

### 1 – Elements of Art

**Form:** Objects that are three-dimensional having length, width and height

**Texture:** The way a surface feels to the touch (how rough or smooth something feel).

*You can show texture in clay using tools to make marks and sculpt the surface of the clay.*

**Colour:** One of the most dominant elements of art. It is created by light.

### 2 – Clay Glossary

**Slab:** A thick flat 'pancake' of clay made with your hands or a rolling pin

**Kiln:** Special oven that gets super hot to turn the clay into biscuit. It is also used to fire glazes and colours until they are glossy.

**Coil:** A long thin rope of clay made by rolling clay with your hands.

**Score and slip:** Joining wet clay is done by scoring or roughly scratching and adding liquid clay called slip. This seals the pieces together.

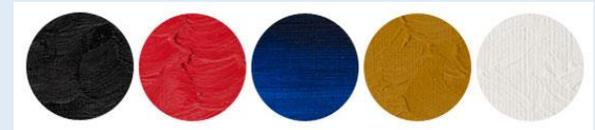
**Glaze:** Painted on and fired until it is glossy. There can be coloured or transparent glazes.

### 3 – Clay Glossary

**Biscuit:** refers to clay that has been fired in a kiln without a ceramic glaze.

**Limited colour palette:** when you use a small range of colours to create a painting.

LS Lowry used a limited colour palette of black, dark red, dark blue, ochre yellow and white. We will use a similar palette to paint our small clay houses.



### 4 – Lawrence Stephen Lowry

Laurence Stephen Lowry (1887 – 1976) was an English artist.

He is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century.

He developed a distinctive style of painting that is often considered as naïve and is best known for his urban landscapes peopled with human figures often referred to as "matchstick men".



### 5 – Ruth Allen

Ruth Allen is a UK based artist and illustrator she creates hand drawn illustrations using a delicate continuous line.

*Continuous line drawing:* when you draw without lifting your pen off the paper.



### 1: Getting to know excel

**Spreadsheets** – document in which data is arranged in the rows and columns of a grid and can be manipulated.

**Cell** – spaces that hold data

**Column** – Goes along the top (A,B,C,D)

**Border** – Adds a border around the cell

**Cell reference** – Is the cell number (for e.g.A6)

**Data** – Raw facts and figures (information)

**Row** – Numbers going down the side of the spreadsheet

**Range** – a number of cells highlighted for e.g. A2:A6

### 2: Quick calculations

- **Formula** – it is used to perform calculations
- **Autofill** – It is used to replicate the data

#### Calculation symbols

/ Divide

\* Multiply

+ Add

- Minus (takeaway)

For e.g. = A5+B5

= A5/B5

Every calculation **MUST** start of with =

### 3: Collecting data

**Data** – Raw facts and figures (information)

**Primary data** – You collected the Data yourself.

**Secondary data** - Somebody else collected the data.

**Sources** – Where the information was obtained from.

17	10	15
27	23	17
26	18	26
19	17	20
46	37	38
12	8	21
10	18	14

### 4: Become a data master

**SUM** – calculates a range of cells.

**COUNTA** – counts cells that contain information.

**MAX** – will give you the largest value in the range.

**MIN** – will give you the lowest value in the range.

=SUM(A6:A9)

=COUNTA(A2:A7)

=MAX(C4:C12)

=MIN(D4:D25)

### 5: Level up your data skills

**COUNTIF** – counts cells in a range that meet a single condition.

**IF** – It allows you to make logical comparisons between a value and what you expect.

**AVERAGE** – calculates the average (mean) of the supplied numbers.

**Filter** – Allows you to view specific rows in excel.

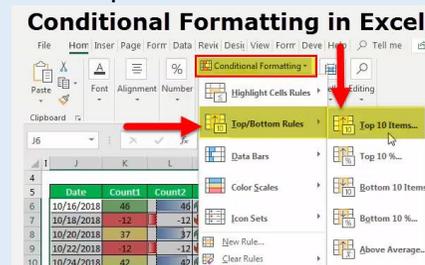
=AVERAGE(E5:E43)

=COUNTIF(A2:A8,F1)

=IF(C6>=70,"Pass","Fail")

### 6: Example blogs

**Conditional formatting** is a feature in many spreadsheet applications that allows you to apply specific **formatting** to cells that meet certain criteria. It is most often used as colour-based **formatting** to highlight, emphasize, or differentiate among data and information stored in a spreadsheet



## 1. Methods

- **tragedy:** a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character. Tragedy originated from Aristotle, an Ancient Greek Philosopher who defined tragedies as having six elements: *plot, character, thought, diction, music, and spectacle*. This was changed somewhat by Shakespeare, who's tragedies often ended in despair rather than catharsis.
- **The Three Unities:** in drama, the three principles derived by French classicists from Aristotle's Poetics; they require a play to have a single action represented as occurring in a single place and within the course of a day. These principles were called, respectively, *unity of action, unity of place, and unity of time*.
- **epithet:** an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or thing mentioned. *For example, for 'Alexander the Great', 'The Great' is the epithet.*
- **denouement:** a literary device that can be defined as the resolution of the issue of a complicated plot in fiction. The majority of examples of denouement show the resolution in the final part or chapter.
- **aside:** happens when a character's dialogue is spoken but not heard by the other actors on the stage. Asides are useful for giving the audience special information about the other characters onstage or the action of the plot.

## 3. Grammar – Sentence Types

- **main clause:** a sentence that can stand alone  
*e.g. The dog went for a walk.*
- **subordinate clause:** a clause at the start of a sentence that depends on the main clause  
*e.g. When the dog cried, the owner took him for a walk.*
- **simple sentence:** a sentence with only a main clause  
*e.g. She knocked the mug off the shelf.*
- **compound sentence:** at least two simple sentences joined together  
*e.g. She moved too quickly and knocked the mug off the shelf.*
- **complex sentence:** a sentence with a subordinate clause and a main clause  
*e.g. She moved too quickly and knocked the mug off the shelf, but it didn't break.*

## 2. Vocabulary

- **Aristotle:** a Greek philosopher and teacher during the Classical period in Ancient Greece who is still considered one of the **greatest** thinkers in politics, psychology and ethics. In Literature, we will mainly refer to his six elements of tragedy.
- **hamartia:** a character's inevitable downfall in a play often caused by a fatal-flaw or error of judgement. *For example, Othello's trusting nature and Romeo's susceptibility to romance.*
- **hubris:** a common hamartia amongst Shakespearean plays, where a character boasts of undeserved and excessive pride or arrogance.
- **duplicitous (adjective):** when a character is being two-faced. They will say or do things to one character in order to get their way with another. *For example, when Iago uses derogatory language about Othello to Brabantio, but acts as his friend in the next scene.*
- **anagnorisis:** when the tragic hero has a sudden realisation of what they have done wrong and acknowledgement of their hamartia.

## 4. Understanding a script

- **dialogue:** speech between two or more characters
- **stage directions:** instructions that are given to the actors playing parts in a play *e.g. [Enter BRABANTIO, OTHELLO, IAGO, RODERIGO, and Officers]*
- **acts and scenes:** an act is a part of a play defined by elements such as rising action, climax and resolution. A scene is a part of an act defined with the changing of characters
- **characters:** the different people within a play that are portrayed by actors. These will usually include a protagonist, antagonist and villain.
- **soliloquy:** a long speech made by one character on stage. The other characters are not aware of what is being said, but the audience are aside

## 5. Context - Shakespeare

- Shakespeare began to write plays in the Elizabethan Era where Queen Elizabeth I was on the throne however, most of his plays (including Othello) were performed in the **Jacobean Era when King James I was reigning England and Scotland.**
- King James was the first Scottish King of England and therefore some of Shakespeare's plays e.g. Macbeth were based there.
- Plays at the time were often written to appease the Monarch at the time as **plays were funded by The Crown.** Therefore, they must adhere to the likes of the King!
- King James I had a **strong interest in The Supernatural** (witches, devils, Satan) because the Church was slowly moving away from Catholicism. He even wrote a book called 'Demonologie' which discussed how demons and The **Devil manipulated our lives through the use of the witches that worked for him.**
- During this time, there was a heavy belief that women were weak, unintelligent and the possessions of men. **This is referred to as a patriarchal society.**
- Women were often seen as objects to be owned and sold by their Fathers and Husbands rather than their own person. They could not own money or possess land, or even vote.
- During the Jacobean Era, dark skin was often associated with corruption whilst white skin was a sign of purity.
- Shakespeare often used racism as an unescapable facet of society.

## 6. Genre - Tragedy

**Tragic Hero/Protagonist**

- Each tragedy will often encompass a 'Tragic Hero'. They will usually be the protagonist and spend the most time on stage. *Some examples are Romeo, Macbeth, Othello and Icarus.*
- The Tragic Hero will usually come from a noble/wise background, suffer more than deserved, have a hamartia that leads to his downfall, hubris, peripeteia (reversal of fortune) and will often arouse feelings of remorse from the audience.

**Antagonist/Villain**

- The antagonist in the play will usually play a role in the downfall of the Tragic Hero.
- They will usually be **Machiavellian of nature (use others to achieve their goal)** and spend time talking 'aside' (where the characters cannot hear the speech, but the audience can). This is often used when the villain is plotting their plan.

**Universal Themes**

- What made Shakespeare's plays so popular, and still popular today, is their universal themes.
- This means that even though the plays were written over 500 years ago, the themes are still relevant. These include: family arguments, love, ambition, trust, jealousy and betrayal.

1: Brecht & Epic Theatre	2: Alienation Effect (Verfremdungseffekt)	3: Gestus
<ul style="list-style-type: none"> <li>Brecht was a German playwright, who wanted to make the audience think, and used a range of devices to remind them that they were watching theatre and <b>not</b> real life.</li> <li><b>Epic theatre:</b> A style of theatre made famous by Bertolt Brecht. It tries to distance the audience from the action of the play so that they can concentrate on the overall message.</li> </ul>	<ul style="list-style-type: none"> <li><b>alienation effect:</b> A style of theatre made famous by Bertolt Brecht. It tries to distance the audience from the action of the play so that they can concentrate on the overall message.</li> <li><b>Verfremdungseffekt</b> actually translates more closely to ‘distancing.’</li> <li>However, it’s still often called the <b>alienation effect</b> or is shortened to the ‘<b>v</b> effect’ and there are many ways of using it.</li> <li>Brecht wanted his audience to remain interested and engaged by the drama otherwise his message would be lost. It was <b>emotional investment</b> in the characters he aimed to avoid.</li> <li><b>Placards</b> – text that deepens the audience’s understanding of the play</li> </ul>	<ul style="list-style-type: none"> <li>An actor’s physicality that places a character in a social context. Brecht uses the term when discussing the physical presentation of a social attitude, position or standpoint.</li> <li><b>Gestus</b> is most helpfully seen as a demonstration of a character’s social position.</li> <li>This is frequently referred to as the <b>Social Gestus</b> in which the performer selects physical shapes, movements and actions to reveal a character’s social position.</li> </ul>
4: Multirole	5: NVC Skills	6. Vocal Skills
<ul style="list-style-type: none"> <li>Multi-role is when an actor plays more than one character onstage.</li> <li>The differences in character are marked by changing voice, movement, gesture and body language but the audience can clearly see that the same actor has taken on more than one role.</li> <li>This means the audience are more aware of the fact that they are watching a presentation of events.</li> </ul>	<ul style="list-style-type: none"> <li><b>Non Verbal Communication (NVC)</b> relates to the way movements, posture and gestures can show how someone feels without speaking.</li> <li><b>facial expression:</b> the appearance, mood or feeling conveyed by a person’s face</li> <li><b>posture:</b> the position a character holds themselves in when sitting or standing</li> <li><b>gesture:</b> a movement made by part of the body (e.g. arms, head) to convey a character’s emotions</li> <li><b>gait:</b> a person’s manner of walking</li> </ul>	<ul style="list-style-type: none"> <li><b>Volume:</b> ensure that your voice reaches everyone in the audience</li> <li><b>Pace:</b> ensure that your pace of speech is appropriate to your character</li> <li><b>Pitch:</b> the degree of highness or lowness of the voice</li> <li><b>Pace:</b> the speed at which someone speaks</li> <li><b>Tone:</b> a quality in the voice that expresses the speaker’s feelings or thoughts</li> <li><b>Oracy:</b> the ability to express oneself fluently and grammatically in speech</li> <li><b>Clarity:</b> ensure that you speaking clearly</li> </ul>

1: Holiday Destinations				2: Holiday Activities				3: Justifying Opinions							
en Algérie	to Algeria	à la campagne	to the countryside	on peut...	you can...	aimable	friendly	assez	quite						
en Angleterre	to England			on ne peut pas...	you can not...	amusant/e	funny	beaucoup	a lot						
en Belgique	to Belgium	à la mer	to the sea	... aller au parc d'attractions	go to a theme parc	barbant/e	boring	franchement	frankly						
en Espagne	to Spain	à la montagne	to the mountains	... envoyer une carte postale	send a postcard	cher/chère	expensive	tellement	really						
en France	to France			... faire un tour en barque	do a boat tour	chouette	great	totalemment	totally						
en Grèce	to Greece	en ville	to/in the city	... faire du camping	go camping	délicieux/euse	delicious	très	very						
en Italie	to Italy	au bord de la mer	to/at the beach	... goûter les plats locaux	try local dishes	drôle	funny	trop	too						
en Suisse	to Switzerland			... loger dans un hôtel	stay in a hotel	divertissant/e	entertaining	un peu	a bit						
au Portugal	to Portugal			... nager dans la mer	swim in the sea	ennuyeux/euse	boring	vraiment	really						
aux États-Unis	to the USA			... prendre des photos	take some photos	énervant/e	annoying			à mon avis	in my opinion				
To say <b>to</b> , <b>at</b> , or <b>in</b> in French we use the following:				... regarder un défilé				fascinant/e				fascinating			
For <b>towns</b> we use 'à'				... rencontrer les gens				fatigant/e				tiring			
For <b>feminine</b> countries use 'en'				... se bronzer à la plage				formidable				great			
For <b>masculine</b> countries use 'au'				... se relaxer à l'hôtel				incroyable				incredible			
For <b>plural</b> countries use 'aux'				... visiter les sites touristiques				passionnant/e				exciting			
				... voir les monuments				reposant/e				relaxing			
				... voyager à l'étranger				sensass/e				sensational			
								énervant/e				annoying			
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1: Sustainable Development	2: How do we measure development?	3: Development Gap
<ul style="list-style-type: none"> <li>The world is divided into different <b>categories</b> depending on their wealth. The three categories are High Income Countries (<b>HICs</b>), Newly Emerging Economies (<b>NEEs</b>) and Low Income Countries (<b>LICs</b>).</li> <li>Indicators that countries have different levels of wealth will be types of houses, plumbing and mobile phones typically found in that country.</li> <li>Countries that have lower levels of wealth are typically in the <b>southern hemisphere</b>. Whereas, wealthier countries are in the <b>northern hemisphere</b>, except Australia.</li> </ul> <p><b>Development:</b> The progress of a country in terms of economic growth and quality of life.</p> <p><b>Sustainable:</b> Meeting the needs of today without sacrificing the future.</p>	<ul style="list-style-type: none"> <li>Wealth is <b>not evenly distributed</b> across the globe.</li> <li>Wealth is measured by using <b>development indicators</b>. These can be either social or economic.</li> <li>These developmental indicators help us to <b>compare</b> countries and regions. These indicators also help us understand the level of development in a country.</li> <li>Examples of <b>Social Indicators</b> are:                             <ul style="list-style-type: none"> <li>Birth Rate</li> <li>Death Rate</li> <li>Life expectancy</li> </ul> </li> </ul> <p><b>Economic:</b> This means anything to do with businesses or jobs.</p>	<ul style="list-style-type: none"> <li>A major cause of poverty across the globe is <b>extreme weather</b>. This where countries are unable to develop due to droughts or natural disasters that strike.</li> <li><b>Landlocked</b> countries are unable to trade with the world due to them not being able to access the sea.</li> <li>A country that is at <b>war</b> is also unable to develop and improve the well being of their population.</li> <li>If a country is unable to <b>educate</b> or <b>treat diseases</b> is another reason why there is a development gap.</li> </ul> <p><b>Inequality</b>—The quality of being unequal or uneven.</p> <p><b>Development Gap</b>—This is the gap between the richest and poorest countries.</p>
4: Sustainable Development Goals	5: SDG 5: Gender Equality	6: SDG 14 & 15: The Environment
<ul style="list-style-type: none"> <li>The Sustainable Development goals are 17 targets set by the United Nations to improve the levels of development.</li> <li>The Sustainable Development Goals are ambitious targets that aim to end hunger, end poverty and to improve the sustainability of our planet.</li> <li>The goals aim to improve the economic, social and environmental wellbeing of our planet.</li> </ul> <p><b>Sustainable</b>—This is where the needs today are met without sacrificing our future.</p> <p><b>Wellbeing</b>—This is the ability to maintain a good standard of living.</p> <p><b>Standard of Living</b>—This refers to the level of comfort, wealth and necessities (food, water and housing) available.</p>	<p>Across the globe men and women are denied access to education and jobs due to who they are. They might be a certain race, gender or LGBTQ+.</p> <p><u>Educated girls will:</u></p> <ul style="list-style-type: none"> <li>Earn up to 25% more, start businesses, and reinvest 90% in their families.</li> <li>Be three times less likely to become HIV positive.</li> <li>Have fewer, healthier children, who are 40% more likely to live past the age of five.</li> <li>Tend to be less vulnerable to violence and exploitation.</li> </ul> <p><b>Inequality</b> - the quality of being unequal or uneven</p>	<p><b>Pollution in the Water:</b> A lot of plastic pollution is in the oceans. By 2050 it is predicted that there will be more plastic than fish in our oceans. This means that the local tourism industry might be damaged because people might not want to surf here in future so local people will lose money and jobs.</p> <p><b>Pollution on the Land:</b> Our land is being degraded due to deforestation, oil spills, waste to name a few. This is affecting the soils and also the farmland.</p> <p><b>Desertification:</b> This is the increasing size of the desert areas.</p> <p><b>Degradation:</b> The wearing down of something.</p>

### 1 – Space Race

- In 1955, Eisenhower announced USA plans to make a satellite.
- The USSR beat the Americans when they landed Sputnik in 1957; their second satellite took a dog on board.
- In 1957 the first ICBM was tested – this could destroy the other side of the world at the push of a button.
- The USA responded by increasing the funding on their space programme; in 1958, NASA was established.

#### Key Dates:

**1957** – The USSR launched Sputnik

**1969** – The USA landed the first man on the moon.

### 2 – U2 Spy Crisis

- Since 1950, the USA had flown planes over the USSR to gather information about their weapons.
- Their U2 spy planes flew high but carried powerful cameras which could read a newspaper on the ground.
- In 1960, the USSR shot down a US plane and captured the pilot, Gary Powers.
- Powers was imprisoned but later swapped for a Soviet spy; the USA refused to admit they were spying.

#### Key Date:

**1960** – An American U2 Spy Plan is shot down **weapons** – machines that can cause damage to someone within a conflict

### 3 – Building the Berlin Wall

- In 1945, Berlin had been divided into 4 zones.
- West Berlin was a free and capitalist state, whereas East Berlin was a communist state.
- America had poured a lot of money into West Berlin to encourage its prosperity. Many people living in East Berlin thought the conditions in the West were much better.
- Nearly 2,000 people a day left for West Berlin.
- The refugees fleeing from East to West were often highly educated – this was known as the ‘brain drain’.
- On the 13<sup>th</sup> August 1961, the leader of the USSR – Khrushchev – closed the border between East and West Berlin.

#### Key Date:

**1961** – The border between East and West Berlin is closed.

### 4 – Effects of the Berlin Wall

- The wall began as barbed wire, but was soon replaced by thick concrete walls and Soviet guards.
- The guards were instructed to shoot anyone who tried to cross. ‘Checkpoint Charlie’ was the only place people could cross between East and West.
- Many people were separated from their families and workplaces.
- In October 1961, Soviet tanks blocked Checkpoint Charlie and refused to allow anyone to cross.
- The wall did not come down until 1989.

#### Key Date:

**1989** – The Berlin Wall came down

### 5 – Cuban Missile Crisis

- Cuba is an island approximately 160km from the coast of the USA.
- The USA gave support to Cuba, which turned communist in 1959 – the leader’s name was Castro.
- Tensions between the USA and Cuba intensified in 1962 when the USA learned that the Soviets had placed missiles in Cuba.
- President Kennedy blocked the missiles being carried from the USSR using a naval blockade.
- After 4 tense days, Khrushchev removed the missiles from Cuba.

#### Language of the Lesson:

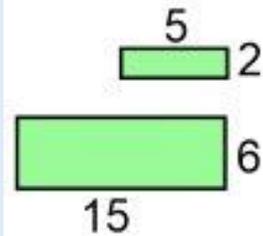
**naval blockade** – to block something entering/exiting via water.

### 6 – Prague Spring Movement

- Czechoslovakia was one of the most important Communist countries in the 1960s; Prague was its capital city.
- In 1967, the leader Dubcek was placed in charge – he promised not to try and leave the Warsaw Pact.
- Dubcek reduced the censorship of the Communists and leaders were questioned in newspapers and on TV – this became known as the Prague Spring.
- By summer 1968, the plan was to oppose the Communists in elections and so the USSR intervened.

#### Language of the Lesson:

**censorship** – to limit the information shared

1. The first 12 prime numbers	2. Enlargement	3. Similarity
<p>2                      17</p> <p>3                      19</p> <p>5                      23</p> <p>7                      29</p> <p>11                    31</p> <p>13                    37</p>	<p><b>Enlargement</b> - A transformation which alters the size of a shape in a given ratio known as a <b>scale factor</b></p> <p><b>Scale factor</b> - a multiplier which indicates how much a shape is enlarged by.</p> <p>Enlargement by a <b>scale factor</b> greater than 1 <b>increases</b> in size</p> <p>Enlargement by a positive <b>scale factor</b> less than 1 decreases in size</p> <p>When one shape is an enlargement of another then the two shapes are <b>similar</b>.</p> <p><b>Centre of enlargement</b> - The point from which a shape is enlarged from and determines the <b>position</b> of the new shape.</p>	<p><b>Similar</b> – Two or more shapes are mathematically similar if their corresponding sides are proportional and corresponding angles are equal</p> <p><b>Similar Triangles</b> – Triangles which are mathematically similar, they are in the same ratio</p> <p><b>Corresponding Sides</b> – sides that are between the same angles on two similar shapes. They are in the same ratio</p> <p><b>Negative Scale Factor</b> – when a shape is enlarged on the opposite side of the centre of enlargement</p> 
4. Proportion	5. Ratio	6. Compound measures
<p><b>Double</b> means to multiply by 2</p> <p><b>Treble</b> means to multiply by 3</p> <p><b>Currency</b> is the money used by a country.</p> <p><b>Sterling</b> is the British currency</p> <p><b>Exchange rate</b> is the ratio between two currencies. e.g. £1 = \$1.20</p> <p><b>Direct Proportion</b> – as one amount increases, the other amount increases at the same rate</p> <p><b>Inverse Proportion</b> – as one amount increase, the other amount decreases</p> <p><b>Unitary</b> – one of something</p>	<p><b>Ratio</b> – A comparison of one part of a whole to another part. The ratio of a to b is written as a:b</p> <p><b>Unit ratio</b> – A ratio in the form <b>n:1</b> or <b>1:n</b>, where one side of the ratio is equal to 1</p> <p>In a ratio all parts are of <b>equal size</b>. We can <b>share</b> a quantity into a given ratio</p> <p><b>Ratios</b> can also be written as fractions <i>e.g. if the ratio of red to green counters is 3:5, then <math>\frac{3}{8}</math> of the counters are red</i></p> <p><b>Equivalent ratios</b> - Ratios with the same proportion of items using different values e.g. 1:2 and 3:6</p> <p><b>Simplify</b> – <b>Simplifying</b> a ratio is achieved by finding an equivalent ratio which contains smaller integers. <i>E.g. 3:12 can be simplified to 1:4</i></p>	<p><b>Compound measures</b> – A combination of two or more different <b>units</b> <i>e.g. <b>Speed</b> is measured using <b>distance</b> and <b>time</b></i></p> $\text{speed} = \frac{\text{distance}}{\text{time}}$ <p>The <b>units</b> of <b>speed</b> most commonly used are: mph – miles per hour m/s – metres per second km/h – kilometres per hour</p> <p><b>Density</b> is measured using <b>mass</b> and <b>volume</b></p> $\text{Mass} = \text{density} \times \text{volume}$ <p>The units of density most commonly used are: g/cm<sup>3</sup> – grams per cubic centimetres Kg/m<sup>3</sup> – kilograms per cubic metre</p>

**1: Samba introduction**



Sudo



Caixa



Ganza



Agogo



Apito



Tamborim

**2: The samba break**

**Sambisa:** the leader of a samba band

**break:** a section of a samba piece with call and response

**call and response:** a musical conversation between a single performer and a group of performers

**Accent:** an emphasised note

**3: The groove**

**groove:** a section of the samba made up of multiple ostinatos

**ostinato:** a musical phrase which is repeated.

**polyrhythmic:** multiple rhythms played simultaneously

**unison:** when all performers play the same line of music together

**crescendo:** gradually getting louder

**4: Melodic performance**

**texture:** multiple layers of sound

**chord:** two or more notes played together

**Improvisation:** the spontaneous and creative performance of music

**Structure of samba:**

Intro	Groove	Break	Groove	Mid-section
Groove	Mid-section	Groove	Break	Groove
		Coda		



### Box 1 - Abortion

Abortion is the deliberate termination of a pregnancy, brought about by medical means. Abortion is legal in the UK, and has been since 1967. It is not legal in all countries around the world. UK law states that a woman can have an abortion up to 24 weeks of pregnancy. It is deemed that a foetus after 24 weeks of pregnancy could survive outside of the womb.

To legally have an abortion in the UK, you must give one of the following reasons:

- Necessary to save the pregnant woman's life;
- Necessary to prevent physical or mental damage to the woman;
- There is a substantial risk that the child would be born with physical or mental disabilities

### Box 2 – Non religious views on abortion

Non-religious arguments in favour of abortion:

- A woman has the right to choose what happens to her own body;
- The woman's body and life are more important than that of the unborn foetus;
- The option of legal abortions stops the practice of illegal 'back street' abortions.
- The woman might be too young or have work commitments which would make it difficult to raise the child.

Non-religious arguments against abortion:

- Every human being, whether born or not, has the right to a life;
- There are alternatives to abortion, e.g. adoption;
- The unborn child is denied a choice.

### Box 3 – Religious views on abortion

**Christian views on abortion:** All Christians believe that life is a gift from God and is sacred. This is known as the sanctity of life. Christians differ on when they believe life begins. Roman Catholics believe it begins at conception (the moment the egg and sperm come together) and therefore abortion is always wrong. Other Christians believe life begins when the mother can feel the baby move or when it is born. This can alter how they feel about abortion.

**Muslim views on abortion:** All Muslims believe in the sanctity of life. However, most Muslim scholars agree that abortion can take place in certain circumstances before ensoulment. Ensoulment is when Allah breathes the soul into the child. Most believe this happens at 120 days, with some believing it takes place at 40 days.

### Box 4 – Animal Rights

Many people believe all living things should be treated with respect and protected from exploitation.

Some people argue that because animals are not capable of making complex decisions, then they are not equal to humans.

UK law makes it illegal to neglect or ill-treat an animal, stage the fighting of animals or use animals in the research & development of cosmetics.

Charities such as the RSPCA and WWF work to protect the rights of animals and their habitats.

People may choose to be vegetarian or vegan in order to protect animals, and may choose to not wear any animal products such as leather.

## Box 5 – Christian views on animals

The main Christian belief about the treatment of animals comes from the teaching of stewardship. This is the belief that God created humans to have a special role, to care and protect all of his creation. This means that humans must care for all of God's creatures. There are no restrictions about the diet that a Christian can eat, but they often think about the treatment of the animals they are eating. E.g. not eating eggs from battery farmed hens. Many Christians believe that animal experiments are acceptable if they result in benefits for human beings, e.g. advancements in medical treatments. All Christians are generally against the ill treatment of animals, such as keeping them caged or using them for sport where they may be injured.

## Box 6 – Buddhist views on animals

Buddhism requires its followers to treat animals kindly. They try to do no harm to any living creature, as stated in the first of the five precepts. The doctrine of 'right livelihood' means that Buddhists shouldn't engage in work which involves the killing of animals. Buddhists see a clear link between humans and non-humans: both have the ability become enlightened, a soul may be re-born into a human body or non-human body. Buddhists see being re-born as an animal as a negative set back in the cycle of samsara. Even though animals should be treated with respect, they are not seen to be as important as humans. Animals are unable to improve their karma as they cannot engage in acts of self-improvement.

Key Word	Definition
Abortion	The deliberate expulsion of the foetus from the womb, brought about by medical means.
Sanctity of life	The belief that all life is sacred (special) and a gift from God.
Ensoulment	The belief that God breathes the soul into the foetus to give it life, whilst still in the womb.
Conception	The moment a female egg and male sperm come together and fertilise, resulting in the creation of an embryo.
Stewardship	The belief that humans were created last in order to look after and protect the rest of creation.
Samsara	The Buddhist belief in the cycle of life, death and rebirth.
Karma	The sum of a person's actions which dictates the quality of rebirth.

## Leadership qualities

### Qualities and skills of good leadership:

**Imaginative** – showing creativity, for example having innovative activity ideas.

**Flexible** – able to change and adapt, for example having a wet weather plan in the event of rain or being able to ‘think on your feet’.

**Organised** – well prepared, for example completing a session plan prior to the session.

**Sense of humour** – being amused and able to laugh, for example not being too serious and appreciating a joke.

**Good communicator** – being able to get a message across, for example projecting the voice so that all can hear.

**Confident** – believing in own abilities, for example not doubting yourself when in front of a group

**Diplomatic** – being sensitive to others’ feelings and able to resolve differences. Not taking sides, for example not showing favouritism in team selection.

**Determined** – being strong and following through with decisions, for example, showing resilience even when others may question you.

**Motivator** – promotes interest and enthusiasm, for example picking up team morale when they are losing or starting to fatigue.

**Reliable** – consistently performs well and is trusted, for example always arriving to sessions on time and doing a good job each time.

**Can you rank these qualities in order of importance?**

**Can you justify your choice?**

## STEP Principle

			
SPACE	As a leader you must consider the space you are working in because it needs to be safe and the correct size for the group and the activity.	Use of lines in the space is good as it allows the leader to use them as markers.	If the space is cluttered with loose equipment, it becomes dangerous.
TASK	As a leader you must know the task you are delivering. This will come from planning, using your own ideas and knowing what your activity will look like beforehand. You must be organised with equipment and communicate your instructions well.	Plan a session beforehand so you know the activities you would like the group to do.	If the task is not challenging for the group they will get bored.
EQUIPMENT	As a leader you must know what equipment you need for your session. You must use the group to help set up and pack away and you must control the group when they have equipment.	The equipment needs to meet the group’s ability. E.g. size 3 football for under 9s.	Broken equipment can be unsafe and pose a risk
PEOPLE	As a leader you must know how to manage people. You must be able to split a group into teams fairly, efficiently and without bias. You must be able to manage the group during the activity and maintain a fun environment with everyone on task.	Splitting up people in terms of their ability can enable them to be challenged	Having favourites and only listening to certain people in the group is not inclusive and could lead to upset.

**Can you evaluate someone using the STEP principle?**

1: Microscopes	3: Anaerobic Respiration in Animals	5: Factors Affecting Photosynthesis
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2: Aerobic Respiration	4: Photosynthesis	6: Uses of Glucose in a plant
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## 1: Types of Flour

**Plain Flour**- contains just the seed head's endosperm, making it much more shelf-stable than whole wheat flour. Unfortunately, that also means that it contains less nutritious qualities, like fibre and protein. Plain flour can be bleached or unbleached.

**Bread Flour/ Strong Plain Flour**- With a high protein content, bread flour is made from hard wheat and contains a greater amount of gluten than AP, which is made from softer wheat varieties. When worked by hand-kneading or processing with a dough hook in a stand mixer, the gluten is developed and contributes to a chewier consistency, which is desirable in artisan breads. It brings excellent structure to doughs.

**Self Raising Flour**- Protein level of about 8-9%, self raising flour is milled to an ultra-fine consistency. It is also traditionally bleached. Bleaching slightly damages the flour's starches, allowing them to absorb more liquid and rise higher—an ideal quality in airy cakes.

**'00' Flour**- Ground to extreme fineness, this flour is made from soft wheat varieties, and is frequently used in Italian pastas. The fineness of the grind makes '00' dough easy to roll to extreme thinness (necessary for pasta).

**Corn flour** -is used as a binding agent for puddings and similar recipes. It is commonly used as a thickener for soups, stews, sauces and other dishes.



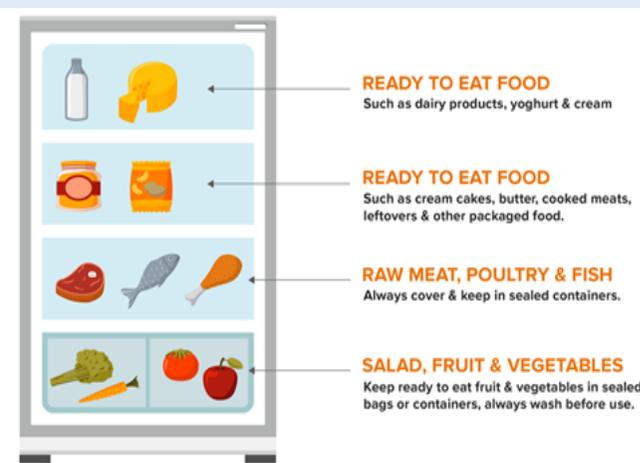
## 2. Key Temperatures and Fridge Layout

**The Food Safety Act (Temperature Control) Regulations.**  
**Temperatures at which to store or hold food.**

- Freezers from  $-18^{\circ}\text{C}$  to  $-24^{\circ}\text{C}$
- Chillers from  $3^{\circ}\text{C}$  to  $8^{\circ}\text{C}$
- Fridges from  $1^{\circ}\text{C}$  to  $5^{\circ}\text{C}$
- Cooked core temperature at  $75^{\circ}\text{C}$  or above
- Hot holding above  $63^{\circ}\text{C}$

**Danger Zone  $5^{\circ}\text{C}$  -  $63^{\circ}\text{C}$**

**Bacteria Need... Time, Moisture, Food, Warmth**



1 – Specification and Design Briefs	2 – Mechanisms	3 – Electronics
<p><b>Design Brief</b> – Short statement given to the designer that outlines what the product should be like.</p> <p><b>Design Specification</b> – A list of criteria that the product needs to address.</p> <p><b>Client</b> – A person or organisation that wants a product manufactured.</p> <p><b>Consumer</b> – A person who uses a product and may also buy it.</p> <p><b>Target Market</b> - The group of people a product is made for.</p>	<p>Levers use mechanical advantage to make lifting or applying pressure easier. All <b>levers</b> are made of a <b>bar</b> and a <b>pivot</b>, called a <b>fulcrum</b>.</p> <p><b>Mechanical advantage</b> - The amount of help you get by using a mechanism.</p> <p><b>Effort</b> - the amount of force applied by the user, also referred to as the input.</p> <p><b>Fulcrum</b> - where the lever pivots.</p> <p><b>Load</b> - the weight that needs to be moved, also referred to as the output.</p> <p><b>Pulley</b> – A wheel with a grooved edge that a cord passes around.</p>	<p><b>Input</b>– A signal from the physical/‘real world’ and turns it into an electronic signal. Eg. Heat</p> <p><b>Process device</b> – A device that controls how the system functions. Eg. <b>Micro-Controller</b></p> <p><b>Output</b> – Take a signal from the process device and turns it into a physical/‘real world’ signal. Eg. Opens windows</p> <p><b>LED</b> – Light Emitting Diode. It emits light when electrical current is passed through it.</p> <p><b>LDR</b> – Light Dependent Resistor. A type of resistor that is affected by changes in light levels.</p>
4 – Engineering Drawings	5 – Making	6 – New/Emerging Technology
<p><b>Orthographic projection</b> - 2D drawings of a 3D object, showing it from the top, front and side.</p> <p><b>Isometric drawing</b> - A way of presenting designs in 3D.</p> <p><b>Dimensions</b> - The measurement of the length, width, or height.</p> <p><b>Millimeter (mm)</b> - There are 10mm in 1 cm.</p> <p><b>Manufacturing Plan</b> – A detailed plan showing the order of how you will make your product.</p> <p><b>Component</b> – A part that when put together makes a product.</p>	<p><b>Standard Components</b> - Pre-manufactured parts which are bought in to aid the production of the product. E.g. Nuts, bolts, screws, zips, buttons.</p> <p><b>Tenon Saw</b> – A hand saw for cutting straight lines in wood.</p> <p><b>Coping Saw</b> – A hand saw for cutting intricate lines in wood.</p> <p><b>Band Facer</b> – A machine that uses sandpaper to shape wood.</p> <p><b>Pillar Drill</b> – A machine fixed in place that can drill holes in to material.</p>	<p><b>Automation</b> – Using automated machines in production to speed up making.</p> <p><b>Finite resources</b> – Resource that can only be used once and is in limited supply. Eg. Oil.</p> <p><b>Non-finite resources</b> – A renewable energy that harnesses the Earth's natural resources. Eg. Wind</p> <p><b>Technological Push</b> - When technology advances enough to invent or develop new products.</p> <p><b>Market Pull</b> - When consumer demand forces the invention or development of a new product.</p>