

ALSOP HIGH SCHOOL

Year 10 Pre- Public Examination Series 1 2025 Revision Guide

Index

		Page
1	Art and Design	3
3.	English Language	4-10
4.	Geography	11-14
5.	History	15-16
6.	Maths	17-19
7.	Music	20-22
8.	Psychology	23-24
9.	Science	25-26
10.	Sociology	27-28
11	Spanish	29-32
12	Sport and Fitness	33
13.	Hospitality & Catering	34-38
14.	Construction& The Built Environment	39-43

Art



Exam foci:

Your end of year exam will test your knowledge of portrait pencil drawing and watercolour painting. Please practise these techniques in preparation.

Your lessons have been added to this folder on facial features and portrait drawings to remind you of the techniques you will need to practice.

Below is a link which goes over the watercolour techniques you will be using.

https://www.emilywassell.co.uk/watercolour-for-beginners/list-of-techniques/

English



Key preparation foci

Questions 1-4 (1 hour)

Step 1: Read Q4 as it will help you understand the extract (2 mins)

Step 2: Read and annotate the extract (8 mins)

Question 1: Multiple choice where you choose 4 things (5 mins)

- 1. Make sure you look at the right lines
- 2. Start or end each sentence with the focus of the question.

Question 2: Analysis of language (15 minutes)

- 1. Write PEtAL at the top of Q2 and circle the A and L to remind yourself that A (analysis and zoom is the most important bit to include)
- 2. Re-read the selection of the extract and select 2 judicious guotes. Circle the words you could zoom in on from your quotes.
- 3. Select 2 other words from this section that you could use to reinforce your point
- 4. Use PEtAL to structure your response.
- 5. Sentence stems, if needed. You can say if it is a simile, metaphor, verb etc. if you know, if not, say word.

(Point) Firstly, the writer presents the _____ as _____

(Evidence) This is shown by: "

(Analysis) This shows that the _____ is _____ because...

(Zoom) The writer uses the word ______ to suggest/highlight/emphasise/because it has connotations of...

(Zoom in again) The writer also uses the word ' ' because/to/as...

(Link) The writer has done this to make it clear/highlight/show the reader that...

Question 3: Analysis of structure (10 minutes)

- Better to make it clear which part you are talking about instead of quoting
- Answer the following questions:
- 1. What happens at the start of the extract? Who are the characters? What do we learn about them? What is happening to them? How do we feel about them?
- 2. What changes for them? Or how do they develop? What else do we learn about?
- 3. How does the text end? Is it shocking or surprising? Why? What is the link between the start and the end?

	• Sentence stems, if needed:
<u>Sentence Stems (</u> Green is where you will develop effect)	be able to
 The writer begins the extract by focusing on to 	
• The shift in focus from to <mark>highlights</mark> builds	and
 By zooming in on, the writer draws attention to conveying 	
 The gradual build-up of tension is achieved through ensures the reader 	which
• The writer deliberately ends the text by to	
 The link between the opening and ending of the extract c of, suggesting 	creates a sense

Question 4: Evaluate/To what extent do you agree? (25 minutes)

- Draw a line across the right line numbers to make sure you only pick from the right ones
- Look at the key words n the question and think of 2-3 other words you could replace them with. (Example: sorry for the narrator= feel pity, be moved by, empathise with, feel compassion for, be concerned for AND dislike= disapprove of, scorn, object to etc.)
- Try to create a table to organize your thoughts/points/evidence and zoom words
- 1. Optional introduction using a thesis statement. Acknowledge the two parts of the statement and which you agree or disagree with.
- 2. Main paragraph. Repeat this full process a minimum of twice, ideally 3-4 time.
 - Select a point and state if you agree or disagree with the student
 - Select well-chosen evidence
 - Circle the words you will zoom in on
 - Now, write it using PETAL
 - Sentence stems, if needed. You can say if it is a simile, metaphor, verb etc. if you know, if not, say word.

Introduction: Although I agree with the student that '_____' because...., I cannot agree with the fact that '_____'.

(Point) Firstly, I agree with the student that '_____"

(Evidence) This is shown by: "______"

(Analysis) This shows that the student is right/wrong because...

(Zoom) The writer uses the word ______ to suggest/highlight/emphasise/because it has connotations of...

(Zoom in again) The writer also uses the word '_____' because/to/as...

(Reinforce) The writer also uses _______ to reinforce this because....
(Link) The writer has done this to make it clear/highlight/show the reader that...
(Judgement/summary) Therefore, this clearly shows the student is right/wrong when they stated:

A Christmas Carol

HOW SHOULD I REVISE?

1. Let's start with reminding yourself about the novella, its author and the social and historical context – see pages 2 - 4. Once you've done this, put a tick next to this step.

2. Let's now look at what the examiners are looking for and how you should respond to a question. You'll find all of this information on page 5. Once completed, put a tick next to this third step.



3. Right, here are the excellent quotes that we came up with in class as well as what you could say about them for AO2 and AO3. See pages 6 - 10. Read through this table and put a tick next to this once completed.



4. The blank table on page 11 should be used to plan for possible questions. I would suggest picking a theme from page 6 and then create a possible question, e.g. How does Dickens present the supernatural? Your eventual aim is to do this without referring to pages 7 - 10. Once you have done this for each of the possible themes, put a tick in this box.



5. You'll find that some quotes will be useful for pretty much any question – those are your gold quotes! Make revision flash cards for these quotes to help you memorise them. It's vital that you memorise as many of these quotes as possible AND that you know what you're going to say about them (i.e. AO2 & AO3). This is one of the most important revision steps so spend time on it. Once completed put a tick next to this step.



6. And finally, practise, practise, practise (in timed conditions – 45 minutes – and with your quotes memorised). The more you do, the better (and quicker) you'll get and the more prepared you'll be. Put in the time and you will have no regrets in August.

Dickens' Life

Charles Dickens was born in 1812 in Kent and moved to London at the age of 9. When he was 12 years of age, his father was arrested and sent to a debtors' prison. Dickens' mother moved seven of their children into prison with their father but took Charles out of school and arranged for him to live alone outside the prison, working with other child labourers in a terrible job which involved pasting labels on bottles in a blacking (shoe polish) warehouse; he was poorly paid and the conditions were terrible.

After his father was released from prison, Dickens returned to school, becoming a law clerk and then a court reporter where he saw the harsh justice system first-hand. He used his own experiences of growing up in Kent and working as a court reporter in his stories. Dickens shocked audiences of his day with his novels, where 'gentlemen' (the ones with the wealth and education) are the least morally 'good' characters and a convict turns out to be the most like a gentleman. He campaigned for a fairer justice system, a reform of the workhouses, the rights of the poor (particularly children) to have access to education, effective sewers and reasonable housing; many of his novels deal with these topics.

With such colourful characters, riveting narratives and wonderfully descriptive language, Dickens became one of the most popular English novelists of his time, both in England and America. In 1870, he eventually collapsed from overwork and died.

Social and Historical Context

Dickens was born into a time of great change in the way people lived. The industrial revolution was taking place and there was a sudden growth of the cities – the economy shifted from agriculture to industry and trade. Money from industry made the rich, richer and the rich/poor gap widened. Workers had to toil for long hours and little money. Out of necessity, children of all ages (even as young as five years old!) didn't go to school and worked long hours for a wage in 1840s' Britain.

The housing was appalling for working class families who lived in squalor, deprivation, disease and misery. They barely had enough money to buy food and the child mortality was very high. In the poorer quarters of Britain's larger cities almost 1 in 5 children born in the 1830s and 40s had died by the age of five. The main causes of death were polluted drinking water, damp and tuberculosis, which claimed between 60,000 and 70,000 lives in each decade of Victoria's reign. There was no healthcare – if you got ill and couldn't work, your whole family was at risk of death.

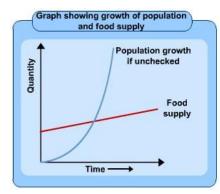
For those who were unable to support themselves, there were the workhouses: these were not intended as pleasant places to stay. Men, women and families were separated and those who were physically able were expected to work for their keep. Similar to the workhouses were debtors' prisons (those who were unable to pay a debt), such as Marshalsea, where Charles Dickens' father spent time.

The wealthy few on the other hand, lived in luxury with large houses, plenty of money, food and clothes. Their children didn't work, were educated, had expensive toys and often went on holiday. Being seen to be civilised and adhering to a strict set of morals was important to high society in the Victorian age. However, this was often criticised as being hypocritical for some of the reasons mentioned above. Controversially there was a call for a Sunday Observance Bill (by the MP, Andrew Agnew) which would ban any business or recreations taking place on a Sunday. Those who supported it believed that it would ensure that Sunday remained a spiritual day. Those who opposed it (Dickens was one of those – he wrote a scathing essay about Andrew Agnew) saw it as an attack on the poor who used Sundays to do what they liked. So, why do you think that Scrooge's character attacks this idea when speaking to the Ghost of Christmas Present? <u>A Christmas Carol</u>

During this time of unrelenting social change, Dickens wrote A Christmas Carol. Firstly, he wanted to write a good 'ghost' tale – a few scares, a few laughs, a few tears – to cheer up families around the hearth at winter (and to pay for his own turkey, no doubt); **telling ghost-stories at Christmastime was a long-standing tradition (many Victorians believed in ghosts coming back to haunt people) and the gothic genre was popular throughout the 19th century.** However, he also had the intention of drawing readers' attention to **the plight of England's poor**, **a recurring theme in much of his work**. As such, the novella can be read as a **social criticism** or an **allegory** (when a work has a social or political message). In the tale, Dickens includes a description of the hardships faced by the poor alongside a heartless **Malthusian*** capitalist (Scrooge); the heart-rending, sentimental celebration of the Christmas season where Scrooge turns into generous private benefactor is what Dickens feels could be **the answer to most of society's problems**. Ironically, by concentrating on the 'pagan' traditions of Christmas, rather than on the nativity, Dickens helped to change Christmas from a primarily Christian festival to an

inclusive, secular, social celebration – the novella's publication was the same year as the first commercially produced Christmas card was sent!

*Malthus' Theory: see graph. The economist, Thomas Malthus saw having smaller families as one positive contribution to reducing the problem of over-population. He also described any causes that contributed to "decreas[ing] the surplus population" (Scrooge's words) as positive: war, famine and poor living & working conditions which might give rise to low resistance to disease.



<u>The Plot</u>

- 1. On Christmas Eve, Scrooge makes his clerk, Bob Cratchit, work in the cold.
- 2. He refuses an invitation to his nephew Fred's Christmas party and will not give money to the charity collectors.
- 3. At home he is visited by the ghost of his old business partner, Jacob Marley, who warns Scrooge that his way of life will lead to misery.
- 4. The Ghost of Christmas Past wakes Scrooge and shows him moments from his childhood, his apprenticeship and his failed engagement.
- 5. The Ghost of Christmas Present takes him to the Cratchit's home, where he is saddened by the ill, but kind, Tiny Tim. He is also shown how Fred celebrates Christmas with friends and how others celebrate Christmas together, despite being poor.

6. The final ghost is the Ghost of Christmas Yet to Come who terrifies Scrooge with visions of his death, where nobody mourns his passing. He also discovers that Tiny Tim has died.

7. Scrooge awakes on Christmas Day and is delighted to find he has the chance to change his miserly ways. He buys a turkey for the Cratchits and attends his nephew's party.

8. Scrooge becomes like a second father to Tiny Tim (who doesn't die) and gains a reputation for knowing how to celebrate Christmas.

So...why does Scrooge change?

1. He is upset at the thought that Tiny Tim might die.

2. The Ghost of Christmas Present uses his own cruel words against him.

3. He sees what he is missing in the family scenes of celebration.

Writer's Ideas/Themes

The supernatural: this was a part of the Christmas story-telling tradition that started in the 17th century. By the 19th century, there was an interest in spiritualism; people believed spirits who resided in the afterlife wanted to communicate with the living. Scrooge has 4 spirits who wish to communicate with him!

Generosity and compassion: this is the essence of the *Christmas* spirit. It's a time when *families* and friends come together in the *home* to share food and exchange gifts but it's also a time when we're supposed to think of *those who are less fortunate* than us. Scrooge's nephew and his clerk show compassion towards Scrooge which is in stark contrast to those who coldly dismiss Scrooge (fellow business people, his servants, the pawn shop owner) as he does them. Is there a message here, perhaps? A lack of compassion leads to a lack of compassion?

Redemption: This means *seeing* the error of your ways and being saved from sin or evil. Scrooge is **transformed** from a mean, greedy and **lonely** old miser, who was *blind* to his sin, into a generous, goodnatured, beloved character...and just in *time*! The moral message of the novella is that all human beings have the opportunity / can make the *choice* to behave in kinder ways towards each other and be saved from *damnation* (don't forget the religious aspect!).

Social injustice: Just like *An Inspector Calls*, Dickens' story is an attack on a society where there is an unequal distribution of wealth: the rich, who enjoy comfort and feasting at Christmas, ignore the dreadful living conditions of the poor; in fact, they effectively punish the poor for their *poverty* through such things as the "Treadmill" and the "Workhouses". The thieves show how people were driven to steal from the dead. The Ghost of Christmas Present presents the children (Ignorance and Want) and states that "They are Man's" *responsibility*. <u>Structure of the novella</u>

Carol singing was popular when Dickens wrote A Christmas Carol and he was certainly a lover of music. A carol is a festive song, particularly popular at Christmas (these carols are often about Christ's birth and the spirit of giving). When songs are written they're done so on staves. A stave is a set of five parallel lines on which a musical note is written (see below). So, referring to the chapters as staves **links to the title** of the novella and perhaps suggests to the reader that this will ultimately be a **joyous/moral** tale. The final (fifth) stave returns to many of the ideas in Stave 1 so there's symmetry to the novella. Furthermore, the last stave is both short and upbeat with Scrooge having rejected all of his earlier miserly ways, becoming a good Christian again.



Geography



	www.kerboodle.com If you have forgotten your log-in details – see Ms Wright J30 Your exercise books
Revision	Knowledge organisers and past papers are on Teams
Materials	Revision guides are available for a student contribution of £3.50
Revision Focus -	The Challenge of Natural Hazards
Natural	Define a natural hazard
Hazards	Type of hazard
пагагиз	The factors affecting hazard risk
	How tectonic plates move - convection currents
	Global distribution of earthquakes and volcanoes
	Types of plate margin - constructive, destructive and conservative and how
Tectonic	these lead to earthquakes and volcanic activity
Hazards	Primary effects of a tectonic hazard
Case study –	secondary effects of a tectonic hazard
Japan and Nepal earthquakes	Immediate responses to a tectonic hazard
	long-term responses to a tectonic hazard
	Reasons why people live in areas at risk from a tectonic hazard
	Ways monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard

	Global atmospheric circulation model, pressure belts and surface winds
Weather	Global distribution of tropical storms (hurricanes, cyclones, typhoons)
Hazards	The relationship between tropical storms and general atmospheric
	circulation

Causes of tropical storms
Sequence of formation and development
The structure and features of a tropical storm
How climate change can affect the distribution, frequency and intensity of
tropical storms. Primary effects of a tropical storm
secondary effects of a tropical storm
Immediate responses to a tropical storm
long-term responses to a tropical storm
Ways monitoring, prediction, protection and planning can reduce the risks from tropical storms
Overview of types of weather hazard experienced in the UK
Causes of an extreme weather event in the UK
Social, economic and environmental impacts of an extreme weather event in the UK
How management strategies can reduce risk of an extreme weather event in the UK

	Evidence for climate change from the Quaternary to present day
	Natural causes of climate change e.g. orbital changes, volcanic activity,
	solar output
	Human causes of climate change e.g. use of fossil fuels, agriculture and
Climate	deforestation
Change	Effects of climate change on people and the environment
	Managing climate change - mitigation - alternative energy production,
	carbon capture, afforestation and international agreements
	Managing climate change - adaptation - change in agricultural systems,
	managing water supply, reducing risk from rising sea levels

	The Living World
	Small scale ecosystem to show the concept of interrelationships within a
	natural system, an understanding of food chains and webs
	Understanding of producers, consumers, decomposers and nutrient
Factor	cycling
Ecosystems	The balance between components in an ecosystem and the impact on
	the ecosystem of changing one component
	Overview of the distribution and characteristics of large scale global
	ecosystems

	The abundant shows to determ of two along units for which
	The physical characteristics of tropical rainforests
	The relationship between climate, water, soils, plants, animals and people.
	How plants and animals adapt to the physical conditions
Tropical	Issues related to biodiversity
Rainforests	2 2
Case study - Malaysia	Changing rates of deforestation Causes of deforestation
Ivididysid	
	Impacts of deforestation Value of tropical rainforest to people and the environment
	Strategies used to manage the rainforest sustainably
	The physical characteristics of a hot desert
	The relationship between climate, water, soils, plants, animals and people.
	How plants and animals adapt to the physical conditions
Hot Deserts	Issues related to biodiversity
	Development opportunities in hot desert environments e.g. tourism,
Case Study –	energy
Thar Desert	Challenges of developing hot desert environments e.g. water supply and
	inaccessibility
	Causes of desertification
	Strategies used to reduce the risk of desertification
	Physical Landscapes in the UK
	Choose Coasts and River NOT Glaciers
UK	
_	Choose Coasts and River NOT Glaciers
UK Landscapes	Choose Coasts and River NOT Glaciers Location of major uplands/lowlands in the UK
_	Choose Coasts and River NOT Glaciers Location of major uplands/lowlands in the UK Location of major river systems
_	Choose Coasts and River NOT Glaciers Location of major uplands/lowlands in the UK Location of major river systems Wave types and characteristics
_	Choose Coasts and River NOT Glaciers Location of major uplands/lowlands in the UK Location of major river systems Wave types and characteristics Mechanical (physical) and chemical weathering
_	Choose Coasts and River NOT Glaciers Location of major uplands/lowlands in the UK Location of major river systems Wave types and characteristics Mechanical (physical) and chemical weathering Mass movement
_	Choose Coasts and River NOT Glaciers Location of major uplands/lowlands in the UK Location of major river systems Wave types and characteristics Mechanical (physical) and chemical weathering Mass movement Types of erosion
Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore drift
Landscapes	Choose Coasts and River NOT Glaciers Location of major uplands/lowlands in the UK Location of major river systems Wave types and characteristics Mechanical (physical) and chemical weathering Mass movement Types of erosion Transportation including longshore drift Deposition - why sediment is deposited in coastal areas
Landscapes	Choose Coasts and River NOT Glaciers Location of major uplands/lowlands in the UK Location of major river systems Wave types and characteristics Mechanical (physical) and chemical weathering Mass movement Types of erosion Transportation including longshore drift Deposition - why sediment is deposited in coastal areas How geological structure and rock type influence coastal forms
Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore driftDeposition - why sediment is deposited in coastal areasHow geological structure and rock type influence coastal formsErosional Landforms - headlands and bays, cliffs and wave cut platforms,
Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore driftDeposition - why sediment is deposited in coastal areasHow geological structure and rock type influence coastal formsErosional Landforms - headlands and bays, cliffs and wave cut platforms, caves, arches and stacks
Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore driftDeposition - why sediment is deposited in coastal areasHow geological structure and rock type influence coastal formsErosional Landforms - headlands and bays, cliffs and wave cut platforms, caves, arches and stacksDepositional Landforms - beaches, sand dunes, spits and bars
Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore driftDeposition - why sediment is deposited in coastal areasHow geological structure and rock type influence coastal formsErosional Landforms - headlands and bays, cliffs and wave cut platforms, caves, arches and stacksDepositional Landforms of erosion and deposition on a UK coast
Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore driftDeposition - why sediment is deposited in coastal areasHow geological structure and rock type influence coastal formsErosional Landforms - headlands and bays, cliffs and wave cut platforms, caves, arches and stacksDepositional Landforms - beaches, sand dunes, spits and barsIdentify major landforms of erosion and deposition on a UK coastHard engineering - costs and benefits
Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore driftDeposition - why sediment is deposited in coastal areasHow geological structure and rock type influence coastal formsErosional Landforms - headlands and bays, cliffs and wave cut platforms, caves, arches and stacksDepositional Landforms of erosion and deposition on a UK coastHard engineering - costs and benefitsSoft engineering - costs and benefits
Landscapes Coastal Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore driftDeposition - why sediment is deposited in coastal areasHow geological structure and rock type influence coastal formsErosional Landforms - headlands and bays, cliffs and wave cut platforms, caves, arches and stacksDepositional Landforms - beaches, sand dunes, spits and barsIdentify major landforms of erosion and deposition on a UK coastHard engineering - costs and benefitsSoft engineering - costs and benefitsCoastal management scheme example - reasons for management, the
Landscapes	Choose Coasts and River NOT GlaciersLocation of major uplands/lowlands in the UKLocation of major river systemsWave types and characteristicsMechanical (physical) and chemical weatheringMass movementTypes of erosionTransportation including longshore driftDeposition - why sediment is deposited in coastal areasHow geological structure and rock type influence coastal formsErosional Landforms - headlands and bays, cliffs and wave cut platforms, caves, arches and stacksDepositional Landforms - beaches, sand dunes, spits and barsIdentify major landforms of erosion and deposition on a UK coastHard engineering - costs and benefitsSoft engineering - costs and benefitsCoastal management scheme example - reasons for management, the strategy and the results and conflicts.

Describe and explain the different processes of erosion, transportation and
deposition
Describe and explain the formation of key erosional features (waterfall and gorges)
Describe and explain the formation of key middle course features (meanders and ox bow lakes)
Examine the changes of a named river from source to mouth
Explain the causes of flooding
Analyse the difference in storm hydrographs ad lag times (urban and rural)
Assess how rivers can be managed using hard engineering techniques
Assess how rivers can be managed using soft engineering techniques
Assess how a named area has been impacted by flooding and the solutions put in place to limit the risk

History



Living under Nazi Rule, 1933-45

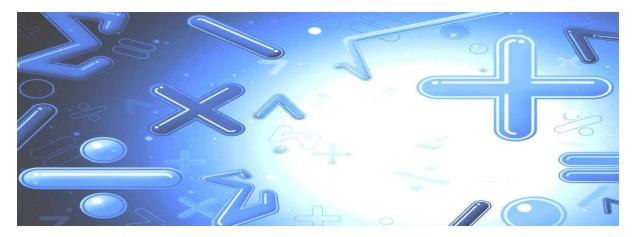
Sections	Learners should study the following content:
Dictatorship	 Hitler and the Nazi Party in January 1933 Establishing the dictatorship, January 1933 to July 1933 Achieving total power, July 1933 to August 1934
Control and Opposition, 1933–1939	 The machinery of terror including the SS, the law courts, concentration camps and the Gestapo The range and effectiveness of Nazi propaganda Opposition to Nazi rule including the Left, church leaders and youth groups
Changing Lives, 1933–1939	 Work and home: the impact of Nazi policies on men and women The lives of young people in Nazi Germany including education and youth movements Nazi racial policy: the growing persecution of Jews
Germany in War	 The move to a war economy and its impact on the German people, 1939–1942 Growing opposition from the German people including from elements within the army The impact of total war on the German people, 1943–1945
Occupation	 The contrasting nature of Nazi rule in eastern and western Europe The Holocaust, including the <i>Einsatzgruppen</i>, ghettos and the death camps Responses to Nazi rule: collaboration, accommodation and resistance

Link to Online Revision Guide

The Making of America, 1789-1900

1789–1838 What tensions arose as the USA grew?	 How and why the USA expanded, from 1789 to 1838 The expansion of southern cotton plantations and of slavery, 1793–1838 The removal of indigenous people from the east, 1830–1838
1839–1860 Why did people move West and what was the impact of this migration?	 The culture of the Plains Indians including a case study of the Lakota Sioux The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859)
1861–1877 How were the Plains settled?	 The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns Homesteaders: living and farming on the Plains The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865– 1868) and the Great Sioux War (1876–1877)
1861–1877 Why did the Civil War begin? What happened as a result of this?	 Divisions over slavery and the causes of the Civil War The African American experience of the Civil War, 1861–1865 Reconstruction and continuing limitations to African American liberty
1877–1900 How did the lives of Americans change at the end of the 19th century?	 Changes to the Plains Indians' way of life including the impact of reservations and the destruction of the buffalo The impact of economic, social and political change on the lives of African Americans The growth of big business, cities and mass migration

Maths



Overview:

Students will complete two exams based on the Edexcel exam board style. These are designed to mirror closely the actual Edexcel examination papers, and use only previous exam questions however Year 11 content not yet covered has been removed.

Paper 1 – 1h 30 mins – Non Calculator

Paper 2 – 1h 30 mins – Calculator

Sparx Maths



Step 1) Log in to Sparx Maths Step 2) Select Revision and Assessments



Step 3) Click 'Do Some Revision'



Step 4) Complete the revision questions and watch the videos when you need to.

1Paper 1 Revision List

Question Topic

- 1 Rounding to nearest 1000
- 2 Decimal to percentage
- 3 Types of angles
- 4 Ordering decimals
- 5 Square root of integer
- 6 Two-step money problem
- 7 Angle Bisector
- 8 Angle reasoning (line/triangle)
- 9 Function machine reverse and fixed point
- 10 Simplifying ratios
- 11 Negative division, squares, BIDMAS
- 12 Transformations
- 13 Basic probability
- 14 Multiplication of large numbers
- 15 Stem and leaf + median/range + comparison
- 16 Best value for money
- 17 Solving linear equations with brackets
- 18 Powers of 10
- 19 Describing transformations
- 20 nth term of arithmetic sequence
- 21 Fraction of amounts and error analysis
- 22 Non Calc Surface Area and Volume
- 23 Venn diagrams and probability
- 24 Direct and Inverse Proportion
- 25 Equation of straight line from graph
- 26 Ratio and Algebra
- 27 Non Calc Interest Qn
- 28 Solving linear inequalities
- 29 Standard Form

Paper 2 Revision List

Question

Topic

- 1 Percentages Converting percentage to fraction
- 2 Metric Units Converting cm to m
- 3 Place Value Identifying digit value in a number
- 4 Algebraic Simplification Collecting like terms

5 Fractions - Ordering fractions by size

6 Scale Diagrams - Map scales and conversions

- 7 Statistics Interpreting bar charts, finding mode and differences
- 8 Coordinates & Geometry Reading coordinates, midpoints, plotting points

9 Money Problems - Multi-step cost calculation with totals

10 Circles - Naming parts (radius, chord)

11 Probability - Understanding fairness and interpretation

12 Fractions of amounts - Bar models and multiplication

13 Two-Way Tables - Completing a frequency table

14 Graphs - Cubic graph: table of values & plotting

15 Percentages of amounts - Comparing two percentages

16 Algebra: (a) Index notation (b) Writing expressions from context

17 Ratio & Proportion - Scaling recipes

18 Transformations - Rotation and reflection

19 Graphs - Plotting linear graphs

20 Simultaneous Equations - Solving algebraically

21 Factorising Algebra - Common factors and linear expressions

22 Highest Common Factor - Using prime factorisation or listing

23 Ratio & Probability - Using ratios and probabilities to find totals

24 Capture-Recapture Method - Estimating populations in statistics

25 Compound Interest/Percentage Growth - Repeated percentage change

26 Density, Mass, Volume - Calculations involving D = M/V

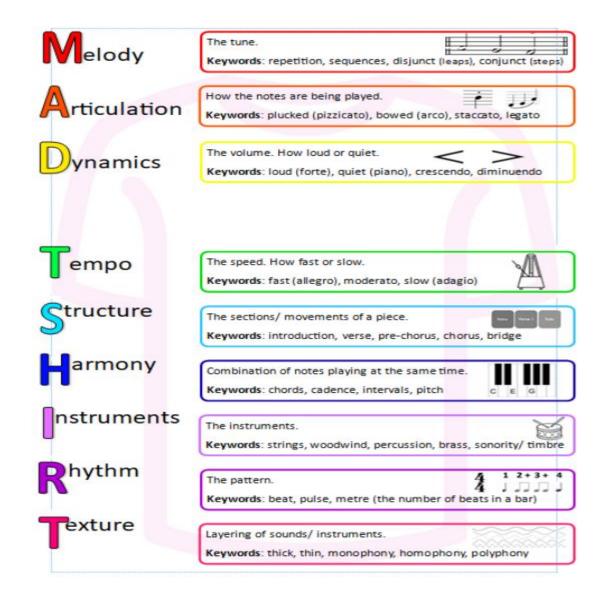
27 Probability Trees - Combined probability events

28 Trigonometry - Solving triangles (use of sine/cos/tan)

29 Formulae: (a) Substitution (b) Rearranging to make a variable the subject

Music





AQA GCSE Music

Year 10 Revision Guide

In your exam you will hear 8 excerpts of music from the Areas of Study we have covered in lessons this year. Below are the four Areas of Study and some suggested listening. The thing that will be most helpful in preparing for the exam is revising MAD TSHIRT and the keywords that go with this, and practicing listening to these styles of music and analysing sections of them using MAD TSHIRT.

Area of Study 1: Western Classical Tradition 1650-1910

- Coronation Anthems and Oratorios of Handel
 - Zadok the Priest
 - And the Glory of the Lord from Handel's Messiah
- Orchestral Music of Mozart, Haydn and Beethoven
 - Mozart: Eine Kleine Nachtmusik, Clarinet Concerto
 - Beethoven: Symphony No.1, Symphony No. 5
 - Haydn: Clock Symphony, Trumpet Concerto
- Piano Music of Chopin and Schumann
 - Chopin: Polonaise in A major, Raindrop Prelude
 - Schumann: Album for the Young
- Requiem of the Late Romantic Period
 - Verdi: Dies Irae from Requiem
 - Faure: Sanctus from Requiem

Area of Study 2: Popular Music

- The Music of Broadway 1950s 1990s
 - West Side Story
 - Little Shop of Horrors
- Rock Music of the 1960s and 1970s
 - o The Beatles: Love Me Do
 - Pink Floyd: Time
 - Led Zeppelin: Whole Lotta Love
- Film and Computer Gaming Music 1990-Present
 - John Williams: Star Wars, Harry Potter
 - Michael Giacchino: Up
 - Hans Zimmer: Gladiator, Pirates of the Caribbean
 - Winifred Phillips: Victoria's Lab from LittleBigPlanet 2
- Popular Music 1990-Present
 - Alicia Keys: Fallin'
 - Taylor Swift: Love Story
 - The White Stripes: Seven Nation Army

Area of Study 3: Traditional Music

- Blues Music 1920-1950
 - Ma Rainey: See See Rider
 - Bessie Smith: Downhearted Blues
 - Robert Johnson: Sweet Home Chicago
 - o Glen Miller: In the Mood
- Fusion Music incorporating African and/or Caribbean Music
 - Bob Marley: One Love, No Woman No Cry
 - Paul Simon: Graceland, Diamonds on the Soles of her Shoes
- Contemporary Latin Music
 - Buena Vista Social Club: Chan Chan, El Cuarto de Tula
- Contemporary Folk Music of the British Isles
 - Kate Rusby: Little Lights album
 - Mumford and Sons: Winter Winds, I Gave You All

Area of Study 4: Western Classical Tradition since 1910

- Orchestral Music of Aaron Copland
 - Fanfare for the Common Man
 - Hoe down from Rodeo
 - o Appalachian Spring
- British Music of Arnold, Britten, Maxwell Davies and Tavener
 - o Arnold: Four Scottish Dances
 - Maxwell Davis: Farewell to Stromness
 - Britten: Young Person's Guide to the Orchestra
 - Tavener: The Lamb
- Orchestral Music of Zoltán Kodály and Béla Bartók
 - o Kodály: Háry Janós
 - Bartók: Concerto for Orchestra
- Minimalist Music of John Adams. Steve Reich, and Terry Riley
 - Adams: Wavemaker, Shaker Loops
 - Reich: Clapping Music, Piano
 Phase
 - Riley: In C

Psychology



https://qualifications.pearson.com/en/qualifications/edexcelgcses/psychology-2017.html

Revision Foci:

SOCIAL INFLUENCE
Obedience
Conformity
Deindividuation
Bystander effect
Majority influence
Behaviour of crowds
Key Studies: Piliavin et al. (1969) and Haney, Banks and Zimbardo (1973)
Social and Cultural issues in psychology

PSYCHOLOGICAL PROBLEMS

Symptoms and Features of addiction and depression

How mental illness has changed over time

The influence of genes

The cognitive theory of depression

The learning theory of addiction

The use of CBT

The use of drug treatment

Key Studies: Caspi et al. (2003) and Young (2007)

The Nature Nurture debate

RESEARCH METHODS

Variables (independent, dependent and extraneous)

Controlling extraneous variables

Hypotheses (Experimental, alternative and null)

Methods of sampling

Experimental designs (independent measures, repeated measures and matched pairs)

Qualitative and Quantitative data

Ethics in psychological research

Research methods (lab experiments, field experiments, natural

experiments, interview, questionnaire, observation, case study and correlation)

Decimal and standard form

Measures of central tendency (mean, median, mode)

Calculations (ratio, fractions, percentages, range, normal distribution)

Represent data (graphs)

Interpret data

Primary and secondary data

SLEEPING & DREAMING

Functions, features and benefits of sleep

Internal and external influences on sleep

Symptoms and explanations of sleep disorders: insomnia and narcolepsy

Freudian theory of dreaming

Hobson and McCarley 1977 – Activation Synthesis

Key Studies: Freud (1909) and Siffre (1975)

Science



Exam foci:

Students should use the revision guide they have been given to focus on the topic identified below:

Торіс	Pages	
Exam revision all Paper 1 content	(look at the con	itents pages)-Biology
Cell biology	16-23	
Organisation	24-31	
Infection and response	40-45	
Bioenergetics	46-49	
Exam revision all Paper 1 content	(look at the con	tents pages)-Chemistry
Atomic structure and the periodic table	88-93	
Structure bonding and the properties of matter	94-101	
Quantitate chemistry	102-105	
Chemical changes	114-119	
Energy changes	120-123	
Exam revision all Paper 1 content	(look at the con	tents pages)-Physics

Energy	170-173	
Electricity	188-197	
Atomic structure	212-218	
Particle model of matter	210-211	
Key concepts: Transport in and out of cells	22-23	
Key concepts: Atoms, elements, compounds and mixtures	88-89	
Key concepts: An introduction to Electricity	188-189	
Key concepts: Energy stores and transfers	170-171	

Sociology



AQA-Paper 1 – 1 hour 45 minutes

https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification

https://www.tutor2u.net/sociology/reference/exam-techniqueadvice?search=gcse&sort=relevant

Revision Focus:

The Sociological Approach
Conflict and consensus theory
Culture and nature
Functionalism - Durkheim
Marxism – Karl Marx
Max Weber – Protestant Work Ethic
Interactionism
Feminism
New Right Ideas
Social Structures
Social Groups

Research Methods

Research design – Qualitative and Quantitative

Pilot studies

Sampling and Surveys

Questionnaires

Interviews

Ethical Issues

The Sociology of Families
Functions of the family – Functionalism/Marxist/Feminism
Family forms
Family diversity
Alternatives to the family
Conjugal roles in the family
Changing relationships in families
The symmetrical family
Criticisms of families
Divorce – theories and consequences

The Sociology of Education

Function of education

The relationship between education and capitalism

Sociological perspectives on the role of education in society

Different types of schools

Private Vs State

Alternative education

Educational achievement: internal and external factors

Impact of educational policies on achievement

Impact of social class on achievement

Gender and educational achievement – subject choice

Ethnicity and educational achievement

Spanish



Last yeer / summer solo (a Fronc / Ruly / Takly Fronc / Ruly / Takly Mod diyou go with International and a state of the solution of the so	The variationes in a last of the variant of the var	What do you do in summer? What do you do in summer? A goart / karner Ids g
A A A A A A A A A A A A A A A A A A A	ide /	
dione How did Utravelle by boo by boo by boo by boo Utravelle by boo Utravelle Utrave	Prefero ir a unhotel / un camping/ un apartamento/ una can rulal Es divertido / busto / interesante / religante con mi familia / insti	Nado en el mar. Salgo con mis anigos / mi hermano?. Veca la ele/ un sperior factoci. Viga la peque / la piaya / al centro comercial. nurca hace buen tiempo hace mai tiempo
and the end of the end of the first of the provided by a travel three wells the provided of the provided	/ Iprefer going to a hote! / compare/ apartment / house in the country It's fain / deepu/ interesting / relaxing with mr / family / school user house factory	Somin in the set (goour with my frends / my brother / sister, /much Th' / parund the marino /much Th' / parund the marino /much Th' / parund the heach / / the strapping centre th's point averable /f's point averable

work. Criano se escrive? rous holiday rous not be other hand. /s. or the other hand. /s. or hand	Imme I want to complain Hay rates on a cama. I human. I human. No hay I dilector. to change com. No hay a discussi. manager. Nescrift. nondo The discussi. paper higherico nondo The discussi. paper higherico nondo The discussi. collar. / (vanput nondo The discussi. collar. / (vanput The room ¿Gono tellema usted? Gono tellema usted?	Quiden reserver I would life to book Hay un suptement para partos. Tree's supplement for dags. aire excritionab? aire excritionab? aire excritionab? read. read. apacamienti? aire excritionab? aire excritionab? read. read. read. apacamienti? aire excritionab? aire excritionab? una biblickin linkinal. read. re	Quode te abjasté? Where did yeu story? grande big er un ablague jevenil / un totel in o path host / a host indicada moderni er un ablague jevenil / un totel in o path host / a host moderni moderni er un ablague jevenil / un totel in o path host / a host moderni moderni er un camping / una persión on o campoit / in a geost house: tranquició moderni certa de la phoj no toter-contunum / host tranquició guide guide certa de la phoj no toter-contunum / host tranquició guide guide guide certa de la phoj no toter-contunum / host tranquició guide guide	Qué tai lo passte? How was it? Oué deastre! What o desste! La paé fenomal / faital India o good / und time Qué lempo hao? What not desste! What not desste! La paé fenomal / faital India o good / und time Qué lempo hao? What not show white if it i i i i i i i i i i i i i i i i i	
---	--	---	--	--	--



Exitos practico el judo toro la trompeta canto en el ciro ciub de lajedrez) soy miembro del ciub de teatro ciub de teatro ciub de tertogrifia desde haceaños el trimestre pasado participé en un maraton un concierto un concierto un concierto	¿Qué vas a hacer? Voy a participar en un intercambio viajar con mi clase conocer visitar liegar estar liegar asistir a clases	¿Hay problemas en tu insti? Un problema es el estrés de los exámenes el acisos escalar la presión del grupo Estoy estresado/a. Tengo mielo de suspender mís pruebas. aprobar mis exámenes	¿Cuales son las normas de tu inst? Està prohibido No se debe comer chicle usar et movil en clase llevar uniforme ser agresivo o grosero correr en los pasilos llevar piercings ser puntual salir cel instituto durante el dia escolar	2/Gono vas al Insti? Voy al insti a pie / andando en bicis en autobús en coche en raxi en traxi en traxi an traxi salgo de casa a las
Successes / Achievements 1 do / hove been doing juld 1 pilor / hove been piloying the tumpet 1 sing / hove been an member of the (c) the been a member of the 1 drama club reporters club reporters club reporters club for years lost term 1 took part in a materthan a concert a championship a concert	What are you going to do? Wire going to We're going to Lake part in an exchange travel with my class meet / get to know wisit arrive be attend lessons	Are there problems in your school? One problem in my school is exom stress builying peer pressure 1 am stressed out. 1 am stressed out. 1 am stressed out. 1 am stressed out. 6 ali(ng) my assessments. pats my exams	What are the rules in your school? It is forbidden You or an et allowed You server phone and the sense to very a uniform to use your phone in lessons to wear a uniform to use your phone in lessons to wear a uniform to wear a uniform to wear a uniform to wear a uniform to sense the school during the school day	How do you get to school? Igo to school on foor / walking by bias by core by unid by tool by tool by tool theore home at
hice / hicimos una pericula gané / ganamos un trofeo un premio toqué un solo toqué un solo tortimestre el proximo trimestre voy a continuar con voy a i ral club de Los clubs extrescolares son divertidos / geniales / interesantes Te ayudan a aprender cosas interesantes hacer nuevos amigos	ir a pie llevar ropa de calle ir / comer juntos ir de excursión hacer turismo hacer una visita guiada ver los edificios Via a ser fácil / guay	Hay (algunos) alumnos que intimidan abusan sienten pánico hacen novillos quieren ser pante de la pandilla son una mala influencia	estoy de acuerdo no estoy de acuerdo En mi opinión Pienso que / Creo que es justo no es justo ¡Qué ve! Las normas son buenas / malas necesarias demasiado severas	Las clases emplezan a las y terminan a las Tenemos clases al dia por la mañana por la tarde Cada clase dura el recreo la hora de comer
/ did / we did a test / exam a film / won / we won a trophy a prize / piored a solo this term next term / m going to continue with / m going to got club / m going to got club Extra-curricular clubs are fun / great / interesting they help you to fearn interesting things mole new friends	wolk wear (my/your/aur) own clothes go / ear tagether go on a trip go on a trip go on a trip see the sights do a guided tour see the buildings it's going to be éasy / cool	Interior are (some) pupils who intimidate abuse free panic skip lessons want to be part of the gang are a bad influence	(agree / disagree / disagree / think that / it's fair / it's unfair / it's und fair No way! The rules are The rules are The rules are The rules are	Lessons start al and finish at Per day in the enerning in the afternoon Each lesson lasts break break
٢	6	٢	٢	6

Módulo

Qué es mejor, e-books o libros en pape? What is better, e-books or paper books. Las páginas no teren numeros una deven numeros tradicionales Los e-books. E-books. In oteren numeros cost less than traditional una deventaja In oteren numeros cost less than traditional una deventaja son más ecológicos cansan la véta are nore portables Lee en formato dígital portables portable portable tre your eyes usan batería tre your eyes depende de usa batería depende de	¿Con qué frecuencia lees? How often do you read? una vez al año todos los das every day nunca a menudo often nunca de vez et cando from time to time un ratón de biblioteca una vez a la semana once a week un (a) fan del manga	¿Qué te gusta leer? What do you like reading? Ios tebens / Ios cinnics comics las novelas de amor Ios periódicos newspopers las historias de vampiros Ias revistas mogazines las biografias Ias novelas de ciencia ficción science fiction novels las biografias	Quieres salir connigo? Do you want to go out with me? No puedo proque (can't because quedame en casa esta livera it's cining dar una vuelta tengo que It was to go and the go an	Qué estás haciendo? What are you doing? Ieyendo Estoy f.am f.am leyendo tocando la guitarra ploying the guitar durmiendo habiando por teléfono tadiagi an the phone escribienda jugando con ni móvil ploying the yhone persando en salir comiendo pizza extring pizza actualizando mi página tomando el soli sunbchíng f.r editando mis fotos viendo una peli worthing o film editando mis fotos	Qué aplicaciones usas? What apps do you use? Uso para fuse (in order) to divertido/a subir y ver videos uploud and waich videos peligroso/a compartir fotos since photos padeto/a organizar las anigos mor familia regénice log out with fadico/a organizar las anigos my friends poullar fadico/a contact ron mí familia contact my fornily gatis dietivo/a aprender idiomas contact my fornily gatis gatis contact my fornily devinded music afectivo/a afectivo/a publica mensajes tha tha field te tran mi red social preferida publica mensajes tha // ticorc a moritor my physicol activity una redida de tiempo publica mensajes tha // ticorc Estoy enganchado/a a fange app	Módulo 3 Palabras 🕒
eros don't hore numbers dor't hore numbers a dispital eta poterts the planet eta is cheaper depends on etctrica electricity	once a year never ngà a mango fan	nor romonic novels ampiros vanipire stories biographies	a to stay at home to go for a wonder What a shome What a shome More sholl we meet? c. Univer sholl we meet? c. Univer sholl we meet? c. OK	recoding steeping wring wring thinking of going out updating my facebook page cous editing my photos	fun dengerous protitici quick easy to use popular usefut free addethe addethe addethe telento the beste of time the beste of nue to a a I am hooked on	

makes you laugh tells you the truth I met my best fivend (foull years ago we have a lat in common	te hace reir te dice la verdad Conoci a mi mejor amigo/a mace (cuatro) años tenemos mucho en comin	What is a good friend like? A good friend is someone who helps you supports you knows you well accepts you	¿Cómo es un buen amigo / una buena amigo / una buena amiga es alguien que te apyuda te apoya te conoce bien te acesta
I have a good time with I argue with	Me divierto con Me peleo con	Do you get on well with your family and friends? I get on well with I don't get on well with	¿Te llevas bien con tu familia y tus amigos? Me llevo bien con No me llevo bien con
shy fun serious funny generous loyal	tinido/a divertido/a senic/a gracioso/a generoso/a fiel	What is he/she like as a person? As a person, he/she is optimistic pessimistic hard-working lazy chatty	¿Cómo es de carácter? Como persona, es opulmista pesimista trabajador(a) perezoso/à hablador(a)
He/She has freckles He/She wears glasses a beard a moustache a moustache for chubby for bald dark-haired fair-haired fair-haired fair-haired bald fair-haired hown-haired brown-haired brown-haired hown-haired hown-haired	Tene pecas Lleva gafas barba barba barba barba bapda/a detgado/a gordfo/a gordfo/a gordfo/a gordfo/a gordfo/a gordfo/a gordfo/a gordfo/a gordfo/a gordfo/a noteno/a noteno/a noteno/a castano/a petirrojo/a No es ni gordo/a ni detgado/a	What is he/she like? He/She has eyes blue green green grey smal dark-brown dark-brown mid-brown mid-brown dark-brown short short short short short short straight surgight	¿Cômo es? Tiere las olos azules werdes grandes grandes grandes pequeños moreno moreno castaño rubio castaño rubio castaño rubio castaño rubio rojo castaño rubio rojo castaño rubio rojo castaño rubio rojo castaño rubio rojo castaño rubio rojo castaño rubio rojo castaño rubio rojo castaño rubio rojo castaño rubio rojo rubio rubio rojo rubio rubio rojo rubio rub
male causin female causin niece husband wile san daughter grundbaughter grundbaughter grundbaughter older/younger	el primo la prima el sobrino la sobrino el mujer el hipio la hipio la hipio la hipio	Family futher mother step-futher step-tother step-sister grandfother grandfother grandfother grandfother grandfother grandfother	La familia el padre la madre el padrastro el memano el hermanastro el hermanastra el abuela la abuela el tio la tià

Módulo

La tele (No) soy teleadicto/a (No) soy teleadicto/a Mi programa favorito es un concurso un programa de deporte un eality un documental una telenovela una sorie onicidara	mienbro de un ciub robanticionado a de juego al	el teclado / el piano / la batería / la flauta El deporte Antes era Ahora soy (bastante / muy) deportista	La música Me gusta el soul / el rap / el dance / el hip-hop / el pop / el rock / el jazz / la música clásica / electrónica Toco / Mi hermano/a toca.	Por la mañana / tarde Por la noche cocino juego al futbolín / al squash monto en bicí / monopatin toco la guitarra / la trompeta vog/ vamos al polideportivo / al centro comercial / a la pista de hielo / a la bolera	Mis ratos libres Tengo muchos pasatiempos. A la hora de comer Cuando tengo tempo Después del insti Los fines de semana Los funes)	La paga Recibo euros a la semana / al mes dinero de vez en cuando dinero para mi cumpleaños Gasto mi paga en
TV (m (nat) a TV addict (watch TV hours a day (watch TV hours a day My favaurite programme a sports programme a reality TV show a documentary a soap a comedy a comedy a comedy	a a member of a club / a team a c., fanatic (play i used to do	the keyboard / the piano / the drums / the flute Sport Before I used to be Now I am Quite / very) sporty	Music (like soul/ rap/ (dance / hip-hop / pop/ rock / jazz/ classical / electronic music (laska) / Wy brather/sister plays.	in the maning / dfernoon / evening At right / cook / play table football / squash / inde my bike / skateboard / play the guitar / trumpet / go / we go to the sports centre / to the shapping centre / to the shapping centre / to the lee nak / to the bowling alley	Ny freetime I have lots of hobbies. At luncitime When I have time After school At weekends On (Nondows).	Pocket money (receive euros a week / a month money forn time to time money for my birthday (spend my pocket money on
Me gustan las comedias No me gustan las noticias Es / Son aburida/d(s) adictivo/a(s) entretenido/a(s) tontro/a(s) informativo/a(s) emocionante(s)	patringie sobre nielo prizguismo Entreno Ayer / Esta makana La temporada pasada Jugué un partido marqué un gant gané / ganamos el campeonato M jugador(a) favorito/a es Lo mejor fue cuando batió el récord ganó / marcó	Fue genial / incretble / inolvidable. atletismo / ciclismo equitación / eccilada gimnasia / judo karate / natación	Mi cantante favorito/a es Fui a un concierto de Canté y bailé. Compré una camiseta de la gira. Comi/ Bebin	salir con amigos usar el ordenador ver la tele Es divertido / sano 30y activo/a / creativo/a sociable / adicto/a a Me hace reir / relajarme Ne osciab estar al aire libre en contacto con otra gente	Suelo // descansar escuchar música / la radio hacer deporte ir al cine leer libros / revistas / periódicos	Compro caramelos saldo para el móvil revistas / videojuegos ropa y maquillaje
1 like connedies 1 don't like the news bring addictive 1 un entertaining silly silly silly entertaining entertaining silly	race secting connering (1) no longer (ploy) (1) train Vesteday. This manning (ast season (ast season (ast season (ast season (ast season (b) / we wan the championship by forount player is he by beat thing room he/she beat the record he/she wan / scoret	it was great / incredible / unforgettable. athletics / cycling horseriding / climbing gymnostics / judo karate / swimning	My fovourite singer is I went to a concert. I sang and danced. I bought a tour t-shirt. I ate / dank.	go out with friends use the computer watch TV It's fun / healthy artine / creative sociable / addicted to tranakes me langh / relax I needt to be outdoors in rouch with other people	I tend to / I usually rest listen to music / the radio do sport go to the cinema go to the cinema os read books / magezines / newsnozers	I buy sweets credit for my mobile phone magazines / computer games clothes and make up
6	٢			٢		6
ayuda a organizaciones beneficas lucta por / contra la pobreza / los derechos humanos tiene mucho talento / évito tiene / évito tiene / évito tiene / évito	Ir al cine, al teatro, etc. ¿Tienes ganas de ir a un festival/ a un espectáculo de? al cine / al teatro / al circo? esta turde? esta turde? esta noche? mañana / el viernes? ¿Qué ponen? Los modelos a seguir Mi modelo a seguir es	Prefiero trait cine porque Prefiero ver las pells en casa porque el ambiente es mejor. la inage es mejor en la gran pantalla. los asientos no son cómodos.	de.	Temas del momento He comparido He comprado He gastado He hecho He hecho He leido He subido He subido He subido He subido	Maconalidades americano/a británico/a griego/a falano/a mexicano/a alemán / alemana	Las películas una película de amor una película de terror una película de acción una película de aventuras
he/she helps charities he/she fights for / against poverty / human rights he/she is very talented / successful he/she wars in defence of animals he/she wars his/her fame to help athers	Going to the cinema, theatre, etc. Do you (ancy going Do a (estived / to a show) to be cinema / theatre / circus? this aftermaon / evening? tonght? tranarraw / an Friday? What's an? Bale models Hay role models	(prefer young the internative (prefer young the international the prefer watching films at home because the anosphere is better. the atmosphere is better on the big screen. the seats aren't comfortable.	What this	Trending topics Thore short Thore downloaded Thore downloaded Thore played Thore played Thore played Thore played Thore played Thore valued Thore valued Thore exer Thore bar Thore bar	American British British Careek Careek Mevican German	Films a love film a horror film an adventure film
		(No)	5 5 00 0	Cuenta Combine El final , es fel Los acto Los acto Los perer Las anin son	español(a) francés / franc galés / galesa inglés / ingles irlandés / irlar japonés / japo	una pe una pe
fanoso(a), fuerte generoso(a' optimista rico(a) simpático(a trabajador(a) / valiente Ha batólo muchos récords. Ha hablado abiertamente de Ha hablado abiertamente de Ha hacho varias películas. Ha recaudado más de Ha superado sus problemas.	Es una película / obra de ¿Cuánto cuesta? Son euros. Empieza / termina a las Dos entradas para por favor. Para la sesión de las Por quedan entradas. Es No quedan entradas. Es No es ni ni No es ni ni	ne molestan. Ilas entradas son caras. Ilas paiomitas están rícas. hay demasiadas personas: me encanta ver os tráliers para las nuevas pelis. (No) estoy de acuerdo.	decepcionantes guapos/as / interesantes irritantes / impresionantes locos/as / originales	Cuenta la historia de Combina el misterio con la acción. El final / La banda sonora es bueron/a / malo/a es bueron/a / malo/a cos actores / Los gráficos Los actores / Los gráficos Los arteronajes Los personajes Los personajes Las animaciones / canciones son	español(a) francés / francesa galés / galesa inglés / inglesa intrandés / infandesa japonés / japonesa	una película de animación una película de ciencia ficción una película de fantasia una película extranjera

Módulo 4

an animated film a sci-fi film a fantasy film a foreign film

9

Spanish French Welsh English Irish Japanese

9

good / brilliont disoppointing good looking / interesting irritating / impressive mad / original

He/Sie is... He/Sie is.etther...nor... ambitixus / selfsh fornosi / strong generous / optimistic rich' nice he/sie has beetten lds of records. He/sie has societ not sof records. He/sie has societ operit/ about... He/sie has raised more than... He/sie has suffered severol films: He/sie has suffered severol films: He/sie has suffered severol films: He/sie has suffered severol films:

6

N's a., film / play,
How much does it cost?
Next time does it start / finish?
What time does it start / finish?
It starts / finishes a.,.
To to tokets for.,. please.
For the.,. showing / performance.
There are no tickets left.

9

the tickets are expensive. the popcorn is tasty, there are too many people. I low waitching the trailers for the new films. I (don't) agree.

9

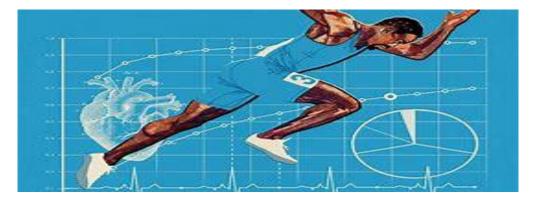
the other spectators annoy me.

n It tells the story of ... n It combines mystery with action. The earling / The soundtrack... is good / bod is hoppy / sad / strange The actors / The graphics... The special effects... The characters... The animations / songs are...

9

Sport

<u>Key</u>



Preparation Foci

- Body systems, Components of Fitness and Health
- Training methods Diet and Lifestyle

All revision videos and resources have been uploaded to the Microsoft Teams page for Sport

Hospitality & Catering



Key preparation focus:

- Commercial vs non commercial
- Food Services methods
- Jobs roles- receptionist
- Attributes
- Employment contracts
- Environmentally friendly
- Meeting customer needs babies, small children, disabilities
- Vegetarian and vegan menus
- Large equipment
- Accident forms
- Accident prevention
- HACCP chart/identifying control points
- EHO
- Food hygiene and safety

Commerical = makes a profit Fast food Fopd cooked quickty. Limited menu. Do not need skilled staff Noncommercial - their primary business will be something other than to make a will be something other than to make a profit such as providing health care East food Fopd cooked quickty. Limited menu. Do not need skilled staff Noncommercial - their primary business Buffet Customer helps themselves. Hard profit such as providing health care Buffet Customer helps themselves. Hard profit such as providing health care Residential = you can sleep there Commercial No wait staff required Commercial No wait staff required No wait staff required Motel No wait staff required No wait staff required Commercial No wait staff required No wait staff required Commercial No wait staff required No wait staff required Motel Family Style Waiting staff required No wait staff required Residential No wait staff required No wait staff required Commercial Hostel Takeaway Food can be ordered via an app. over the phone or in person and astaff required Residential home No commercial No staff serve food No wait staff serve food No scolar canteen Non contract Stood can be ordered via an app. over the phone or in person and acting staff serve food<	mited The waiter S. Hard Miltvary F. Set the table S. Meet and greet customers A Brings the food and drink F. Prepares the bill F. Prepares the bill G. Clears the table F. Arrange check in and out Clear the table A Arrange check in and out Codd Used in Codd
ommercial - their primary business menu. Do not need skilled staff osomething other than to make a such as providing health care buffet Customer helps themselves. such as providing health care to plan as portion sizes and likes will from person to person. Often a set nom erson to person. Often a set nom person of the table in large dishes and each pi helps themselves mercial Family Style Waiting staff delivers f mercial Family Style Waiting staff delivers f in family Style Waiting staff serve fo using a fork and a spoor, normally u a formal setting. Expensive. on a formal setting. Expensive. in formal setting. Expensive. fits of a permanent contract for and a spoor, normally u a formal setting. Expensive.	2. Meet and greet 3. Takes the order 5. Prepares the bill 6. Clears the table 6. Clears the table 6. Clears the table 6. Clears the table 1 1 1 2 8 1
e something other than to make a such as providing health care such as the provest of the table in large dishes and each phelps themselves and e	3. Takes the order 4. Brings the food 5. Prepares the bil 6. Clears the table 6. Clears the table 7. 1. 7. 8. 6. 6. 6. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7.
such as providing heatth care such as providing heatth care the table in large dishes and tikes wi from person to person. Often a set mercial mercial mercial mercial famity Style Waiting staff delivers f famity Style Waiting staff delivers f famity Style Waiting staff delivers f the table in large dishes and each p helps themselves Famity Style Waiting staff delivers f the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves Famity Style Waiting staff delivers f the table in large dishes and each p helps themselves Famity Style Waiting staff delivers f the table in large dishes and each p helps themselves Takeaway Food can be ordered vie app, over the phone or in person ar eaten elsewhere Commercial tital tal tal tal dent Calm under pressure Good communication Good work of the Passionate fits of a permanent contract fits of a permanent contract fits of a permanent contract	5. Prepares the bil 6. Clears the table 6. Clears the table 1. 1. 2. 3. 3. 4. 4. 5. 6. 6. 6. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
mercial Family Style Waiting staff delivers f the table in large dishes and each p helps themselves fa app, over the phone or in person an eaten elsewhere eaten elsewhere commercial Silver service Waiting staff serve fo using a fork and a spoon, normally u a formal setting. Expensive. ential home Silver service Waiting staff serve fo ential home a formal setting. Expensive. ential home Silver service Waiting staff serve fo fa formal setting. Expensive. ential home Silver service Waiting staff serve fo ential home a formal setting. Expensive. ential home Silver service Waiting staff serve fo fa formal setting. Expensive. ential home Silver service of some one e.g dent Calm under pressure Good work fast calm under pressure Good time management Problem r Screative Hard working Polite Good time management Problem r Sensible Passionate Food time management Problem r Sensible Passionate Sens	Head Chef S. Hanager of the Buying ingredie Costing the mer Costing the mer
mercial Family Style Waiting staff delivers f the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves the table in large dishes and each p helps themselves commercial app, over the phone or in person ar commercial strend a spoon, normally u tal filver service Waiting staff serve fo ol canteen a formal setting. Expensive. ol canteen a formal setting. Expensive. ol canteen a formal setting. Expensive. ential home for a feature of some of so	Head Chef So the merits Costing the merits Costing the merits Costing the merits
the table in large dishes and each phelps themselves helps themselves Takeaway Food can be ordered via app, over the phone or in person ar eaten elsewhere sittered waiting staff serve fo using a fork and a spoon, normally u sing a fork and a spoon, normally u a formal setting. Expensive. Silver service Waiting staff serve fo using a fork and a spoon, normally u a formal setting. Expensive. Silver service Waiting staff serve fo using a fork and a spoon, normally u a formal setting. Expensive.	A A A A A A A A A A A A A A A A A A A
It helps themselves It are a the phone or in person are app, over the phone or in person are approximated and a spoon, normally, a formal setting. Expensive. It also a formal setting a fork and a spoon, normally, a formal setting. Expensive. It also a formal setting a fork and a spoon, normally, a formal setting. Expensive. It also a formal setting a fork and a spoon, normally, a formal setting. Expensive. It also a formal setting a fork and a spoon, normally, a formal setting. Expensive. It also a formal setting a fork and a spoon, normally, a formal setting. Expensive. It also a formal setting a fork and a spoon, normally, a formal setting. Expensive. It also a formal setting a fork and a spoon, normally, a formal setting a fork and a spoon, normally, a fork and a spoon, a fork and a spoon,	d in Head Chef • Manager of the • Planning the me • Buying ingredie • Costing the mer • Hiring and traini
In the provention of the phone or in person are app, over the phone or in person are	d in Head Chef • Manager of the • Planning the me • Buying ingredie • Costing the mer • Costing the mer
In the provertion of the provention of the provent of the provention of the proventi	d in Head Chef • Manager of the • Planning the me • Buying ingredie • Costing the mer • Costing the mer
commercial eaten elsewhere trait eaten elsewhere bl canteen silver service Waiting staff serve fo ential home silver service Waiting staff serve fo ential home a formal setting. Expensive. ential home o fibutes – A quality or a feature of someone e.g o dent Calm under pressure ood communication s Creative Hard working Polite ood time management r Sensible Passionate Froblem fits of a permanent contract fits of a permanent contract or (paid monthly) Bonuses Health care	d in 6. 6. 6. 7. 6. 6. 7. 6. 6. 7. 6. 6. 7. 6. 7. 6. 7. 6. 7. 6. 7. 7. 6. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7
commercial trail trail of canteen of canteen ential home ential	d in A
trait canteen l canteen ential home ential home ential home ibutes –A quality or a feature of someone e.g dent Calm under pressure Good communication Good work s Creative Hard working Polite Good time management Problem r Sensible Passionate fits of a permanent contract fits of a permanent contract	d in Head Chef • Manager of the • Planning the me • Buying ingrediel • Costing the mer • Costing the mer
ol canteen ential home ential home ential home butes –A quality or a feature of someone e.g dent Calm under pressure Good communication Good work s Creative Hard working Polite Good time management Problem r Sensible Passionate fis of a permanent contract fits of a permanent contract	
ential home a formal setting. Expensive.	 Head Chef Manager of the kitchen Planning the menu Buying ingredients Costing the menu Hiring and training staff
blem blem	Head Cher Manager of the kitchen Hanning the menu Buying ingredients Costing the menu Hiring and training staff
blem	Planning the menu Buying ingredients Costing the menu Hiring and training staff
blem	Buying ingredients Costing the menu Hiring and training staff
blem Pension	Cosump une menu Hiring and training staff
olite Good time management Problem Health care Job Security Meals Pension	
Health care Job Security Meals Pension	
Health care Job Security Meals Pension	Dress Code Annronrista skirt landths and shoes
Bonuses Health care Job Security Meals Pension	Black socks or tights
DURINGES LEGICILICALE JOD SECURITY FLEARS FERISION	
Set hours Sick pay Staff discount	Logo
Maternity/paternity leave Uniform	Neat hair
	Well groomed

environmentally friendly, establishments? environmentally friendly? environmentally friendly? environmentally friendly? environmentally friendly? environmentally friendly? environmentally environmentally environmentally environmentally	-	Why do customers prefer	How can hotels be more	How can the hotel meet the needs of families?
establishments? • Don't changing bedding better for environment • Can help with preventing deaths of animals deaths of animals deaths of animals deaths of animals deaths of animals environmentally • Cut mate change • Cost implications • Events death of • Buy in bulk • Event pollution • Improve air pollution • Prevent acid rain • Revents pollution • Prevent pollution • Prevent pollution • Prevent pollution • Prevents pollution • Prevent pollution • Prevent pollution • Prevents pollution • Prevent		Invironmentally friendly	environmentally friendly?	Baby changing room facilities
 Better for environment Better for environment Can help with preventing deaths of animals deaths of animals deaths of animals Can help with preventing death of environmentally Current trend Energy efficient light Energy efficient light<!--</th--><th>-</th><th>stablishments?</th><th> Don't changing bedding </th><th>Bacy-stitting service Bottle warmer facilities</th>	-	stablishments?	 Don't changing bedding 	Bacy-stitting service Bottle warmer facilities
 Can help with preventing deaths of animals deaths of animals deaths of animals Climate change comparies durations Current trend Cost implications Euy from environmentally Eux prome environmentality Eux prome envity prome environmentality Eux prome environmentali	•	Better for environment	and towels every day	 Breastfeeding area and changing facilities Cater for all dietary requirements
deaths of animals • Buy from • Climate change • Currant trend • Cas prove an environmentally • Cas prove an environmental environmentaly • Cost implications • Currant trend • Buy in bulk • Cas prove an environmentaly • Cas prove an environmentaly • Currant trend • Buy in bulk • Buy in bulk • Cas prove an environmentaly • Cas prove an environmentaly • Currant trend • Buy in bulk • Buy in bulk • Energy efficient light • Energy efficient light • Help preventing death of seal life • Buy in bulk • Energy efficient light • Energy efficient light • Help preventing death of seal life • Buy in bulk • Buy in bulk • Redove for environmentaly • Improve air pollution • Improve quality of lives • Buy in seasons • Redve for environmentaly • Improve quality of lives • Buy in seasons • Buy in seasons • Buy in seasons • Prevent health damage • Buy in seasons • Buy in seasons • Buy in bulk • Prevent pollution • Buy in seasons • Buy in seasons • Buy in seasons • Prevent pollution • Prevent pollution • Buy in seasons • Buy in seasons • Prevent pollution • Preve	•	Can help with preventing	 Have shorter showers 	 Children receive table activities to keep them occupied
 Climate change Current trend Cost implications Cost implications Cost implications Current trend Evanyers Sustainable companies Buy in bulk Energy efficient light Energy efficient light Famy sons Energy efficient light Famy sons Family sons Famy sons<		deaths of animals	Buy from	 Children's menulportions with healthy options at a reasonable price
 Cost implications Current trend Euclose warming Curt down on 02 emissions Energy efficient light Buy in bulk Energy efficient light Bubbs Energy efficient light Bubbs Energy efficient light Energy efficient light Bubbs Don't print receipts - emain Preventing death of email Improve air pollution Improve quality of lives Moral obligation Prevent acid rain Revent acid rain Prevent health damage Prevent bealth damage Prevent bealt	•	Climate change	environmentally	Cots provided in room
 Current trend Eury in bulk Cut down on 02 emissions Global warming Energy efficient light Energy efficient Energy	•	Cost implications	sustainable companies	 Employees are friendly and approachable (child- to-compared and the child-
 Cut down on 02 emissions Global warming Global warming Global warming Help preventing death of sea life Help preventing death of bulbs Don't print receipts- sea life Improve air pollution Improve air pollution Improve quality of lives Moral obligation Prevent acid rain Prevent ball Prevent b	•	Current trend	Buy in bulk	Family rooms
 Global warming Help preventing death of sea life Help preventing death of sea life Improve air pollution Improve air pollution Improve air pollution Improve quality of lives Improve quality Impro	•	Cut down on 02 emissions	 Energy efficient light 	 Family size bathroom facility No discrimination if a woman breastfeeds in public
 Help preventing death of sea life Improve air pollution Improve air pollution Improve air pollution Improve air pollution Improve quality of lives Improve quality of lives Improve quality of lives Eavent acid rain Prevent acid rain Prevent acid rain Prevent bealth damage Prevent bealth damage Prevent pollution Prevent pollution Prevent pollution Prevent pollution Reduces forsi fuels Prevent pollution Prevent pollution<	•	Global warming	bulbs	Recorn on family floor/quiet floor
sea life improve air pollution improve air pollution improve quality of lives moreal obligation improve quality of lives	•	Help preventing death of	 Don't print receipts – 	 Safe and secure highchair Space for the family to eat and enjoy the meal
 Improve air pollution Improve air pollution Improve quality of lives Moral obligation Moral obligation Moral obligation Prevent acid rain Prevent bealth damage Prevent bealth damage Prevent bealth damage Prevent pollution Reduce fossil fuels Prevents pollution Prevents pollution Prevents pollution Prevent scid rain Prevent acid rain Prevent ac		sea life	email	
 Improve quality of lives Moral obligation Moral obligation Prevent acid rain Prevent acid rain Prevent acid rain Prevent bealth damage Prevent pollution Prevent pollution Prevents pollution Prevents pollution Prevents pollution Prevents pollution Prevent pollution <li< th=""><th>•</th><td>Improve air pollution</td><td> Reduce, reuse, recycle </td><td>ett</td></li<>	•	Improve air pollution	 Reduce, reuse, recycle 	ett
 Buy locally Buy in seasons Buy in seasons Dual flush toilet Push taps in bathrooms Vegetarians do not eat meet or fish Vegans do not eat any animal produce including eggs, cream and butter 	•	Improve quality of lives	 Use sensor lights 	•••
 Buy in seasons Dual flush toilet Push taps in bathrooms Vegetarians do not eat meet or fish Vegans do not eat any animal produce including eggs, cream and butter 	•	Moral obligation	Buy locally	Accessible shower Accessible shower
 Bual flush toilet Push taps in bathrooms Vegetarians do not eat meet or fish meet or fish Vegans do not eat any animal produce including eggs, cream and butter 	•	Prevent acid rain	 Buy in seasons 	Accessible toles Accessible toles
Push taps in bathrooms Vegetarians do not eat meet or fish Vegans do not eat any animal produce including eggs, cream and butter	•	Prevent health damage	 Dual flush toilet 	Area for guide dogs Assistance from staff
Vegetarians do not eat meet or fish Vegans do not eat any animal produce including eggs, cream and butter	•	Prevent pollution	 Push taps in bathrooms 	 Automated doors for easier access Automatic blinds/curtains
Vegetarians do not eat meet or fish Vegans do not eat any animal produce including eggs, cream and butter	•	Reduced fossil fuels		Automatic doors Automatic flush operation
ŭ.	•	Prevents pollution	Vegetarians do not eat	Braille instructions Buzzer light Clear passanorway
, in the second se			meet or fish	Connecting room Electric bestheight adjustable Elevator available
ĩ. ĩg			Vertices do not ent onv	Fire evacuation plan Follow equality Act (2010) Grah raite-howbraite
••			animal produce including	Hard flooring Large print invoices should be provided on request Larger space
			eggs, cream and butter	Loan of equipment

Environmental Health Officer	 Check that people are obeying the laws such as the Food Safety Act They can inspect at any time. The FHOs check the hydrone of: 	- The food premises (the place where food is served)	 The employees (the people working with food) The working practices (the way that things are done around the food) 	They can close premises, impose fines or take legal action against catering establishments that break the law	Food premises must be clean, including storage areas, equipment and toilets. Have somewhere for staff to wash their hands and be free from pests such as flies and rats.	ceeded relation to new	ons • Write reports health and
The symptoms		pains, nausea,	aickness, diarrhoea and	fever.		Acting when safety levels have been exceeded Advice on licensing applications Advice on short fallings Advising on health and safety issues in relation to new Business or premises Advising on planning Buildings and developments. Carrying out routine visits Creck equipment for damage/useability Check for pests Check to pests Check to pests Conducting interviews Giving talks at public enquiries Conducting interviews Giving talks at public enquiries fernify hazards Identify hazards Identifying areas of negligence	Inspect taking action to improve conditions Inspections to ensure compliance with health and safety legislation
Sources High risk foods are usually high in protein.	rd eggs	Soft cheeses and pates	Raw and undercooked meats	Nose and throat of humans	DF	And the second s	Macross of appentie Macross of appentie Loots of appentie Loots of appentie Loots of appentie Losts of appentie Catenge / Childh
Area a	Chiden and eggs	Soft chees	Raw and u		SYMPTOMS OF FOOD POISONING	Landa Data Landa Lan	Dammos Campos Ca
Food Poisoning Bactoria	Selmonella			Raphylococus	MP DO	free free free free free free free free	Costributin Di perfrequens Di E. coli Di Fr

Ċ	Ļ
C	2
C)
<	Ì
2	F

How to stop slips, trips and falls

- Cleaner to mop
- Complete a risk assessment
- Employers/hotels responsibility
- Maintenance to fix the problem
- Medium to high-risk concern
- Posters warning of slippery floor
- Shelter the front door with canopy
- Slip proof mat at front door
- Slip proof mat/flooring at front entrance
- Staff to warn customers
- Train staff
- Warn customers
- Warning signs/wet floor sign

How to control food poisoning bacteria

- Add dates on all ingredients
- Add Expiry date
- Clearly labelled
- Check fridge/freezer temperature
 - Clean fridge/freezer
- FIFO First in, first out rotation/Use older food first (FIFO)
- Food handler hygiene/wash hands prevent crosscontamination
 - Freezer temp 18°C: -22°C
 - Fridges 5°C
- High risk foods covered/sealed
- Log temperature
- Maintain fridge/freezers/Service fridge/freezers
- Store raw meat and fish in a separate fridge/freezer
 Stored at bottom of fridge / raw meat and fish stored
 - Stored at bottom of the fridge
 - Visual check of fridge/freezers for damage

How to control pests

- Bins stored away from kitchen/storage area
 - Bins with lids
- Check delivery for pest stowaways
 - Check for droppings
- Checking access are covered
- Fill cracks or small entrances into storage
- Insect/rat/mouse traps all checked/maintained
- Keep dry foods off the ground/food and drink not left
- vernight
 Keep storage clean/ hygienic and food free/cleaning rota
- Keep windows and doors closed

Construction & The Built Environment



Key preparation focus:

- Type of loads
- Weather resistance
- Sustainable materials/locally sourced
- Sound & thermal insulation
- Fire resistance
- Pre-Construction activities
- Calculating perimeters
- Sketching cavity wall and beam and block illustrations
- Low rise and high-rise buildings
- Understanding notes
- One and two point perspective drawing

Multiple Choice Questions

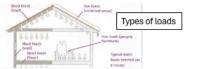
Types of Loads:

Dead – this is a load that does not move such as the weight of the building itself, such as walls or floors.

Dynamic – these are loads that can change during the use of a building, such as the load from people and furniture.

Impact – this is when something hits or falls on it such as a

heavy object or certain types of weather such as snow or wind.





Sustainable material	Use				
Hemp	Hemp can be used as insulation.				
Lime	Can be used as a replacement to cement when making mortar for bricklaying. Can also be uses as a render.				
Cedar	A type of wood used for exterior cladding.				
Softwoods	Construct timber frame buildings. Softwood trees can be regrown quickly in a sustainable way.				
Straw	Straw bales can be used to build walls, even entire houses.				
Sheep's wool	This can be used as insulation.				
Aluminium	Can be used instead of UPVC plastic to make guttering and down pipes.				
Sheeps wool					

Weather Resistance:

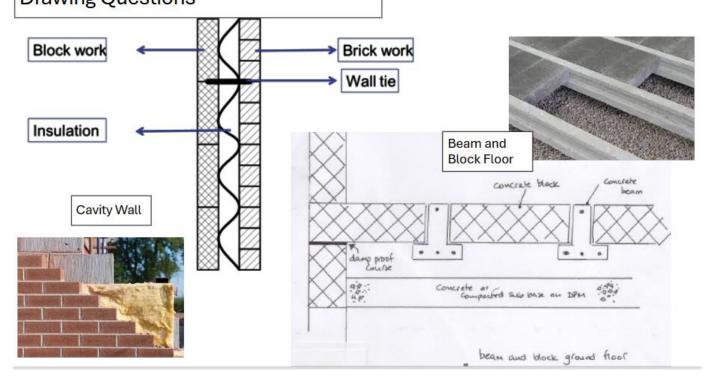
Buildings are designed and constructed to provide a comfortable environment for their occupants. This means that they should protect people from weathering elements, such as heat, cold, humidity and rainwater.





Two-mark Questions	Location	Appropriate insulation
Sound Insulation:	Cavity walls	The cavity in a cavity wall can be filled with an appropriate insulating material such as cellulose or mineral wool
When sound travels inside a building, it bounces off the walls, ceilings and floors. Sound can also travel in from outside a building from passing vehicles or passes by. Tis sound can travel	Solid walls	Plasterboard can be used to line solid walls and help reduce heat loss
inside through windows, doors and external walls. This creates NOISE and this affects the human comfort of people using the building – that is, it makes it less enjoyable for people in	Roof	Mineral wool insulation could be used between joists
there. Different purposes for sound insulation could be to prevent noise disturbance to neighbours, to resist the passage of sound through	Floors	Sheep's wool insulation could be used under floors
a building, to provide confidentiality and to reduce external infrastructure noise.	Windows and doors	 Double glazing improves a building's U- values by stopping unnecessary heat loss
Sound insulation	Thermal insulatio	 Draught strips can be applied to door frames to improve the air-tightness of doors by stopping draughts
Roofing insulation		Windows and Doors

Fire Resistance: Two-mark Questions Fire compartments and fire barriers (walls, separating floors, door closures and fire resistance doors. Fire escapes Refuge areas Finding the perimeter: Cavity fire barriers To find the perimeter, or distance around the rectangle, we need Fire alarm systems to add up all lengths. Smoke alarms Compartments Brownfield site Smoke alarm Fire escape Pre-construction work on the site: This includes all the works carried out on site before construction works can start. First, the site is cleared of vegetation and trees. Any existing structures (buildings) are knocked down. Removal of materials to be recycled as well as removal or specialised materials Refuge areas (Mold) and general rubbish. **Drawing Questions**



Four-mark Questions

Loading applied to buildings:

Loads are the various forces acting on a structure such as a building, A building structure is made up of walls, floors, roofs and foundations.

Low-rise buildings are defined as buildings with 4 floors or under (5.2 metres in height).

Loads from a building need to be considered so that everything can be built safely, ensuring the building doesn't collapse. Extensive foundations may have been required if you haven't considered the load that would be placed on the building. You also need to ensure you meet the building regulations to ensure building permission is approved.

Low Rise Buildings Low Rise Building T to 4 stories buildings are considered as Low rise buildings. Low Rise Buildings

Six-mark Questions

Locally supplied materials:

Reduce time and wastage by using local suppliers, ordering the right quantities of materials and using prefabricated materials Prefabricated construction is the practice of assembling a variety of components of a structure at a manufacturing site and transporting those sub-assemblies to the location of the construction jobsite.



