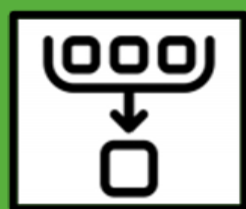
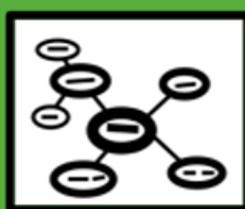
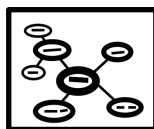


YEAR 9 Autumn HOMEWORK



1. Gothic Conventions

Here are some images and settings that are typical of gothic stories.

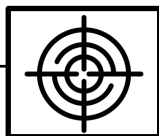


Challenge!

Begin to think about writing your own gothic story. Make a storyboard version of it first.

2. Key vocabulary

Word	Definition
Supernatural	Beyond the laws of nature or science e.g. Arthur experiences supernatural events.
Desolate	Empty, barren, and abandoned e.g. the area surrounding Eel Marsh House is desolate .
Pastiche	A type of art/ literature which imitates the style of another work, artist or time period. The Woman in Black is a pastiche of the Victorian ghost story.
Uncanny	Something that is strangely unsettling or mysterious, often in a way that is difficult to explain or understand.
Ominous	Giving the impression something bad will happen e.g. upon arriving in Crythin Gifford the mood is ominous .



3. Language techniques

Term	Use and effect
Pathetic fallacy	Hill uses the weather to create atmosphere and mirror the moods of the characters throughout.
Simile	Hill uses similes to create vivid imagery, particularly to describe the house and the weather.
Rhetorical questions	Arthur questions himself at times e.g. when he first rides over the causeway with Keckwick.
Semantic field of fear	Hill uses a range of words that suggest or are connected with fear to create a vivid and haunting atmosphere.
First person narrative	Hill uses the first-person narrator of Arthur Kipps to relate the story of his past. Fear is intensified by this personal point of view. When Arthur feels afraid the reader feels it too.



4. Key themes



Isolation



The Supernatural



Grief/loss



Fear



Revenge

Challenge

Can you add an example of a key event or quote from the text to support each theme?

5. Context

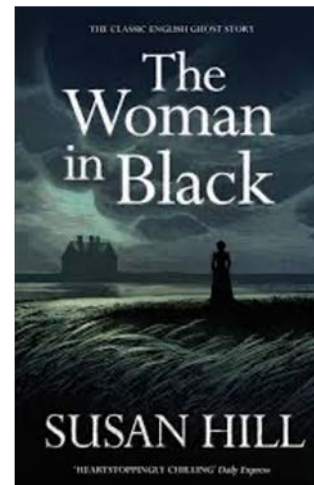
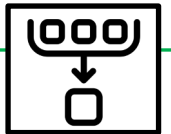
Susan Hill's primary intention when writing "The Woman in Black" was to create a classic, atmospheric ghost story in the tradition of Victorian and Edwardian novels.

Despite being set in the early 20th century, the story is steeped in Victorian attitudes and values, especially regarding death, mourning, and superstition.

In the late 19th and early 20th centuries, there was a strong cultural interest in spiritualism and the supernatural. Many people believed in ghosts, séances, and communication with the dead.

The novel contrasts the modernising world of industrial London with the isolated and rural setting of Crythin Gifford. Britain was becoming increasingly urbanised, with many people moving to cities for work.

Hill reveals how the desire for revenge, and failing to let go of anger and resentment, can seriously affect us.



6. Key Quotations

"I did not believe in ghosts." (Arthur)

"She was not a woman you could easily forget."

"Mad with grief and mad with anger and a desire for revenge."

"Mr Jerome's hands continued to scrabble about like the paws of some struggling creature."

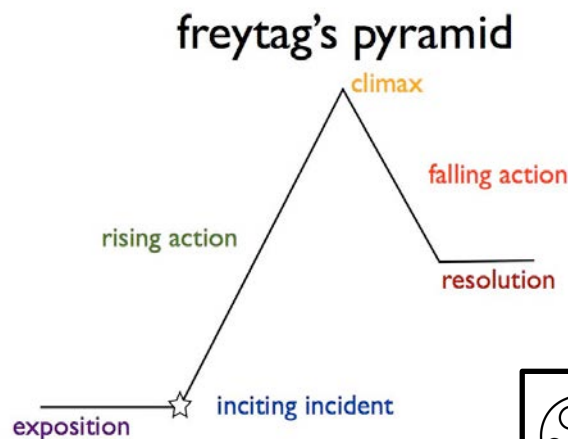


"They have asked for my story. I have told it."

"Eel Marsh House stood like a lighthouse, isolated and remote."

7. Freytag's Pyramid

Section	Event
Exposition	Kipps at home on Christmas Eve
Inciting incident	Kipps is sent to Crythin Gifford
Rising action	Mrs Drablow's funeral
Climax	Hauntings at Eel Marsh House
Falling action	Discovery about the ghost
Resolution	Kipps and Stella leave and marry
Denouement	Stella and son are killed



8. Key Terms

Word	Definition
Debate	A formal argument over key topics
To manipulate	To influence people into acting or thinking in a different way.
Rhetoric	The art of using language to persuade.
Sophists	The men who formed schools to teach rhetoric in Ancient Greece
To rant	To speak or shout at length in a really passionate or angry way.
Aristotle	A Greek philosopher who studied the way in which we persuade people



9. BLOCK

We can use **BLOCK** for planning pieces of persuasive writing.

Term	Use and effect
B BIG PICTURE	Give an outline of the issue and make your point of view really clear.
L LOOK CLOSER	Give one reason for your view
O Over there	Give another reason for your view.
C Counterargument	Explain an opposite argument people might have and why it is wrong.
K Konclusion	Wrap up your answer with a powerful argument.



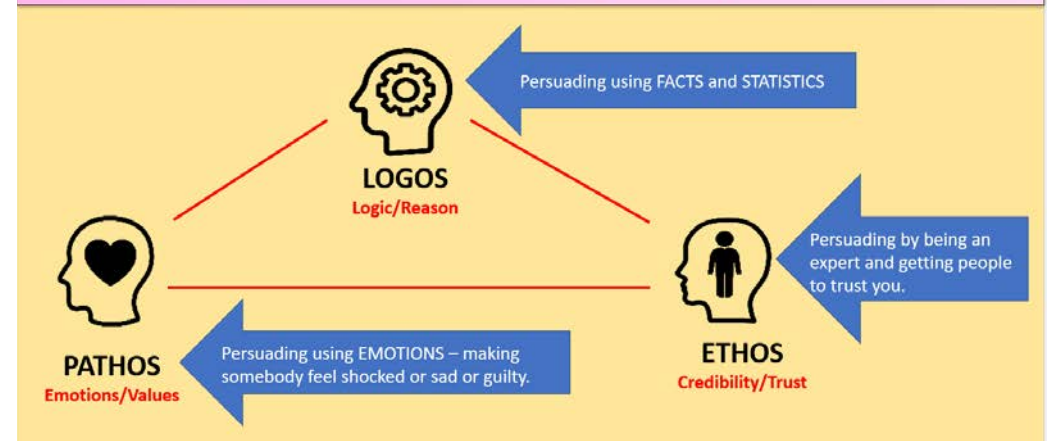
10. PERSUADER

Here are some methods we can use when we are writing to persuade:

- P: Personal Pronouns (You, We)
- E: Emotive Language (Language that makes us feel an emotion.)
- R: Rhetorical Question
- S: Statistics (number facts that have been researched.)
- U: Using an Expert
- A: Anecdote (a short personal story)
- D: Description and Imagery (similes and metaphors)
- E: Exaggeration (hyperbole)
- R: Repetition or Rule of Three

11. The Aristotelian Triad

A famous man called Aristotle who came from ancient Greece identified three main techniques for persuasion.



Spend some time looking at the diagram. Then close your homework booklet and draw it from memory.

12. Key vocabulary

A tricolon

is to use a list of three, or repetition of the same idea three times over, to emphasise and strengthen a point.

Dialysis

is using an alternative argument to strengthen your own: a 'don't do that, do this' approach.

Antithesis

is to use a direct opposite to achieve a stronger argument.

Anaphora

a word or phrase repeated at the start of sentences or clauses.

Epiphora

a word or phrase repeated at the end of sentences or clauses.

Orator

a formal speaker

Anecdote

A short personal story about something that has really happened.

Hyperbole

Exaggeration



13. Famous speeches

Winston Churchill

He was a British politician, military officer and writer who served as the Prime Minister of Great Britain from 1940 to 1945 and from 1951 to 1955.

After the allied defeat and ensuing rescue of more than 335,000 men from the beaches around Dunkirk on the north coast of France in late May and early June 1940, Winston Churchill made a radio broadcast on June 4, urging the British people to fight on.

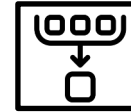
"We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills"

Martin Luther King

He was a Baptist minister and social rights activist in the United States in the 1950s and '60s. He was a leader of the American civil rights movement. He organized a number of peaceful protests as head of the Southern Christian Leadership Conference, including the March on Washington in 1963.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal.

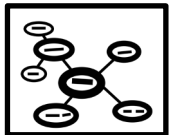
I have a dream that one day out in the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood."



14. GCSE Spoken Language

You have to do a spoken language presentation for your GCSE. You will be given a Pass, Merit or Distinction. Here is what you need to do to get a distinction:

- express sophisticated ideas / information / feelings;
- use a sophisticated repertoire of vocabulary
- organise and structure your presentation using an effective range of strategies to engage the audience
- achieve the purpose of your presentation
- listen to questions/feedback
- respond perceptively and, if appropriate elaborate, with further ideas and information.



1. The Purpose of Film Music (1)

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music.

It is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN.**

The Music that accompanies a film is called the Soundtrack or Score.



2. The Purpose of Film Music (2)

Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**)
- Function as a **LEITMOTIF**
- To emphasise a gesture (**MICKEY-MOUSING** – when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)

Challenge!

Make a list of films that use each element of music.



3. The Purpose of Film Music (3)



Film Music can also be used to:

- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

4. How the elements of Music are used in Film Music

PITCH AND MELODY – **RIISING MELODIES** are often used for increasing tension.

FALLING MELODIES for defeat.

Westerns often feature a **BIG THEME**.

Q&A PHRASES can represent good versus evil.

The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound.



5. How the elements of Music are used in Film Music

DYNAMICS – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance.

HARMONY – **MAJOR** – happy; **MINOR** – sad.

CONSONANT HARMONY OR CHORDS for “good” and **DISSONANT HARMONY OR CHORDS** for “evil”.

SEVENTH CHORDS often used in Westerns soundtracks.

DURATION – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes.

PEDAL NOTES – long held notes in the **BASS LINE** used to create tension and suspense.



6. How the elements of Music are used in Film Music

TEXTURE – **THIN/SPARE** textures used for bleak or lonely scenes;

THICK/FULL textures used for active scenes or battles.

ARTICULATION – **LEGATO** for flowing or happy scenes,

STACCATO for ‘frozen’ or ‘icy’ wintery scenes.

ACCENTS (>) for violence or shock.

RHYTHM & METRE – 2/4 or 4/4 for Marches (battles), 3/4 for Waltzes, 4/4 for “Big Themes” in Westerns.

IRREGULAR TIME SIGNATURES used for tension.

OSTINATO rhythms for repeated sounds e.g. horses.



Challenge!

Find a film where a Leitmotif has been used for a character. **Describe** the character.

7. Keywords (1)



SOUNDTRACK – The music and sound recorded on a motion-picture film.

The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.

MUSIC SPOTTING – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.

8. Keywords (2)

STORYBOARD – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.

CUESHEET – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately.

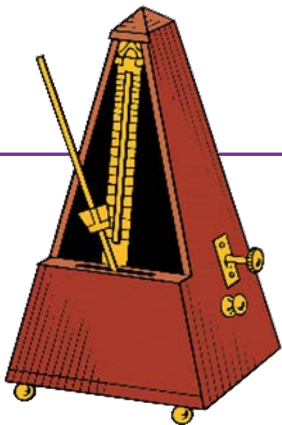


9. Keywords (3)

CLICK TRACKS – An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of ‘clicks’ (often heard through headphones) – used extensively in cartoons and animated films.

DIEGETIC FILM MUSIC – Music within the film for both the characters and audience to hear e.g. a car radio, a band in a nightclub or sound effects.

NON-DIEGETIC FILM MUSIC – Music which is put “over the top” of the action of a film for the audience’s benefit and which the characters within a film can’t hear – also known as **UNDERScore** or **INCIDENTAL MUSIC**.

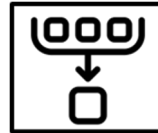


10. Leitmotif

LEITMOTIF – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen.

Leitmotifs can be changed through **SEQUENCING**, **REPETITION** or **MODULATION** giving a hint as to what may happen later in the film or may be heard in the background giving a “subtle hint” to the listener e.g. the “Jaws” Leitmotif

Leitmotif comes from German opera in the 1800’s.



11. History of Film Music

Early films had no soundtrack (“**SILENT CINEMA**”) and music was provided live, usually **IMPROVISED** by a pianist or organist.

The first **SOUNDTRACKS** appeared in the 1920’s and used existing music (**BORROWED MUSIC** – music composed for other (non-film) purposes) from composers such as Wagner and Verdi’s operas and ballets.

Film Music Trivia: Did you know that the first commercially released soundtrack was for the Disney Movie ‘Snow White and the Seven Dwarfs’ in 1937



Challenge!

Research and write a timeline of the history of music. Include examples and images of key musical influences.

12. History of Film (2)

In the 1930's and 1940's Hollywood hired composers to write huge Romantic-style soundtracks.

JAZZ and **EXPERIMENTAL MUSIC** was sometimes used in the 1960's and 1970's.

Today, film music often blends **POPULAR**, **ELECTRONIC** and **CLASSICAL** music together in a flexible way that suits the needs of a particular film.



13. Film Composers (1)

Jerry Goldsmith

Planet of the Apes
Star Trek: The Motion Picture
The Omen
Alien



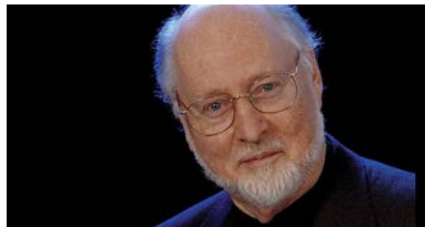
Ennio Morricone

The Good, The Bad and The Ugly
For a Few Dollars More
The Mission



Bernard Hermann

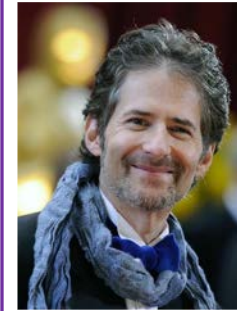
Psycho
Vertigo
Taxi Driver



John Williams

Star Wars
Jaws
Harry Potter
Indiana Jones
Superman, E.T.

14. Film Composers (2)



James Horner

Titanic
Apollo 13
Braveheart
Star Trek II
Aliens

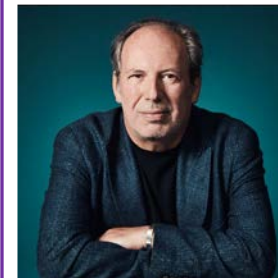


Danny Elfman

Mission Impossible
Batman Returns
Men in Black
Spider Man

Hans Zimmer

The Lion King
Gladiator
Dunkirk
Blade Runner 2049
No Time to Die



Challenge!

Choose a film composer and create an information poster on their work in the Film Industry. You should include details about their life (where and when they were born, etc...)

You should also include information about the Films or TV Shows they have composed music for.

Your poster should be colourful and informative!

1. Fractions, Decimals, Percentages

38n Converting between **decimals** and **percentages** (and to **fractions**)

Write these as decimals

a. $51\% \div 100\% = 0.51$
 b. $20\% \div 100\% = 0.2$
 c. $90\% \div 100\% = 0.9$
 d. $3\% \div 100\% = 0.03$

Write these as percentages

e. $0.91 \times 100\% = 91\%$
 f. $0.07 \times 100\% = 7\%$
 g. $0.4 \times 100\% = 40\% = \frac{40}{100} = \frac{2}{5}$
 h. $1.23 \times 100\% = 123\%$

Percent $\xleftrightarrow{+100\%}$ Decimal
 Decimal $\xleftrightarrow{\times 100\%}$ Percent

% means per 100

 **51n** Increase or decrease an amount by a **percentage** and calculate **simple interest**

65n Calculate **compound interest** using repeated percentage change 

 **66n** Writing a **change** as a **percentage**

67n Using **percentage multipliers** for change and understand the effect of multiplying by numbers above or below 1 

 **38n** Converting between **decimals** and **percentages** (and to **fractions**)



2. Fractions, Decimals, Percentages

45n Converting **fractions** to **percentages** or **decimals** using equivalent fractions, or division on a calculator

(a) Convert $\frac{3}{5}$ in to a decimal.

(b) Convert $\frac{7}{10}$ in to a percentage.

(a) $\frac{3}{5} = \frac{6}{10} = 0.6$

Fraction to decimal: make the denominator 10, 100 or 1000 then use your knowledge of dividing by 10, 100 and 1000

(b) $\frac{7}{10} = \frac{70}{100} = 70\%$

Find an equivalent fraction with a denominator of 100

The numerator is your %.

45n Converting **fractions** to **percentages** or **decimals** using equivalent fractions, or division on a calculator 

 **52n** Putting **fractions, decimals** and **percentages** in **order**

56n Converting **fractions** to terminating **decimals** or percentages by **short division** 

 **49n** Add or subtract **fractions**

48n Find a fraction of a fraction and **multiply fractions** 

 **50n** Divide **fractions**



3. Indices

33n Evaluating **powers** and **roots** and identifying **square** or **cube numbers**

Evaluate the following

(a) 9^2
 $= 9 \times 9$
 $= 81$

To square a number multiply it by itself.

$1^2 = 1 \times 1 = 1$

$2^2 = 4$

$3^2 = 9$

$4^2 = 16$

$5^2 = 25$

$6^2 = 36$

These are the first 6 square numbers

(b) 7^3
 $= 7 \times 7 \times 7$
 $= 343$

To cube a number multiply it by itself 3 times.

$1^3 = 1 \times 1 \times 1 = 1$

$2^3 = 8$

$3^3 = 27$

$4^3 = 64$

$5^3 = 125$

$6^3 = 216$

These are the first 6 cube numbers

(c) $\sqrt{100}$
 $= 10$

To square-root or cube-root is the opposite of squaring and cubing.

(d) $\sqrt[3]{64}$
 $= 4$

44n Using a **calculator** correctly with **powers, roots** and **division**



To select any of the operations listed in yellow, press the shift button first.

Press shift and then close bracket to get a percentage symbol. Multiplying by a percentage will find a percentage of an amount.

This button will change your answer into a decimal

Press shift first and then this button to get a π symbol.

Use the Ans button when you wish to operate with your previous answer.



4. Indices

47n Using the **three index laws** with whole numbers

Work out:

$$3^2 \times 3^4 = 3^6$$

Add the indices when **multiplying** powers

Index Laws

$$n^a \times n^b = n^{a+b}$$

$$n^a \div n^b = n^{a-b}$$

$$(n^a)^b = n^{a \times b}$$

Work out:

$$5^9 \div 5^3 = 5^6$$

Subtract the indices when **dividing** powers

Work out:

$$(3^2)^4 = 3^8$$

Multiply the indices when **using brackets**

57n Converting **large numbers** to and from **standard form**



Converting **small numbers** to and from **standard form**

63n

64n Calculate with numbers in **standard form** using a calculator



5. Numeracy

37n **Multiplying and dividing integers**

Calculate the following

(a) $5 \times (-2)$

$$= -10$$

One is positive and one is negative so the answer is **NEGATIVE**

Same signs **POSITIVE**

$++ \rightarrow +$
 $-- \rightarrow +$

(b) $-15 \div (-3)$

$$= 5$$

$15 \div 3 = 5$ and they are both negative so the answer is **POSITIVE**

Different signs **NEGATIVE**

$+- \rightarrow -$
 $-+ \rightarrow -$

(c) $-2 \times (-5)$

$$= 10$$

Both are negative so the answer is **POSITIVE**

(d) $-24 \div (+8)$

$$= -3$$

$24 \div 8 = 3$ and one is positive and one is negative so the answer is **NEGATIVE**



Use a written method to **multiply decimals**

32n

31n

Adding integers



Subtracting integers

34n

37n

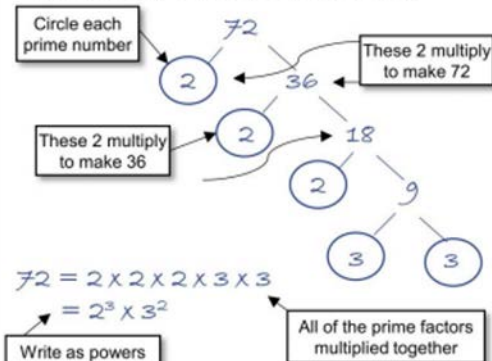
Multiplying and dividing integers



6. HCF and LCM

53n Write a number as a **product of primes** using a **factor tree** and know that this product is unique

Write 72 as a product of its prime factors



Find the **HCF** by listing **factors** or **LCM** by listing **multiples**

35n



Use **HCF** or **LCM** in context



Identify **prime numbers** and checking if a number is prime

36n



Write a number as a **product of primes** using a **factor tree** and know that this product is unique



Using a **Venn diagram** with **prime factors** to evaluate **HCF** of bigger numbers.

54n



Using a **Venn diagram** with **prime factors** to evaluate **LCM** of bigger numbers.



Rounding to **significant figures**

58n



7. Percentages – With a Calculator

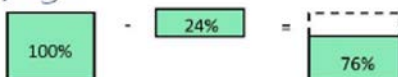
67n Using **percentage multipliers** for change and understand the effect of multiplying by numbers above or below 1

a) A discount of 24% is deducted from a bill for £96. Find the final charge.

$$\text{Final} = 0.76 \times £96$$

$$\text{Final} = £72.96$$

Express percentage change as a decimal



b) Holly bought a table for £80, when she sold it, its value increased by 17%. How much did she sell it for?

$$\text{Final} = 1.17 \times £80$$

$$\text{Final} = £93.60$$



45n Converting **fractions** to **percentages** or **decimals** using equivalent fractions, or division on a calculator



67n Using **percentage multipliers** for change and understand the effect of multiplying by numbers above or below 1



8. Area and Perimeter

42s Calculate the area of a **trapezium** or a **compound shape** involving trapeziums.

Calculate the area of the trapezium.

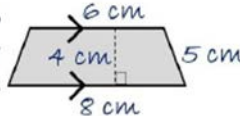
a and b are the parallel sides.

$$a = 6$$

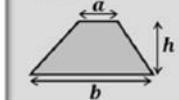
$$b = 8$$

h is the perpendicular height.

$$h = 4$$



Trapezium



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

Substitute for a , b and h .

$$\text{Area} = \frac{1}{2}(6 + 8)4$$

$$= \frac{1}{2}(14)4$$

$$= 7 \times 4$$

$$= 28 \text{ cm}^2$$

Remember if there is **no operation** (+, -, × or ÷) given in the formula it means you need to multiply!



Calculate the **area** of a **parallelogram** or a **triangle** **35s**



42s Calculate the area of a **trapezium** or a **compound shape** involving trapeziums.



Calculating the **area** or **circumference** of a **circle** giving answers approximately or **in terms of π** **50s**



55s Calculating the **area** or **perimeter** of a **semi-circle** or **quadrant** or work with **circular measure** in context



Calculate the **volume** of shapes made from **1 cm cubes** and **cuboids** **36s**



49s Calculate the **volume** of a **prism** or the **surface area** of a **cuboid**



Calculate the **volume** of a **cylinder** giving answers approximately or **in terms of π** **57s**

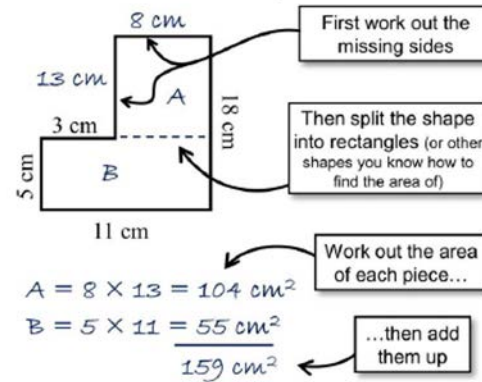


34s Converting between **metric units** (and to **imperial** given the conversion factor)

9. Area and Perimeter

39s Calculate the **area** of a **compound shape**

Work out the area of this shape.



Calculate the **perimeter** of **compound shapes** **33s**



39s Calculate the **area** of a **compound shape**



Calculate the **area** of a **parallelogram** or a **triangle** **35s**



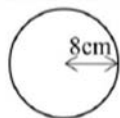
42s Calculate the area of a **trapezium** or a **compound shape** involving trapeziums.



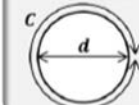
10. Area and Circumference of a Circle

50s Calculating the **area** or **circumference** of a **circle** giving answers approximately or **in terms of π**

Calculate the area and circumference of this circle in terms of π .

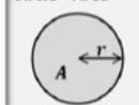


Circle - Circumference



$$C = \pi d$$

Circle - Area



$$A = \pi r^2$$

Radius - 8 cm

Diameter - 16 cm

Circumference - $\pi \times 16 = 16\pi$

Area - $\pi \times 8^2 = \pi \times 64 = 64\pi$

Double the radius

The number is written before π .



Calculating the **area** or **circumference** of a **circle** giving answers approximately or **in terms of π**

50s

55s

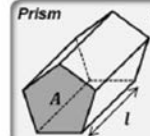
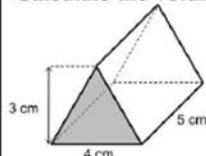
Calculating the **area** or **perimeter** of a **semi-circle** or **quadrant** or work with **circular measure** in context



11. Volume and Surface Area

49s Calculate the **volume** of a **prism** or the **surface area** of a **cuboid**

Calculate the volume.



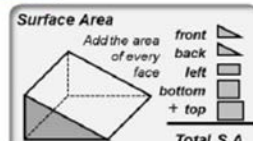
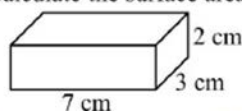
First work out the cross-section area A

$$\text{Volume} = Al$$

$$\text{Area of cross-section} = \frac{1}{2} \times 3 \times 4 = 6 \text{ cm}^2$$

$$\text{Volume} = 6 \times 5 = 30 \text{ cm}^3$$

Calculate the surface area.



$$\text{Front} - 7 \times 2 = 14 (28)$$

$$\text{Left} - 3 \times 2 = 6 (12)$$

$$\text{Top} - 7 \times 3 = 21 (42)$$

$$\begin{aligned} 2 \text{ of each side} &= 28 + 12 + 42 \\ &= 82 \text{ cm}^2 \end{aligned}$$



Calculate the **volume** of shapes made from **1 cm cubes** and **cuboids**

36s



49s Calculate the **volume** of a **prism** or the **surface area** of a **cuboid**



Calculate the **volume** of a **cylinder** giving answers approximately or **in terms of π**

57s



12. Compound Measures

44s Solve **speed-distance-time** problems (including converting minutes to hours when necessary)

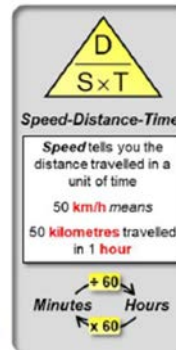
Jayne travels 15 miles in 90 minutes. Calculate her speed in miles per hour.

Distance: 15 miles

Units in miles per hour, so convert minutes to hours.

$$\text{Time: } 90 \div 60 = 1.5 \text{ hours}$$

$$\text{Speed} = \frac{\text{distance}}{\text{time}} = \frac{15}{1.5} = 10 \text{ mph}$$



67s Solve **density-mass-volume** or **pressure-force-area** problems

The **density** of a cube of cement is 3.2 g/cm^3

The volume of the cube is 216 cm^3

Calculate the **mass** of the cube of cement.

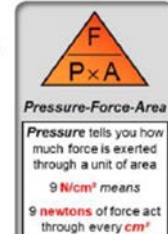
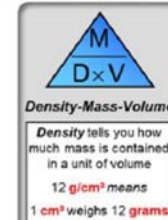
6 cm



$$\text{Mass} = \text{Density} \times \text{Volume}$$

$$\text{Mass} = 3.2 \text{ g/cm}^3 \times 216 \text{ cm}^3$$

$$\text{Mass} = 691.2 \text{ g}$$



44s Solve **speed-distance-time** problems (including converting minutes to hours when necessary)



Solve **density-mass-volume** or **pressure-force-area** problems

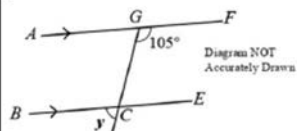
67s



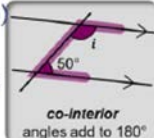
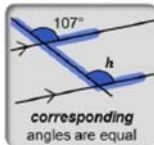
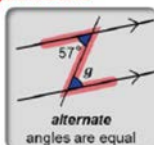
13. Angles and Pythagoras

53s Calculate angles using **parallel** lines (including reversing **bearings**) and provide full **geometric arguments**

Find the value of angle y .
Give a reason for each stage of your calculation



Angle $GCE = 75$
(co-interior angles add to 180)
 $y = 75$
(vertically opposite angles are equal)



Calculate angles using angle facts (including **isosceles triangles**) and provide full **geometric arguments**

41s



53s Calculate angles using **parallel** lines (including reversing **bearings**) and provide full **geometric arguments**



Reading and using **bearings**

45s



38s Using **map scales** and making a **scale drawing**



Use **Pythagoras' theorem** to find **hypotenuse** or **short side** or check if a triangle is right-angled.

51s



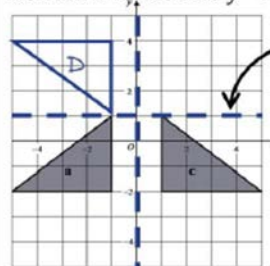
66s Solve problems requiring either multiple steps of **Pythagoras** or amending a diagram to locate a **right-angled triangle**



14. Transformations – Revision

52s **Reflect** a shape on a coordinate grid and describe a **reflection** stating the equation of the mirror

Reflect B in the line $y=1$ and label it D.



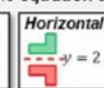
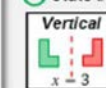
Draw the line $y=1$

... then flip it in the line

Describe the single transformation that maps B to C.

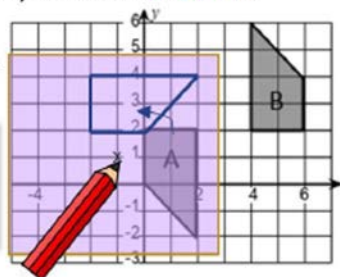
Reflect shape B in the y axis.

To **describe** a reflection you must
✓ Use the keyword **reflection**
✓ State the **equation** of the mirror line



54s **Rotate** a shape from a given centre on a coordinate grid and fully describe a **rotation**.

Rotate shape A 90° anti-clockwise around $(-1,1)$



Use tracing paper. Put the point of your pencil on the centre and turn 90° anti-clockwise

Describe fully the transformation that maps shape A to shape B

Rotation
 180°
Centre $(3,2)$

- ✓ Use the keyword **rotation**
 - ✓ State the **angle** and **direction** of rotation
 - ✓ State the coordinates of the **centre**
- HINT** Use **tracing paper**, put your pencil in the **centre**.

For 180° , no direction is required



Work out the **midpoint** between two **coordinates**

46s

48s

Translate a shape by a **vector** on a coordinate grid and describe a **translation**



Reflect a shape on a coordinate grid and describe a **reflection** stating the equation of the mirror

52s

54s

Rotate a shape from a given centre on a coordinate grid and fully describe a **rotation**.



1. A Midsummer Night's

Dream

A Midsummer Night's Dream is a **comedy** by William Shakespeare. It intertwines three main **plotlines**:

1. the romantic entanglements of four **lovers**,
 2. the conflict between the **fairy** king and queen,
 3. and a group of amateur **actors** rehearsing a play.
- The story unfolds in a magical **forest**, where love, mischief, and enchantment collide.



2. History of the Play

The play was written in **1596**, around the same time Shakespeare was working on *Romeo and Juliet*.

Elizabeth I was the monarch and it was his tenth play. The first performances would have shortly followed its composition, and it quickly became one of his most frequently performed plays.



3. Famous lines

Can you discover which **characters** say these very famous lines?



1. The course of true love never did run smooth.
2. Love looks not with the eyes, but with the mind
3. What angel wakes me from my flow'ry bed?
4. Reason and love keep little company together nowadays
5. Though she be but little, she is fierce

**Bottom? Lysander? Titania?
Oberon? Helena?**

4. Acting Shakespeare

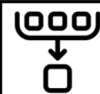


Acting Shakespeare is both challenging and rewarding. You need to consider:

1. Complex **language** and vocabulary
2. The **rhythm** – e.g. iambic pentameter
3. **Emotions** – e.g. love, hate, jealousy
4. **Physical** acting – e.g. moving like fairies or fighting
5. **Historical** context – references to 16th Century life or jokes

*Mind map these five elements.
Can you add more?*

5. Act 1-3



Act 1: Theseus, Duke of Athens, prepares for his wedding to Hippolyta, Queen of the Amazons. Hermia loves Lysander, but her father wants her to marry Demetrius. Hermia and Lysander plan to elope, while Helena, still in love with Demetrius, informs him of their intentions. Fairies and amateur actors ("Mechanicals") also enter the magical forest.

Act 2: The fairy king, Oberon, and queen, Titania, quarrel over a young Indian prince. Oberon sends his servant, Puck, to acquire a magical flower that causes love at first sight. Puck mistakenly uses the flower on Lysander, who falls for Helena instead of Hermia.

Act 3: Chaos ensues as both Lysander and Demetrius fall in love with Helena. Hermia becomes jealous and challenges Helena. Puck tries to undo the confusion caused by the love potion.

6. Act 4-5

Act 4: The lovers' confusion continues. Oberon reverses the magic, and the couples reconcile. The amateur actors rehearse their play for the Duke and his bride.

Act 5: The Duke and Hippolyta watch the play, performed by the Mechanicals. The fairies bless the newlyweds. All conflicts are resolved, and love triumphs!



7. The Lovers



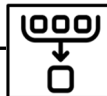
1. **Hermia** is in love with **Lysander** but her father insists that she marry **Demetrius**.
2. **Lysander** is devoted to **Hermia**. He is willing to defy societal norms to be with her.

8. The Lovers

3. **Demetrius** is also in love with Hermia, but later enchanted by **Puck's** potion to fall for **Helena**.
4. **Helena** loves **Demetrius**, but he rejects her. However, when he falls under the potion's spell, she becomes the object of his affection.



12. Feminism and gender



Oberon asserts his control by denying **Titania** the changeling boy. In turn, **Titania** distances herself and is seen to have a 'love affair' with **Bottom**. **Hermia** and **Helena** are best friends but this is tested when Hermia runs off with Lysander. They resort to unladylike insults and rivalry. Pyramus is a two-dimensional male hero, and **Thisbe** is a female **caricature** played by a male (Flute).

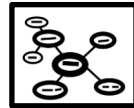
9. The Mechanicals

The **Mechanicals** are a group of amateur **actors** from around Athens. They aim to make names for themselves by having their play-within-a-play, *Pyramus and Thisbe*, chosen as the entertainment for the royal wedding of Theseus and Hippolyta.

Quince – the leader of the group

Bottom – their best actor, but a show-off, who is transformed into a donkey.

Also - Snug, Flute, Snout and Starveling.



Mind map these characters. Can you add more details?

10. The Fairies

The **fairies** play a magical and mischievous role. They interact with the Mechanicals and the Lovers.

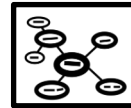
Titania – Queen of the Fairies who falls in love with Bottom (as a Donkey)

Oberon - King of the Fairies.

Puck – Oberon's magical servant

Titania's Servants -

Peaseblossom, Cobweb, Moth, Mustardseed. They attend to Bottom



Mind map these characters. Can you add more details?



11. Puck

Puck is Oberon's magical servant and has been played by a male or female actor. In some productions, Puck is a puppet, a projection or a group of actors. These effects add to Puck's magical nature.



Draw how Puck might look.



13. Theme: Love + Loss

The play portrays romantic love as a **blind, irrational force** that can be both **cruel** and **forgiving**. Characters cannot control love, and the **love potion** represents this lack of control. Despite the chaos caused by **love**, the play ends with four happy couples:

1. Hermia and Lysander
2. Helena and Demetrius
3. Theseus and Hippolyta
4. Titania and Oberon



14. ACTING IN THE ROUND

Stage Layout: The stage is at the **centre**, and the audience sits on **all sides**. **Shapes** can vary (e.g. rectangular, circular, diamond, or octagonal). Actors may **enter** from different directions. It removes the traditional **"fourth wall"** engaging the audience directly.

Advantages:

1. Average distances are less.
2. Creative alternative to proscenium stages.

Challenges:

1. Actors will have their back to some audience.
2. Any set could block the audience's view.



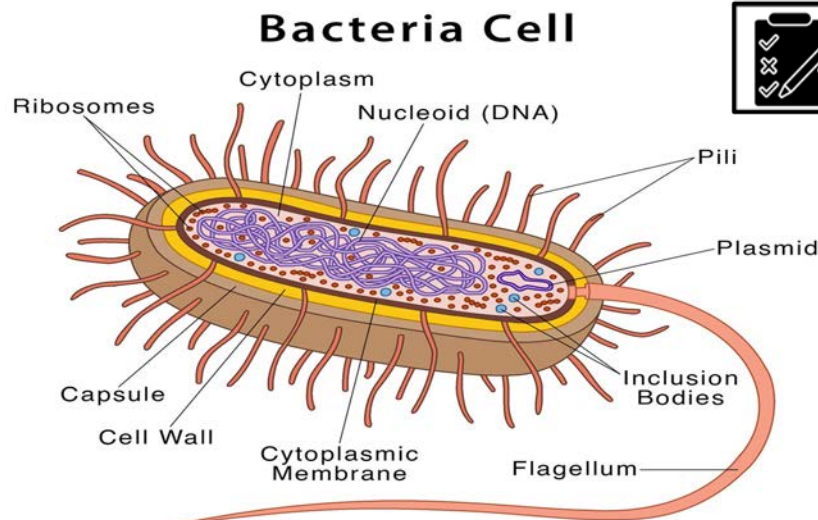
1. Animal and Plant cells

Eukaryote: Cell with membrane bound organelles e.g., Animal/Plant Cell

Prokaryote: Cell without membrane bound organelles e.g., Bacterial Cell

Magnification: How much bigger or smaller an image is to the original object

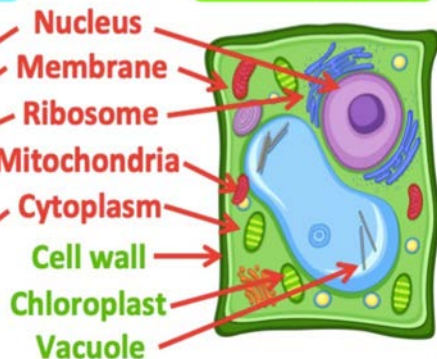
Resolution: Minimum distance between two pixels on an image



Animal cell



Plant cell



2. Cell Specialisations

What is a specialised cell?

A cell that has a structural adaptation to perform a particular function

What are 3 examples of specialised cells in animals?

Sperm cells, nerve cells & muscle cells

What are 3 examples of specialised cells in plants?

Root hair cells, xylem and phloem cell

Why do cells differentiate?

To become specialised for a particular job

When does cell differentiation occur in animals?

In the uterus, while developing

How is a sperm cell specialised to carry out its function?

Long tail and streamlined head to swim; lots of mitochondria to provide it with energy

3. Mitosis and Stem Cells

What is a stem cell?

An undifferentiated cell capable of giving rise to more cells of the same type

What steps are involved in the cell cycle?

STEP 1: Cell increases the number of organelles, except nucleus
STEP 2: The DNA is copied
STEP 3: MITOSIS – Dual
 Chromosomes are split and pulled to opposite ends of the nucleus.
STEP 4: The Nucleus, Cytoplasm and Cell membranes divide to form two identical cells

What human embryo stem cells be turned into?

Any kind of cell because they haven't become specialised yet

4&5. Transport

Diffusion: Movement of particles down a concentration gradient

Osmosis: Movement of water down a concentration gradient across a semi-permeable membrane

Active Transport: Movement of particles up a concentration gradient using energy.

What factors affect the rate of diffusion?

Temperature, concentration gradient, the surface area of the membrane

What are the features of a good exchange surface?

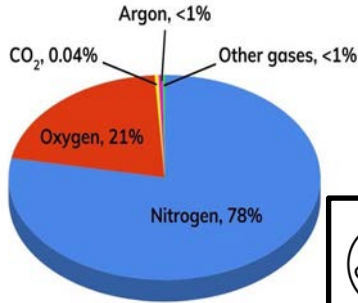
Large surface area; Good blood supply to maintain a big concentration gradient; Thin, to provide a short diffusion path;



Where and how does active transport take place in plants?

Root hairs; mineral ions are absorbed into the root hair cells from very dilute solutions in the soil

6. Earth's Atmosphere



4.5 billion years ago. Earth formed. Very hot. Mainly carbon dioxide, no liquid water.

2.7 billion years ago, first photosynthesising bacteria release oxygen

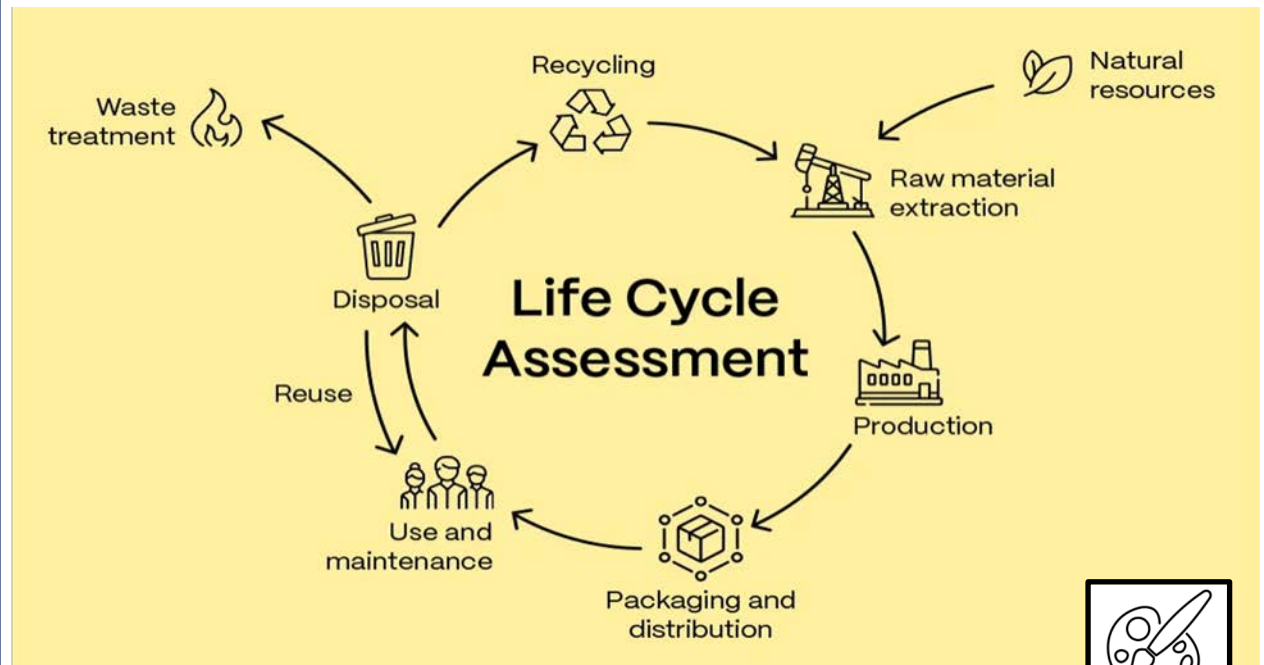
Current atmosphere.

Earth starts to cool, water vapour condenses. Comets bring ice, oceans fill.

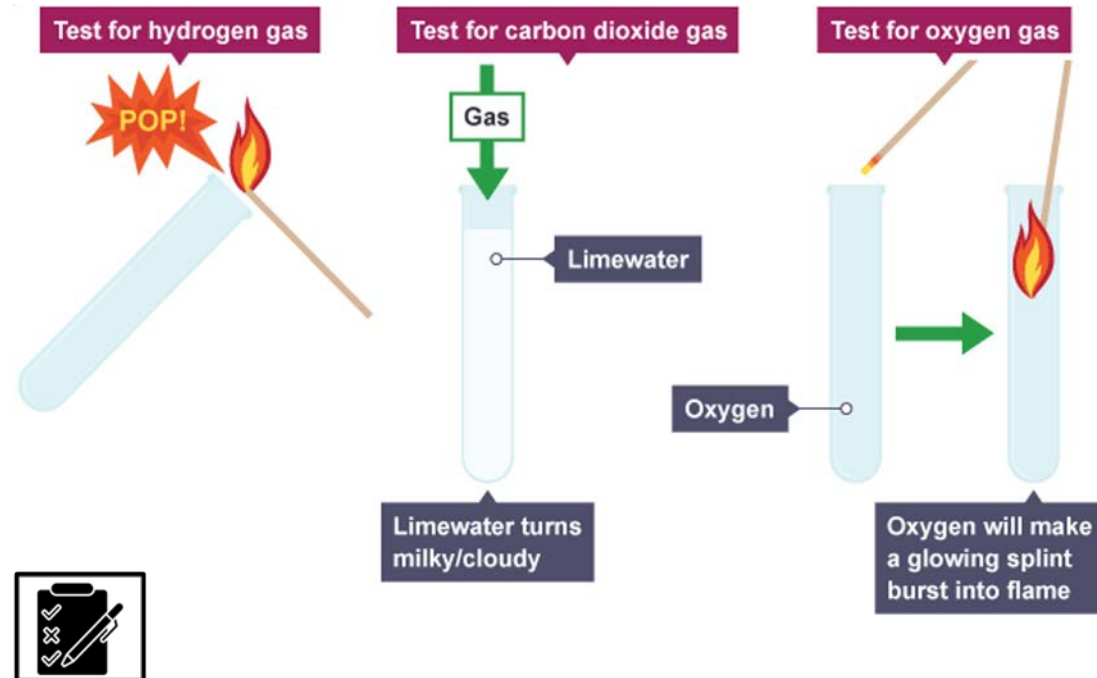
300 million years ago, oxygen levels reach 35%

Carbon dioxide: 1960 = 0.03% 2023 = 0.04% and rising

7. Life Cycle Assessments



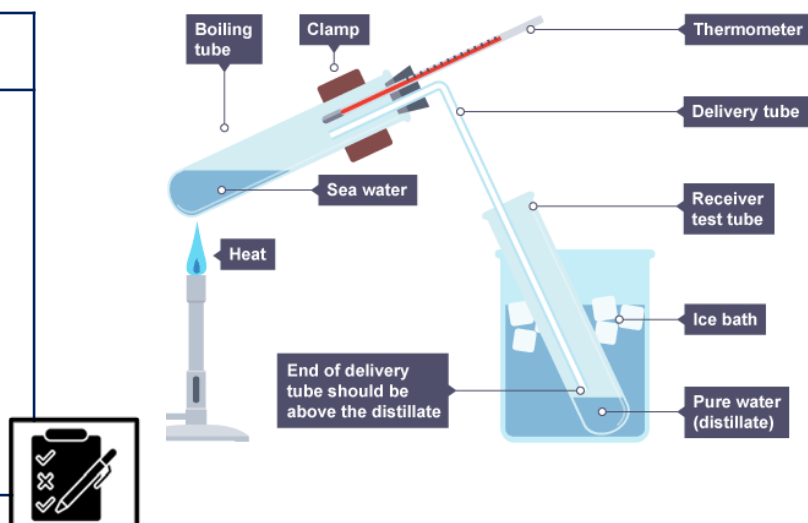
8. Gas Tests



9. Potable Water

Potable water is not the same as **pure water**. Potable water is drinkable water.

Pure water is water with no other substances mixed or dissolved with it.



10. Density

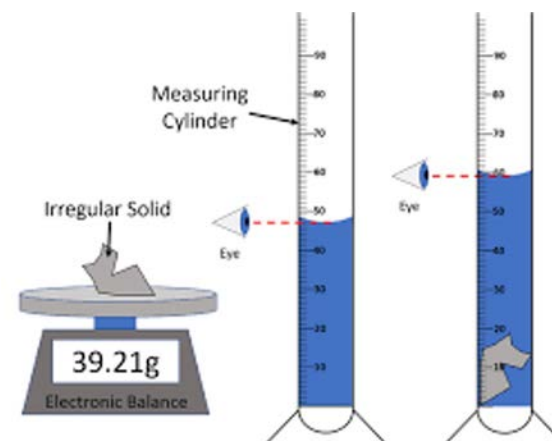
The density of an object can be found by dividing its mass by its volume.

For **regular objects**, the volume can be calculated by measuring and multiplying the length, width and height.

For **irregular objects**, we can either use a measuring cylinder with water or a eureka can. The volume of water displaced by the object is equal to the volume of the object.



$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$



11. Changes of State & Internal Energy

How do particles behave in solid?	Vibrate in fixed place
How do particles behave in liquid?	Particles can move around each other but are still touching
Why is changing state a physical change?	Because no new substance is formed.
What is the difference between temperature and heat?	Temperature = how hot or cold, Heat = how much energy stored by particles
How is energy stored in substances?	As kinetic energy of the particles
Which changes of state absorb thermal energy?	Melting and Boiling
Which changes of state emit thermal energy?	Condensing and Freezing



12&13. Specific Heat Capacity

The **specific heat capacity (SHC)** of an object is the amount of energy required to raise the temperature of one kilogram of the substance by 1 degree Celsius.

What is the unit for SHC?	J/kg°C
Why is it important to insulate the container during practical?	To prevent energy loss to the surroundings which will affect the accuracy of results
What units for mass must be used when calculating SHC?	Kilograms
What equipment can be used if joulemeter not available?	Ammeter and Voltmeter because $P=IV$



Specific heat capacity

- This is the amount of energy needed to raise the temperature of 1kg of a material by 1°C

$$E = m \times c \times \theta$$

Energy (J) Mass (kg) Specific heat Capacity ($\text{J } ^\circ\text{C}^{-1} \text{ kg}^{-1}$) Change in temperature ($^\circ\text{C}$)

14. Particle Motion in Gases

Particles in gases have enough energy to overcome the forces of attraction between them, this means that they move quickly and freely. **Particles travel in straight lines, only changing direction when they collide with other particles.**

What name describes the random movement of particles?	Brownian Motion
What is 0°C in Kelvin?	273K
Why does heating a gas in a fixed container increase the pressure?	Particles have more kinetic energy, move quicker, exert more force when they hit the walls
What three things can affect gas pressure?	Temperature, Number of particles, volume of container.
Convert room temperature (25°C) into Kelvin	$25 + 273 = 298\text{K}$



1. The Principles of training

Acronym – SPORT

- Specificity - Making training relevant to demands of the sport, muscles used, needs of the person.
- Progressive - Gradually increasing intensity of training over time.
- Overload - Working harder than normal to push the body.
- Reversibility - Negative effects when you stop training. Going backwards in training.
- Tedium - Boredom.



2. The Principles of training

Acronym – FITT

- Frequency - How often you train.
- Intensity - How hard you train.
- Time - How long you train for.
- Type - What method of training you use.



3. The components of fitness

Strength - The maximum force that can be created in a group of muscles.

Coordination - The ability to use 2 or more body parts together smoothly and efficiently.

Reaction time - The time taken to initiate a response to a stimulus.

Flexibility - The range of movement possible at a joint.

Speed- The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.

Agility - The ability to move and change direction quickly whilst maintaining control.



4. The components of fitness

Muscular Endurance - The ability of a muscle group to undergo repeated contractions avoiding fatigue.

Cardiovascular Endurance - The ability of the heart and lungs to supply oxygen to the working muscles.

Balance - Maintaining the centre of mass over the base of support.

Power - Maintaining the centre of mass over the base of support.



Challenge!

How do components of fitness help sports performance?

5. Technology in Sport

Technology has significantly transformed the world of sports, enhancing performance, training, analysis, and fan engagement

Instant Replay and VAR: Instant replay technology in sports like football (soccer) and tennis allows referees to review critical decisions, reducing human error. Video Assistant Referee (VAR) systems have been introduced in many football leagues to aid officials in making accurate calls.

Virtual Reality (VR) and Augmented Reality (AR): Athletes use VR and AR for training simulations and visualizing plays. Fans can also experience events through VR, bringing them closer to the action.

Biomechanics and Injury Prevention: High-speed cameras and motion capture systems analyse athletes' movements, helping to refine techniques and prevent injuries through better understanding of biomechanics.



6. Technology in sport

Data Analytics: Teams are increasingly using big data analytics to optimize performance and strategy. This includes analysing historical data, player statistics, and game trends to gain a competitive edge.

Fan Engagement: Social media platforms, mobile apps, and virtual reality experiences enable fans to interact with sports like never before. Live streaming and fantasy sports platforms also contribute to enhanced fan engagement.

Smart Stadiums: Stadiums are incorporating technology to improve the fan experience with features like high-speed Wi-Fi, mobile ticketing, interactive displays, and in-seat food ordering.

Anti-Doping Technology: With the advancement of technology, anti-doping efforts have become more sophisticated, enabling more accurate and efficient testing for performance-enhancing substances.



7. Performance analysis

Performance Tracking: Athletes now use wearable devices like GPS trackers, accelerometers, and heart rate monitors to gather data on speed, distance covered, heart rate zones, and more. This data helps optimize training and prevent injuries.

Video Analysis: Coaches and athletes use advanced video analysis software to break down performances frame by frame, identifying areas for improvement in technique and strategy.

Sports Equipment: Innovations in materials and design have led to lighter, stronger, and more aerodynamic equipment, such as carbon fibre bicycles, high-tech running shoes, and advanced golf clubs.



8. The Heart

MAXIMUM HEART RATE =
220 MINUS YOUR AGE

E.g. $220 - 11 = 209$
60-80% = Aerobic

E.g. 125-167 bpm
80+% = Anaerobic

E.g. 167 bpm and over



9. Types of practice

Fixed Practice: This is a repetitive practice, practicing a skill the same way every time

Varied Practice: This is when you change the practice. You repeat the skill but in various situations

Whole Practice:
Performing the entire skill

Part Practice: The skill is broken down into its component parts and just one part is practiced.

10. Health

Health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity.



Cardiovascular Fitness: PE often includes activities like running, jumping, or dancing, which improve cardiovascular health by strengthening the heart and lungs.

Muscle Strength and Endurance: Regular PE activities help develop muscle strength and endurance, promoting overall physical strength and stamina.

Flexibility: PE typically involves stretching exercises that enhance flexibility, reducing the risk of injuries and improving overall mobility.

Weight Management: Engaging in physical activity helps burn calories and maintain a healthy weight, reducing the risk of obesity and related health issues.

13. Motivation

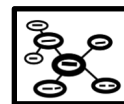
Intrinsic:

Motivation that comes from internal factors, such as the feeling as person gets. Examples include: enjoyment, challenge, teamwork, pride and accomplishment.

Extrinsic:

Motivation that comes from external rewards

Examples include: prizes, trophies, medals, money, recognition and praise



14. Goal setting

A goal is what a sports performer is trying to achieve.
SMARTER goals can ensure effective goals are effective.



Specific – the goal must be specific to what an athlete wants to achieve.

Measurable – be able to be measured to see whether progress is being made.

Achievable – there is access to the facilities needed to achieve the goal.

Realistic – it must be possible to reach the goal.

Time – there must be a set goal or timescale for completion.

Exciting – Should be something that the person wants to achieve.

Recorded – the results should be written down so they can see how they are doing.

11. Mental health

Mental Health benefits:

Helps reduce levels of stress

- Can result in the release of serotonin (feel-good hormone)

- Able to control emotions

Social benefits:

- Opportunities to socialise/make friends

- Cooperation
- Teamwork
- Have essential human needs



Challenge!

Research how exercise benefits mental health.

12. Types of Skill

Simple

Requires little coordination

Uses fewer body parts

Requires minimal thinking

Players make minimal decisions



Complex

Requires lots of coordination

Uses several body parts together

Many decisions to be made

Generally specific to a sport

Closed

Skills performed in an environment that stays the same, it is predictable environment

Environment has little impact on the skill

Player has high levels of control

Open

Performance of these skills is adapted because of the environment

Player has less control

Influenced by weather, opponents time restraints and space available

1. What is Evil?



This is a philosophical question where everyone will have different answers, this term you will consider your own ideas about what is evil? and why evil exists?

2. Evil and Suffering

Moral Evil:

Moral Evil is caused by human **action or inaction** i.e. murder, rape, theft, neglect etc.



Natural Evil:

Natural evil refers to **natural disasters** i.e. famines, floods, earthquakes, volcanoes etc

Evil:

An act that is profoundly immoral and wicked.

Suffering:

The state of pain, distress, fear or hardship.

3: The problem of Evil



God is believed to be omnibenevolent (all loving) omnipotent (all powerful) and omniscient (all knowing). Because of this, evil should not really exist. But it does. There are, therefore, a number of possibilities: God is not powerful enough to stop evil. God does not know that evil is happening. God does not love us enough to want to stop the evil. None of these are very satisfactory conclusions.

Christians believe that free will is given by God to human beings. Humans therefore have the ability to choose to do good and the ability to choose to do evil. Catholics believe that as a result of original sin, humans find it easier to choose to do wrong, but with the help of God can choose to do good. Those who do sin can attempt to atone and gain forgiveness through prayer and, for Catholics, confession and penance.

4. Christian beliefs about Evil and Suffering.

THINK: How can God be all loving and all powerful when there is evil and suffering in the world?

The Inconsistent Triad:



Christians believe that God gifted Humans freewill and therefore, God cannot interfere with human actions. However, this answer does not explain why God always Natural Evil.

Atheists believe that evil and suffering proves that God does not exist. If God exists and God is all loving and all powerful, why does evil exist?

5. Key quotes

- Evil and suffering are real . . . They aren't an illusion, nor are they simply an absence of good," according to Billy Graham.
- "The greatest evil is physical pain," according to Saint Augustine.
- "Non-cooperation with evil is as much a duty as is cooperation with good," according to Mahatma Gandhi.
- "Evil is whatever distracts," according to Franz Kafka.



6. Forgiving Evil



Forgiveness by Eva Kor:

"Forgiveness is a way of healing oneself from pain, trauma, and/or tragedy.

It is a means of self-liberation and self-empowerment. Forgiving is not forgetting"

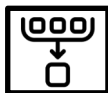
7. Key words



Good : Something that is considered morally good or right. Forgiveness: To grant pardon for a wrongdoing. Free Will: The God-given ability to choose for ourselves. Justice: Fairness, when everyone has equal provisions. Morality: Standards which determine whether something is good or bad. Punishment: A penalty given for a wrongdoing. Sin : A deliberate immoral action; going against religious rules.

8. Cosmological argument

Aquinas argues that everything that exists must have a cause except God who is the 'uncaused cause'. How can the First Cause be unique and be exempt from needing a prior cause? One of the key objections to what is also referred to as the cosmological argument is that there is no evidence for an 'uncaused caused' or God.



9. Teleological argument

The teleological argument, also known as the argument from design, suggests that the intricate order, complexity, and purpose observed in the natural world are evidence of an intelligent designer, often identified as God. It's an a posteriori argument, meaning it relies on empirical evidence from the world around us, rather than purely logical reasoning.



Challenge Q

Justify which argument is strongest in proving God's existence?

10. Sanctity of life

The sanctity of life is a principle asserting that all human life is inherently valuable and sacred, regardless of its stage of development or quality. It is often associated with religious beliefs, particularly in Christianity and Islam, where life is seen as a gift from God and therefore worthy of respect and protection.



11. Problems with God's existence



The Holocaust resulted in the death of 6 million Jews. Many people would ask, how can you still believe in God when God allowed 6 million of his followers to die?

12. Quality of life



The sanctity of life argument is a principle that asserts human life is inherently valuable and should be protected, often based on religious or ethical beliefs. It suggests that life, particularly human life, is sacred, holy, or of intrinsic worth, and therefore should not be violated or taken. This principle is often invoked in debates about abortion, euthanasia, and other issues where the termination of life is considered.



13. Design argument

This is an argument to prove the existence of God through nature. William Paley (1743-1805) compared the design of the universe to finding a watch. He argued that if you were walking on a moor (grassland area) and found a watch lying on the grass and saw how complicated it was you would have to assume someone made it. By looking at the watch you would see that all the coils, springs and movements all work together so that the watch is able to keep time.



14. Ontological argument

The ontological argument is a philosophical argument for the existence of God that relies on reason and logic, rather than empirical evidence. It attempts to prove God's existence by analysing the concept of God itself. Essentially, it argues that a perfect being, by definition, must possess the attribute of existence, and therefore God exist.

1) Using evidence

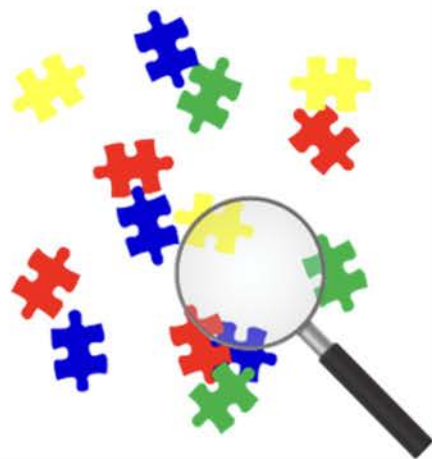
Evidence: Something from the time you are studying that gives a view about happened in the past.

What could historical evidence include?

- Diaries.
- Government records.
- Paintings/art.
- Photos.
- Films.
- Letters



Evidence can be anything as long as it is from the time you are studying!

2) What were the "isms" in the 20th century?

In the late 1800s and early 1900s, new **ideas** emerged about how countries should be run. These ideas were called **ideologies**.

Nationalism became an important ideology. New countries were made in Europe and many countries were proud of their nation and wanted them to succeed.

Other smaller countries were also nationalist, but they were often dominated by larger countries. These countries wanted to be **independent** and have control over themselves.

Militarism was also important. Countries wanted to build up their armies so that their countries could win wars and prove they were great nations.



3) What friendships emerged in the 1900s?

In the late 1800s, the German government were **nationalist**. They wanted Germany to be a successful country.

However, Germany was **surrounded** by other countries and could easily be attacked. France was a danger in the West and Russia was a danger in the East.

Germany began to make **alliances** with other countries. This led to the creation of the **Triple Alliance** between Germany, Austria-Hungary and Italy. However, Britain, France and Russia also had an alliance called the **Triple Entente**.

The belief amongst European powers was that these two powerful alliances would never go to war. They believed neither country would think about attacking each other...



4) What happened in Sarajevo in 1914?

In the early 1900s, Austria-Hungary had a large **empire**. They controlled many countries in Eastern Europe such as Serbia, Slovakia and Croatia. Many of these countries were unhappy about this.

The Black Hand Gang were a terrorist group of Serbian nationalists who wanted **freedom**. They wanted Serbia to be independent. They were angry that they were part of the Austro Hungarian empire.

In June 1914, the Black Hand Gang hatched a plan that would change the course of history...



5) How did we get to war?

After the events in Sarajevo in June 1914, Austria-Hungary wanted **revenge**. Germany promised to help their friend Austria.

Meanwhile, Russia promised to help Serbia. Austria-Hungary invaded Serbia and Russian troops prepared for war and ignored Germany's pleas to stay out of it.

Germany then declared war on Russia. France began to mobilise their troops for war to help Russia.

Germany declared war on France which involved an invasion of Belgium. Britain promised to defend Belgium so declared war on Germany.

War! In 1914, war was declared between the major powers of Europe.



6) Key Terms:

- Alliance:** An agreement between countries.
- Empire:** When one country controls land belonging to another country.
- Extreme:**
- Ideology:** A belief about how a country should be run.
- Independence (Self Determination):** The idea of a country making it's own laws.
- Mobilise:** Prepare your army for war.
- Militarism:** Where the armed forces are important and powerful and may quickly use war to solve problems between countries.
- Nationalism:** Being proud of your country and wanting you country to succeed.

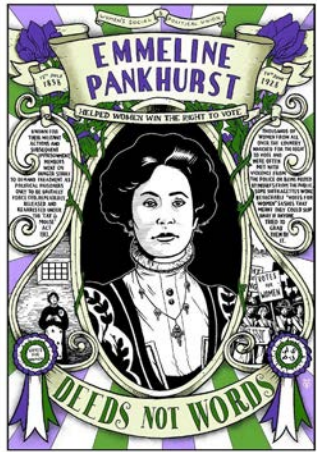


- 8)
- Similarity and difference:** The experience of different communities in the past.
- Consequence:** A result of something else happening.
- Impact:** How somebody chooses to present the past after an event.
- Examples of communities in the early 20th century:
- Upper Class: Rich powerful landowners
 - Middle Class: Educated people often with professional jobs or small business owners.
 - Working class: Less educated manual labourers such as miners. or spoken word.



9. The Rights of Women

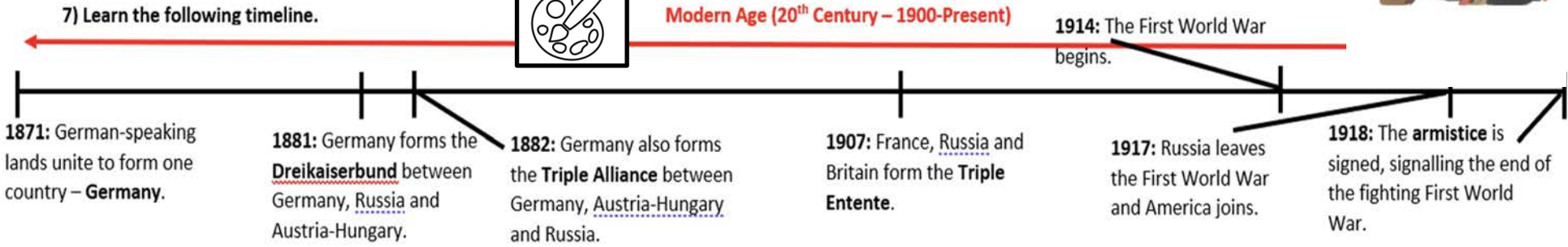
SUFFRAGISTS	SUFFRAGETTES
Led by Millicent Garrett Fawcett	Led by Emmeline Pankhurst
Large national organisation (approximately 54,000 members)	Smaller organisation (between 2,000 & 5,000 members)
Colours - red, white, green	Colours - purple, white, green
Law abiding	Willing to break the law
Peaceful campaigning	Sometime violent tactics
Men allowed	Men not allowed
Union - National Union of Women's Suffrage Societies (NUWSS)	Union - Women's Social and Political Union (WSPU)



7) Learn the following timeline.



Modern Age (20th Century – 1900-Present)



10) Why was there a General Strike in 1926?

Impact of War: Coal mining production grew during the war and the government **nationalised** coal mines. After the war, there was a fall in **demand** for coal. This meant that some smaller mines closed.

Technology: British coal mines struggled to compete with coal produced from other countries such as Germany and the USA. This meant that other countries could sell their coal at cheaper prices. The government refused to **nationalise** mines.

Mine owners and the unions: In 1921, mine owners announced longer working hours and a cut in wages. The miners decided to strike, however, without the support of other groups of workers, they had to accept the pay cut and go back to work or lose their jobs. Other industries also had to accept pay cuts.

In 1925, the government stopped **subsidising** mines. This meant that miners faced another significant wage cut...



11) How did the First World War change attitudes to women?

Women ran family businesses and worked in stressful war environments. This showed they could make important decisions.

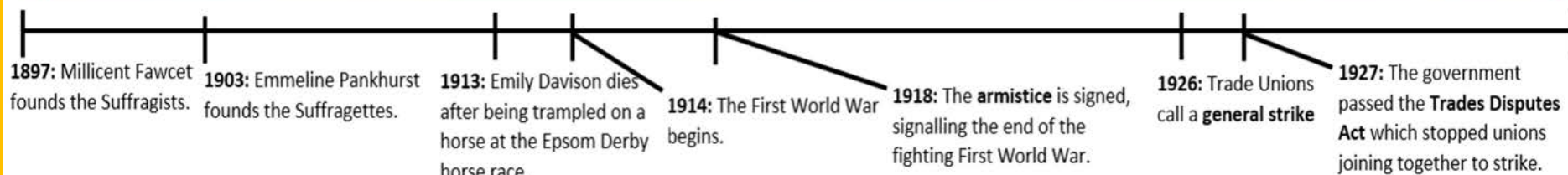
Women proved they could do work and still look after their children and homes.

Women played a vital role in the effort to win the war. Victory was partly owed to the hard work of women during the war.



12) Learn the following timeline.

Modern Age (20th Century – 1900-Present)





13) How did women win universal suffrage?

The government felt that some women deserved the vote, as did the working-class men who fought in the war.

In 1918, the **Representation of the People Act** gave *all men* over 21 the right to vote and women over 30 with property qualifications.

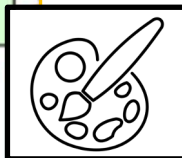
After the war, women had to leave the workplace and make way for men returning from the war.

Women continued to campaign for the right to vote. In 1928, all women were given the vote the same.

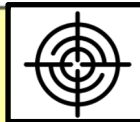
STRIKE! In 1926, the miners and the whole **Trade Union Congress** went on strike. This affected nearly the whole country.

Challenge!

Write a letter to the government persuading women to have the vote from the perspective of a Suffragette.



14) Key Terms



Nationalisation: Where the government owns businesses.

Picket: Where striking workers protest outside of their workplace.

National Union of Women's Suffrage Societies (NUWSS): The suffragists.

Women's Social and Political Union (WPSU): The suffragettes.

Strike: When workers stop working to improve their life at work.

Subsidise: Where the government pays money to keep businesses open.

Trade Union: Organisations that work to secure better working conditions.

Trade Union Congress: An organisation that represents all trade unions.

Universal Suffrage: Where all adults have the right to vote.



1. Qu'est-ce que tu aimes? *What do you like?*

- Quand je suis seul(e)... - When I'm alone ...
- Quand je suis avec mes copains ... - When I'm with my friends ...
- Le weekend.... - (At) the weekend ...
- J'aime (beaucoup) - I like (a lot)...
- J'adore - I love ...
- Je n'aime pas (tellement) ... - I don't (particularly) like
- Je n'aime pas du tout... - I really don't like ...
- Je déteste ...- I hate ...
- le sport / le collège - sport / school.
- la musique / la télé - music/TV
- la lecture / la danse - reading / dancing.
- les animaux / les jeux vidéo. - animals / video games



2. Qu'est-ce que tu aimes faire?

– *What do you like to do?*

- J'aime (beaucoup) - I like (a lot)...
- J'adore - I love ...



lire des bd	reading comics
faire des promenades	going for walks
nager	swimming
prendre des selfies	taking selfies
faire du vélo	going cycling
aller à la pêche	going fishing
aller en ville	going to town

3. Qu'est-ce que tu fais comme activités extrascolaires?

– *What do you do for after school activities?*



tous les lundis	Every Monday
une/deux fois par semaine	Once/twice per week
après les cours	After lessons/classes
Pendant l'heure du déjeuner	During lunchtime
Je joue au badminton/au foot	I play badminton/football
Je fais de la gymnastique	I do gymnastics
Je vais au club (de photographie)	I go to (photography) club
Je joue dans l'orchestre	I play in the orchestra
Je chante dans la chorale	I sing in the choir
Je ne chante pas	I don't sing
Je ne danse jamais	I never dance
Je ne fais rien	I do nothing/I don't do anything

4. Comment tu t'entends avec ton meilleur ami / ta meilleure amie ?

– *How do you get on with your best friend ?*

- Je m'entends bien avec lui/elle. I get along well with him/her.
- Je me dispute avec lui/elle. I argue with him/her.
- Je me fâche contre lui/elle. I get angry with him/her.
- Il/Elle se fâche contre moi. He/She gets angry with me.



5. Comment as-tu fêté ton anniversaire ?

How did you celebrate your birthday?

- **J'ai fêté mon anniversaire le dix mai** I celebrated my birthday on the 10th of May.
- **Comment as-tu fêté ton anniversaire?** How did you celebrate your birthday?
- **j'ai ouvert mes cadeaux** - I opened my presents
- **j'ai reçu un tee-shirt** - I received a tee-shirt
- **j'ai regardé mes cartes virtuelles** - I looked at my e-cards
- **j'ai lu mes messages** - I read my messages
- **je suis allé(e) en ville** - I went to town
- **nous avons fait du bowling** - we did / went bowling
- **j'ai mangé du gâteau** - I ate some cake
- **j'ai porté (un jean/un pull)** - I wore (jeans, a jumper)
- **j'ai bu du coca** - I drank some cola
- **je suis resté(e) au lit** - I stayed in bed
- **j'ai dormi** - I slept
- **j'ai invité mes ami(e)s** - I invited my friends
- **nous avons dansé** - we danced
- **nous avons pris des selfies** - we took selfies
- **C'était ...** - It was ...
- **rigolo / délicieux.** - a laugh / delicious.



6. Qu'est-ce que tu vas porter pour ta fête d'anniversaire ? -

What are you going to wear for your birthday party?

- | | |
|----------------------------|--------------------------------|
| (Je pense que) je vais... | - (I think that) I am going... |
| •porter ... | - to wear ... |
| • ...acheter ... | - to buy ... |
| • ...emprunter | - to borrow ... |
| • ...mettre | - to put on ... |
| • un chapeau | - a hat |
| • un costume | - a suit |
| • un jean / un pantalon | - jeans / trousers |
| • un pull / un sweat | - a jumper / a sweatshirt |
| • une casquette / une jupe | - a cap / a skirt |
| • une chemise | - a shirt |
| • une cravate | - a tie |
| • une robe / une veste | - a dress / a jacket |
| • des baskets / des bottes | - trainers / boots |
| • des chaussettes | - socks |
| • des chaussures | - shoes |
| • Comment tu trouves ça? | - How do you like that / it? |
| • Je trouve ça ... | - I find it ... |
| • un peu / assez / très | - a bit / quite / very |
| • vraiment / trop | - really / too |
| • complètement | - completely |
| • beau / cool | - beautiful / cool |
| • joli / super | - pretty / super |
| • démodé / ennuyeux | - old-fashioned / boring |
| • moche / nul | - ugly / rubbish |



7. Qu'est-ce que tu fais pour gagner de l'argent?

- *What do you do to earn money?*



- | | |
|--------------------------------|----------------------|
| • Pour gagner de l'argent, ... | To earn money, ... |
| • on peut/je dois | You can / I have to |
| • travailler dans le jardin | work in the garden |
| • aider à la maison | help at home |
| • aider les voisins | help the neighbours |
| • trouver un petit boulot | find a part-time job |
| • nourrir les animaux | feed the animals |
| • faire du baby-sitting | babysitting |

8. Qu'est-ce que tu achètes avec ton argent ? – *What do you buy with your money ?*

- | | |
|-----------------------------|----------------|
| • j'achète | I buy |
| • je fais des économies ... | I'm saving ... |
| • pour acheter | to buy |

- | | |
|------------------------------|------------------|
| • du maquillage | make-up |
| • de la musique. | music. |
| • du crédit téléphonique. | phone credit. |
| • des fournitures scolaires. | school supplies. |
| • des trucs à manger. | things to eat. |
| • des billets de cinéma. | cinema tickets. |
| • des jeux vidéo. | video games. |
| • des vêtements. | Clothes. |

- | | |
|-----------------------|-------------------|
| • C'est ... | It is ... |
| • une bonne idée. | a good idea. |
| • une mauvaise idée. | a bad idea. |
| • facile / difficile. | easy / difficult. |
| • cool / ennuyeux. | cool / boring. |



9. Qu'est-ce que tu veux faire plus tard ?

- *What do you want to do later ?*

- | | |
|----------------------------|--------------------------|
| • Il/Elle est ... | -He/She is a ... |
| • Je veux être ... | -I want to be a(n) ... |
| • Je ne veux pas être ... | -I don't want to be a(n) |
| • scientifique | -scientist |
| • pilote | -pilot |
| • ingénieur(e) | -engineer |
| • danseur/danseuse | -dancer |
| • instituteur/institutrice | -primary school teacher |
| • infirmier/infirmière | -nurse |
| • policier/policière | -police officer |
| • mécanicien/mécanicienne | - mechanic |
| • musicien/musicienne | -musician |
| • architecte | - architect |
| • vétérinaire | - vet |
| • car c'est ... | - because it is ... |
| • créatif. | - creative. |
| • dangereux. | - dangerous. |
| • fatigant. | - tiring. |
| • intéressant. | - interesting. |
| • passionnant. | - exciting. |
| • utile. | - useful. |
| • varié. | - varied. |



Challenge!

Write about the job that you want to do and list the reasons why you want to do it.

10. Qu'est-ce que tu veux faire à l'âge de 16 ans? – What do you want to do at 16

- | | |
|--|------------------------------|
| • À l'âge de 16 ans, je veux | At the age of 16, I want ... |
| • rester à l'école. | to stay at school. |
| • étudier les sciences. | to study science. |
| • étudier les maths. | to study maths. |
| • étudier le dessin. | to study art. |
| • étudier les langues. | to study languages. |
| • trouver un petit boulot. | to find a part-time job. |
| • aller au lycée. | to go to sixth form college. |
| • faire un apprentissage. | to do an apprenticeship. |
| • faire du travail bénévole. | to do voluntary work. |
| • travailler en équipe. | to work in a team. |
| • travailler avec des personnes âgées. | to work with elderly people. |
| • Je dois gagner de l'argent. | I must earn money. |
| • J'aime aider les autres. | I like helping others. |
| • J'adore les enfants. | I love children. |
| • J'adore les animaux. | I love animals. |
| • J'adore les voitures. | I love cars. |

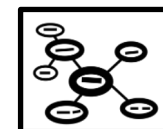


Challenge!

Write about your personal goals for the future in English. Translate this into French. The phrases here will give you some helpful vocabulary.

11. Qu'est-ce que tu feras à l'avenir – What will you do in the future ?

- | | | | | |
|-------------------|---|---|-------------|---|
| • J'habiterai | ? | en Europe/en Afrique/à l'étranger | I will live | in Europe / in Africa / abroad |
| • je travaillerai | ? | avec des enfants / chez Google | I will work | with children / at Google |
| • j'achèterai | ? | une belle maison / une Ferrari rouge | I will buy | a beautiful house |
| • j'aurai | ? | une Mobyette / cinq enfants / un petit copain | I will have | a moped / 5 children / a boyfriend |
| • j'irai | ? | à New York / en Chine / en Amérique du Sud | I will go | to New York / to China / to South America |
| • je ferai | ? | du travail bénévole / du Snowboard | I will do | voluntary work / snowboarding |
| • je serai | ? | célèbre / marié / heureux (heureuse) | I will be | single / married / happy |
| • je gagnerai | ? | beaucoup d'argent | I will earn | lots of money |
| • j'aiderai | ? | les autres | I will help | others |



12. A l'avenir, le monde sera comment ? – What will the world be like in the future ?



- | | | | |
|---------------|----------------|--------------------------------|------------------------|
| • On portera | We will wear | • des vêtements “intelligents” | “smart” clothing |
| • On mangera | We will eat | • des insects | insects |
| • On voyagera | We will travel | • en voiture sans conducteur | driverless cars |
| • On achètera | We will buy | • tout en ligne | everything online |
| • On ira | We will go | • en vacances sur la Lune | holidays on the moon |
| • Il y aura | There will be | • un robot dans chaque maison | a robot in every house |

13. Un robot magique ? Qu'est-ce qu'il fera – A magic robot, what will he do?

- | | | | |
|-----------------|------------------|-------------------------------------|--------------------------------|
| • Il organisera | It will organise | • Il rapportera | It will bring |
| • il fera | it will do | • Il examinera | it will examine |
| • il ira | it will go | • Il décidera | it will decide |
| • il jouera | it will play | • Il donnera | it will give |
| • il coupera | it will cut | | |
| • il appliquera | it will apply | • pour aider / travailler | To help/work |
| | | • ce sera (passionnant / effrayant) | il will be
(exciting/scary) |

Challenge!

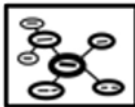
Design your own futuristic robot... what will it be able to do?
Describe it in French

14. Profil d'un inventeur ou d'une inventrice – Profile of an inventor



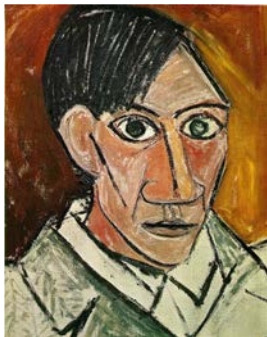
- | | | | |
|------------------------|------------------|---------------------------------------|-------------------------------|
| • il est inventeur | He's an inventor | • un robot | a robot |
| • il est né | He was born | • des lunettes | glasses |
| • il a fait ses études | He studied | • pour aider les personnes handicapés | to help disabled people |
| • il a immigré | He immigrated | | |
| • il a développé | He developed | • pour traduire en anglaise | to translate into english |
| • il a inventé | I invented | • A mon avis ce sera utile | in my opinion it'll be useful |

1. What is a portrait?

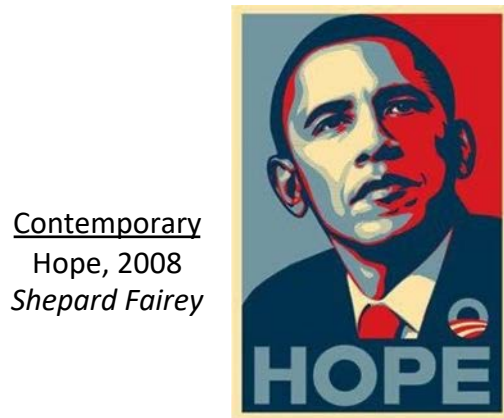


A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

Ancient
Mona Lisa, 1503
Leonardo
DaVinci

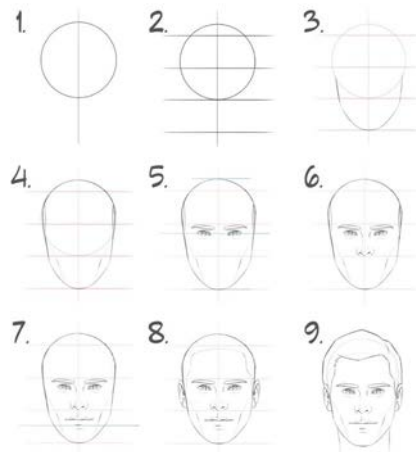


Modern
Self-portrait,
1907
Pablo Picasso



Contemporary
Hope, 2008
Shepard Fairey

2. Proportions of the face

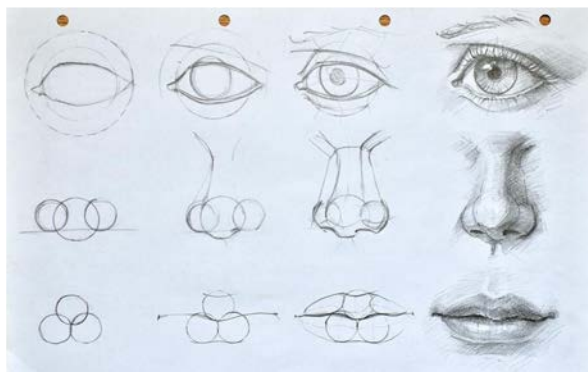


Practice drawing the facial proportions using the step-by-step guide.

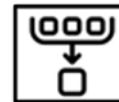
3. Features of the face



Practice drawing the features of the face using the step-by-step guide.



4. Expressing Identity in a portrait



Expressive portraits can include, words, objects, collage, photographs, paint techniques, varied contextual backgrounds.



A person may choose things that they like or dislike in their imagery or create an image that portrays their identity.



5. Analyse 1 image.

Analyse one of the portraits below your books.

Focus on 3 areas:

Content - describing what you see.

Process - how the work is made.

Mood - how does the artwork make you feel?

What do you think it is about?



Keyhinde Wiley



6. Cubism



- Cubism is a style of painting that was developed in the early 1900s.
- Cubist paintings show objects from many angles at once.

Who were the Cubist's?

- Two main artists, Pablo Picasso and Georges Braque, developed Cubism.
- They believed that painters should not just present realistic views of subjects.



Pablo
Picasso



Georges Braque

7. Cubist landscape study

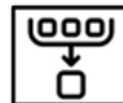


Paul Cezanne



8. Cubist Influences

- The Cubists were influenced by several different art forms, including African masks, which have exaggerated features.
- Egyptian paintings, which show more than one point of view, also inspired the Cubists.
- The paintings of Paul Cézanne were another influence. Cézanne often simplified objects to their basic shapes.



9. Cubist Portraits

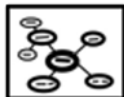


African Masks & Pablo Picasso

Challenge!

Using inspiration from the images, draw your own cubist portrait.

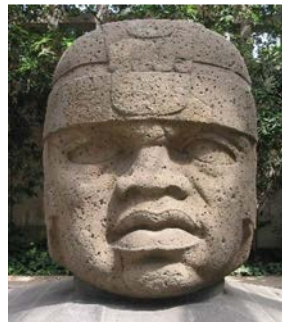
10. Sculpture Throughout History



Ancient – Easter Island and Olmec heads.



Stone Carving



Modern – Pablo Picasso and Elizabeth Frink heads.



Casting

Contemporary – Mark Quinn and James Lake

Construction/card - mould /blood



11. Sculptural Techniques



Relief

Relief sculpture is created on a flat, two-dimensional surface. The back of the sculpture is typically not meant to be seen.

In-The-Round

In-the-round sculpture is three-dimensional and meant to be viewed from multiple angles.

Additive

Additive sculpture is the construction of creating form by adding material to the base or armature.

Subtractive

Subtractive sculpture is removing the unwanted material to create the form, as in wood or stone carving.

Kinetic or Mobile

Kinetic sculpture is art that contains movable parts in the design.

Sculpture can be creating through:

- Carving
- Modeling
- Casting
- Construction
- Assembling

12. Sculptural Key Words

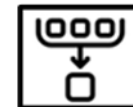


- Carving
- Modelling
- Casting
- Construction
- Assembling
- 3 Dimensional
- Relief
- Construct
- Kinetic

14. Make a sculptural head from recycled materials. See examples.



13. James Lake – Contemporary



- Uses cardboard as a sculptural material.
- Reasonable cost and low environmental impact.
- Creates life size, three-dimensional portraits of people and animals, anatomical models and furniture.
- The process and outcomes have always been about sculpting with a physical impairment.

"I lost my right leg to cancer when I was a teenager, so I spent time searching for a material that I could use from my bedroom whilst rehabilitating." James Lake



1. Global superpowers

A **global superpower** is a nation that is so powerful and influential that it can dictate or heavily shape global affairs, economies, and politics. These countries can project their influence anywhere on Earth and act as a dominant force.

Power refers to a country's global influence. This power is split into two main types: **Hard Power** (forcing others through military or economic strength) and **Soft Power** (persuading others through culture and diplomacy)



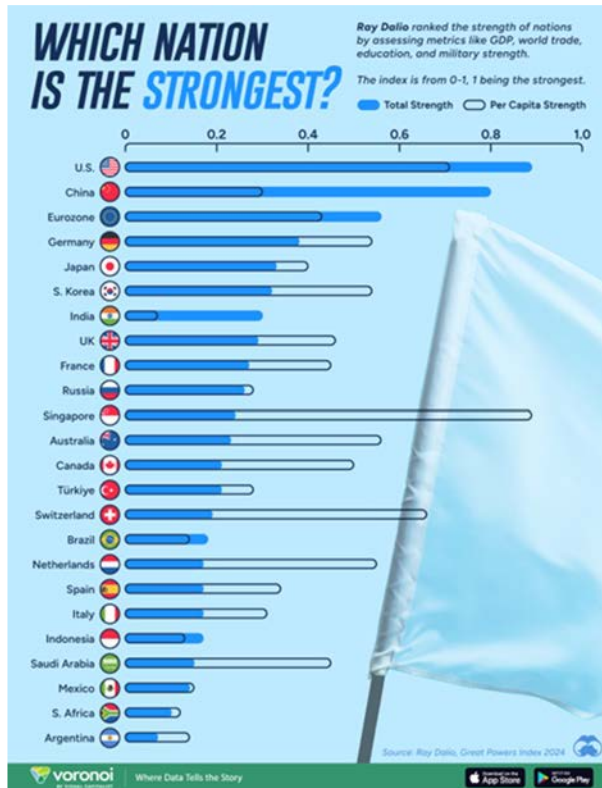
2. The USA

the USA is studied as the ultimate global superpower. Its dominance is driven by an unbeatable combination of physical geography (vast resources, isolated oceans, and navigable rivers) and human geography (huge economy, dominant cultural influence, and advanced military strength)

The USA's superpower status is built on five core pillars

Geographical Advantages (Physical)

- **Two-Ocean Access:** Bordered by the Atlantic and Pacific oceans, protecting it from land invasions while allowing easy global trade with Europe, Africa, and Asia.
- **Natural Resources:** Rich in coal, timber, and massive oil and natural gas reserves, making the country largely energy-independent.
- **The Mississippi River System:** A vast, flat inland waterway network that connects 31 states, allowing for extremely cheap and efficient movement of goods.



3. Economic Power

The USA is the world's largest economy. It is home to many of the world's largest Transnational Corporations (TNCs)—such as Apple, Microsoft, and Coca-Cola. The US Dollar is the primary international currency for global trade and debt

Military Strength

- The USA spends more on its military than almost half of the rest of the world combined.
- It maintains a massive fleet of ships, aircraft, and advanced technology, allowing it to project power anywhere in the world.

Cultural Power ("Soft Power")

- The USA shapes global lifestyles, traditions, and entertainment through "soft power".
- Global dominance in media (Hollywood), music, fast-food chains, and social platforms means American culture influences almost every country.

Political Influence

- The USA plays a leading role in global organisations and alliances, such as the United Nations, NATO, and the G7.
- It influences world policies through its trade agreements, foreign aid, and geopolitical alliances



4. China – Physical Geography

China is classified as a global superpower due to its massive population, status as the world's second-largest economy, and expanding global influence.

Physical Geography and Location

- **Location:** Located in East Asia, China shares borders with 14 countries, including Russia and India.
- **Physical Features:** The country features diverse landscapes, including the Himalayas in the southwest and the Gobi Desert in the north. Historically, these natural barriers acted as protection against invasion.
- **Major Rivers:** The Yangtze and Yellow rivers provide water and transport for millions of people.



6. India

- **Economic Growth:** Rapid industrialization, the growth of Transnational Corporations (TNCs), and a booming technology sector (e.g., Bangalore as a tech hub) have generated massive wealth.
 - **Demographics:** India has the world's largest population and a youthful demographic, offering a vast, growing workforce.
 - **Cultural and Political Influence:** It is the world's largest democracy, has nuclear capabilities, and wields major global cultural influence through its diverse languages, heritage, and religions.
- What challenges hold India back from superpower status?**
- **Inequality:** There is a sharp contrast between rapid wealth and extreme poverty. Millions of people live in slums (like Dharavi in Mumbai), lacking basic sanitation, clean water, and proper housing.



5. China – Human geography

- **Manufacturing:** China is often referred to as the "workshop of the world" because it produces a vast amount of the globe's manufactured goods.
- **Urbanization:** Rapid industrial growth has led to massive rural-to-urban migration as people move to cities for better opportunities.
- **Global Influence:** China's wealth and economic growth have allowed it to invest globally, notably through the 'Belt and Road' strategy, which secures trade routes and infrastructure across Asia, Africa, and Europe.
- **Beijing** the capital is a global city with high importance for finance, technology, and culture. It features extensive transport networks and hosts global events, though rapid expansion has led to challenges like air pollution and resource strain.
- **Environmental Challenges:** Rapid industrialization has caused major environmental problems, such as air and water pollution, prompting a shift toward renewable energy.



7. Superpowers of the future?

BRICS and **MINT** are acronyms used in geography to group countries with rapidly growing economies that have the potential to become future global **superpowers**.

BRICS

Originally "BRIC" (coined in 2001), this group represents the major emerging national economies of the 21st century.

- **Brazil, Russia, India, China, South Africa** (joined in 2010)

MINT

The MINT countries are often seen as the "successors" to the BRICS—nations that are currently on a fast track to growth.

- **Mexico, Indonesia, Nigeria, Turkey**



8. Tourism

Tourism is the temporary movement of people away from their usual home for leisure, business, or study, usually staying for at least 24 hours. It is a key human geography concept that boosts economies and drives the tertiary (service) sector.

Domestic Tourism: Travel taken entirely within the boundaries of a person's home country (e.g., a family from Taunton holidaying in Cornwall).

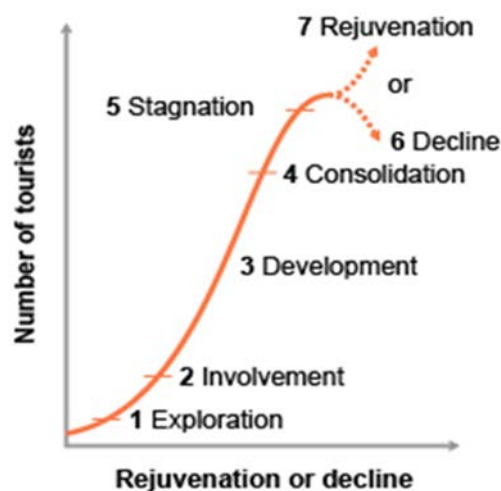
International Tourism: Travel that involves crossing international borders and visiting other countries (e.g., flying from the UK to Spain).

Short-Haul: A short-distance flight or journey, typically taking under 3 to 4 hours.

Long-Haul: A long-distance flight or journey, typically taking longer than 4 to 6 hours.



9. Tourism



10. Butler model of tourism

The Butler Model of Tourism is a geographical concept created by Professor Richard Butler in 1980.



The six key stages of the model are:

1. Exploration: A small number of adventurous tourists "discover" an area. There are no tourist facilities, and locals do not yet rely on tourism.

2. Involvement: Local residents notice the visitors and start providing basic services like food, transport, and small guesthouses.

3. Development: Large companies and travel agencies step in to invest. Massive hotels, resorts, and package holidays are built, causing visitor numbers to boom.

4. Consolidation: Tourism growth slows down, but visitor numbers are still at their peak and now outnumber the local population. The local economy becomes dependent on tourism.

5. Stagnation: The resort reaches its maximum capacity. It becomes overcrowded, loses its original charm, and the number of tourists peaks and stops growing.

6. Decline or Rejuvenation: The destination must make a choice. If the resort becomes unfashionable, it goes into **Decline**. Alternatively, it can **Rejuvenate** by investing in new attractions, modernizing facilities, and reinventing itself to attract a new generation of visitors.

11. Positive effects of tourism



Social

- built for tourists such as health centres or such as roads, water and can also benefit locals leading to a higher .
- For those that can afford to travel, visiting other countries provides an opportunity for tourists to meet new people and discover new places. This is often only an option for tourists from high-income countries.

Economic

- The tourism industry is worth trillions of pounds worldwide providing jobs and income to millions of people.
- It is estimated that tourism accounts for about 10% of the world's gross domestic product .
- Over 100 million people are employed directly in the travel and tourism with hundreds of millions more employed in industries which support this sector. This might include baggage handlers at airports or farms who provide food to restaurants.
- This money provides income which can be used to develop and invest in schools, hospitals, infrastructure and new technology.
- This is especially important for low-income countries such as Jamaica where tourism accounts for 35% of their income.

Environmental

- Tourism is often associated with having a negative environmental impact although tourism can help to protect environments.
- The money earned from tourism, can be invested in conservation.
- Tourism can provide different types of jobs meaning people aren't forced to damage the environment to make a living.
- Tourists can be educated on the importance of environmental protection.

12. Negative effects of tourism



Social

- Tourism can provide a source of between tourists and locals.
- Culture and traditions can be lost with the influx of new people to an area.
- If a resort is popular it can result in overcrowding and traffic jams. For example, 20 million tourists in the UK visit the Lake District every year, causing major traffic jams in villages there.

Economic

- Jobs are often and poorly paid.
- Money is frequently lost due to as hotels are often owned by foreign firms.
- If a country becomes reliant on tourism, it can make it vulnerable if tourists stop visiting.
- Sometimes tourist numbers fall due to , global pandemics, terrorist attacks or .
- Tunisia in North Africa has experienced several setbacks to its tourism industry. Terrorist attacks saw the number of visitors fall. The tourist industry began to revive as confidence returned, only to see a 60% decline in visitors due to the Covid-19 pandemic.

Environmental

- The natural environment can become damaged as tourists increase waste and pollution.
- New buildings may damage natural habitats and disrupt fragile ecosystems.



13. Ecotourism

Ecotourism is when people visit a place because of its natural environment and try to cause as little harm (damage) as possible.

It also involves learning about other cultures and benefiting local people.

Positive Impacts.

Environmental: Funds conservation, protects wildlife habitats from being destroyed, and minimizes carbon footprints through small group sizes.

Economic: Creates jobs for local communities (e.g., guides, lodge operators), keeping money in the local area.

Social: Educates tourists about nature and helps protect indigenous cultures and traditions.

Negative Impacts.

Environmental: Unregulated ecotourism can still cause habitat destruction (e.g., clearing trees for lodges) and localized pollution from transport.

Economic: Ecotourism can be expensive, meaning less well-off people are excluded, and local economies can still become overly reliant on tourism.

Social: The influx of outsiders can sometimes cause conflict with locals or dilute traditional ways of life.



14. The impacts of mass tourism on Spain

Environmental Impacts - Habitat Loss: Coastal "sun, sand, and sea" developments (like those along the Costa del Sol) have destroyed fragile ecosystems such as sand dunes and wetlands. **Pollution:** Heavy traffic causes air and noise pollution. High populations of tourists increase litter and put a massive strain on local sewage systems, which can pollute the ocean.

Water Scarcity: Resorts and hotels consume vast amounts of water for swimming pools, golf courses, and guest use, often leading to droughts in naturally arid regions

Job Creation: Tourism is a massive industry that creates thousands of jobs in hotels, restaurants, transportation, and retail.

Infrastructure Development: The money has allowed Spain to build and improve airports, roads, and rail networks (like the AVE high-speed train).

Over-reliance: It makes the local economy vulnerable. If global events—like a pandemic or economic downturn—happen, the economy suffers severely since it relies so heavily on one industry.

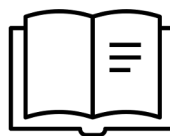
Social & Cultural Impacts.

Housing Crises: The rise of short-term holiday rentals (such as Airbnb) has forced locals out of neighbourhoods and driven up house prices.

Overtourism & Protests: Destinations like Barcelona, Majorca, and Ibiza experience extreme overcrowding. This has sparked "anti-tourism" protests, as locals feel overwhelmed and displaced by massive crowds.



Homework Schedule

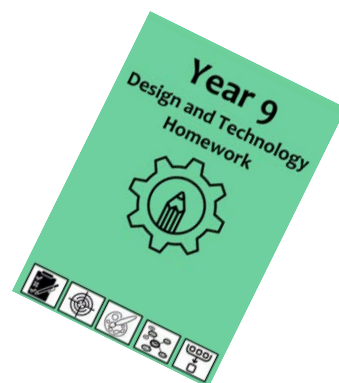


Monday	Tuesday	Wednesday	Thursday	Friday
English	Maths	Science	D and T	Art
Music	Drama	PE	History	Geography
Sparx	Computing	RPE	French	
Free Choice Reading – look out for recommendations in the Student Bulletin				

Week beginning	Box number
7 th September 2026	1
14 th September 2026	2
21 st September 2026	3
28 th September 2026	4
5 th October 2026	5
12 th October 2026	6
19 th October 2026	7
Half Term	No boxes to complete
2 nd November 2026	8
9 th November 2026	9
16 th November 2026	10
23 rd November 2026	11
30 th November 2026	12
7 th December 2026	13
14 th December 2026	14
Christmas Break	No boxes to complete

Computing homework is completed online on your e-portfolio.

D&T lessons are on rotation – see separate HW booklet and keep this one in your folder all year.



sparx

Log in to 'Sparx' and spend a minimum of 30 minutes per week completing the tasks assigned to you.

My Sparx Login Details: