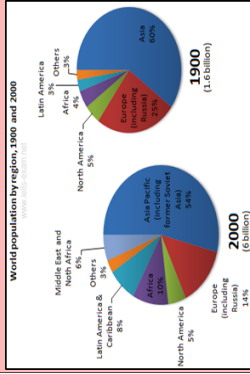
A two way table shows two variables at the same time:

	Sport Utility Vehicle (SUV)	Sports Car	Totals
male	21	39	60
female	135	45	180
Totals	156	84	240

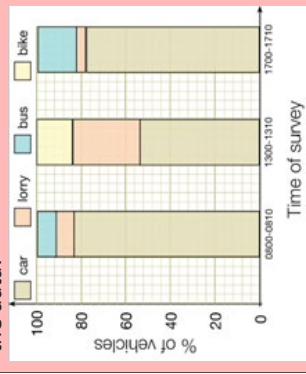
Column Totals: 156, 84, 240
Row Totals: 60, 180, 240

Comparative pie charts can be used to compare different sized data sets; the areas of the two circles should be in the same ratio as the two frequencies:

$$\frac{\pi r_1^2}{\pi r_2^2} = \frac{\pi r_1^2}{\pi r_2^2} \quad r_1 : r_2 = \sqrt{f_1} : \sqrt{f_2}$$



A compound bar chart has single bars split into sections for each category. It is easy to compare the data:





Hyperlinks: [Est. mean](#) [C. freq](#) [Frequency polygons](#)

Hyperlinks: [Trend](#) [Binomial](#) [Normal](#)

Hyperlinks: [Moving average](#) [Control chart](#)

Hyperlinks: [Trend](#) [Binomial](#) [Normal](#)



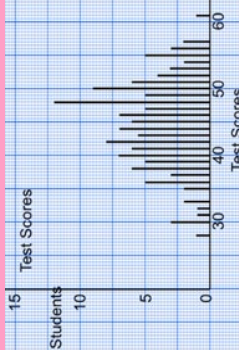
Week 6

Chain base index number tells you the annual percentage change – use the previous year as a base year and work out the relative value.

Weighted index number calculate the index number for every element and then find the weighted average of all the elements.

Retail price index is a weighted mean of the price relatives of goods and services. It is a way of showing the average spending of a household.

A **vertical line graph** can be used to show discrete data; it is similar to a bar chart:

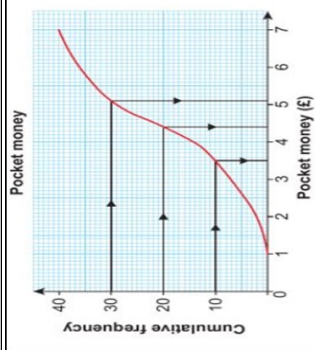


A tally chart or frequency table can be used to present raw data:

Data that is widely spread is grouped into classes, between 5 – 10 intervals is appropriate. The class widths can vary in width and can be left open if extreme values are unknown.

Week 7

- The **median** and **quartiles** can be estimated from the cumulative frequency diagram. For a set of n data values
- the estimate for the **median** is the $\frac{n}{2}$ -th value
 - the estimate for the **lower quartile (LQ)** is the $\frac{n}{4}$ -th value
 - the estimate for the **upper quartile (UQ)** is the $\frac{3n}{4}$ -th value
 - the **interquartile range (IQR)** = UQ – LQ



Data divided into 100 equal parts form **percentiles**.
Data divided into 10 equal parts form **deciles**.

An **outlier** is any value which is 1.5 (or more) times the IQR below the LQ or above the UQ.

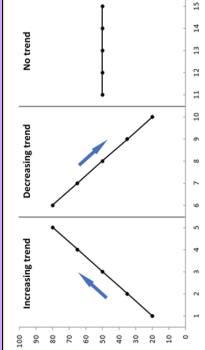
An **index number** shows the rate of change of in quantity value or price of an item over time.

Week 8

A **time series** is a set of observations of a variable taken over a period of time.

A **trend line** is a line that shows a general trend of the data.

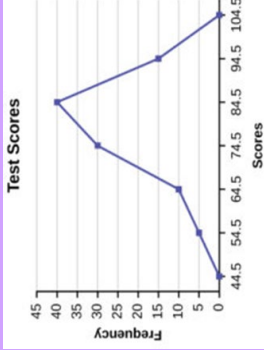
A **long term trend** is the way a graph appears to be going over a long period of time. There may be a rising trend, a falling trend or a level trend.



A **moving average** is an average worked out for a given number of successive observations;

3 point moving average uses three items of data, 4 point moving average uses four items of data.

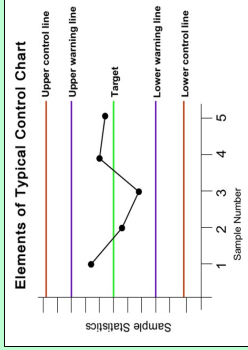
A **frequency polygon** is used to show the shape of a continuous frequency distribution:



Week 9

A **control chart** is a time series chart that is used for process control.

If the plotted values are within the **warning limits** the process is under control. If a value is between the warning and action limits another sample is taken. If it is outside the action limit the process is stopped and the machine is reset:



Seasonal Variations are the differences between actual and trend values shown by the trend line. They have a pattern that repeats each year

Seasonal variation at a point = actual value – trend value

Estimated mean seasonal variation = mean of all the seasonal variations for that season

Predicted value = trend line value + estimated seasonal variation

Week 10

A **discrete uniform distribution** has n distinct outcomes.

Each outcome is equally likely.

The probability of any outcome is $\frac{1}{n}$

A **binomial distribution** has a fixed number of **independent trials** n , each of which has only two outcomes, success or failure.

The probability of success is p

The probability of failure is q

$(q = 1 - p)$

If n binomial trials are conducted the probability for each event will be the terms of the expansion $(p + q)^n$

Binomial Expansion: (the generalised a and b below refer to p and q in the case of probability), as above:

$$\begin{aligned} (a + b)^0 &= 1 \\ (a + b)^1 &= a + b \\ (a + b)^2 &= a^2 + 2ab + b^2 \\ (a + b)^3 &= a^3 + 3a^2b + 3ab^2 + b^3 \\ (a + b)^4 &= a^4 + 4a^3b + 6a^2b^2 + 4ab^3 + b^4 \\ (a + b)^5 &= a^5 + 5a^4b + 10a^3b^2 + 10a^2b^3 + 5ab^4 + b^5 \end{aligned}$$

Usually you just use specific terms from the RHS to answer a question. The index on the LHS matches the number of trials.

e.g. If you flip a fair coin 3 times, you use $(a + b)^3$, with $a = 0.5$, $b = 0.5$





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