

**Beckfoot School**  
**Knowledgeable**  
**And Expert Learners**

**10** Year

Knowledge Organisers

Options Subjects

**2023/24**

**2**

**Nov - Dec**

enjoy **learns** **succeed**

**Name:** .....

**Tutor group:** .....

The knowledge organisers on the following pages are for your options subjects. You should use these to complete your weekly 'Revise like a Beckfooter' activities alongside the core subject knowledge organisers in your main ILBs

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## Costs

1	<b>How are total costs calculated?</b>	Total cost is the fixed costs plus the variable costs. For example, if the shop's fixed costs are £1000 and their variable costs are £0.20 per cupcake, their total costs when they produce 500 cupcakes will be: Fixed Costs + (Variable Cost Per Unit x Units Produced) £1000 + (£0.20 x 500) £1000 + £100 = <b>£1100 Total Costs</b>
2	<b>How is revenue calculated?</b>	Total Revenue is calculated by: Selling Price x Number of Sales  Break Even Units Formula
3	<b>How is profit/loss calculated?</b>	Total Profit is calculated by: Total Revenue – Total Costs  Break Even Units = $\frac{\text{Fixed Costs}}{\text{SP} - \text{VC}}$

## Break Even

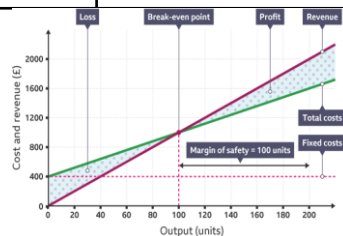
1	<b>Key Idea</b>	Break-even is the point at which a business does not make a profit or a loss – its revenue from sales and its total costs are equal. The number of products that must be produced/sold to reach this point is called the Break-even Point. Majority of the time this is not a good position for a Business to be in.
2	<b>Key Idea</b>	Break Even Analysis is carried out to identify how many products a business needs to sell in order to start making a profit.
3	<b>How is break even calculated?</b>	The formula for Break-even is: $\frac{\text{Fixed Costs}}{\text{Selling Price per Unit} - \text{Variable Cost per Unit}}$
4	<b>Key idea</b>	It is an <b>important</b> figure for any business because it tells <b>management</b> how much reduction in revenue will result in break-even. A higher MOS reduces the risk of business losses.
5	<b>Key idea</b>	Increasing selling prices will lower a business's Break-even Point, they will need to produce/sell less in order to Break-even
6	<b>Key idea</b>	An increase in either Fixed or Variable Costs (or both) will result in a higher Break-even Point for a business; they will need to produce/sell more in order to Break-even.
7	<b>Margin of Safety</b>	The Actual Output (sales) – the BEP = MoS
8	<b>Contribution</b>	Selling price – variable costs
9	<b>Key Idea</b>	Break Even must <b>ALWAYS</b> be rounded up A Business can not sell half a unit 10.1 must always be rounded up to 11

## Cash Flow

1	<b>How is Net Cash Flow calculated?</b>	Inflows – Outflows
2	<b>Opening Balance</b>	The Closing Balance of one month is used as the Opening Balance for the next month
3	<b>Cash Flow Key Idea</b>	Is the most important financial concept for a Business. More Businesses will fail because of lack of cash flow than any other reason.

## Sources of Finance

1	<b>Short Term</b>	Overdraft – high interest rate, but quick access Trade Credit – needs to be paid or will result in no new materials Loan – pay interest on outstanding balance, quite easy to get it
2	<b>Long Term</b>	Mortgage – high interest rates Personal Savings – no interest to pay Venture Capital – Dragons Den Share Capital – New investors give money for a share of the profits (dividend) Retained Profits – no interest to pay but means no 'pot' if any unexpected costs Crowd Funding – usually done online. People give small donations towards a 'big cost' that they want to support
3	<b>Internal</b>	Finance that comes from within the Business. Eg. retained profits
4	<b>External</b>	Sources of finance that come from outside the business. Eg. Loans



## Key Vocabulary

1	<b>Costs</b>	Costs are the things businesses have to pay for in order to produce a product or provide a service.
2	<b>Fixed costs</b>	Fixed costs are things a business pays for that do not change depending on the amount of a product a business makes – so these costs stay the same no matter how many products a business produces.
3	<b>Variable costs</b>	Variable costs are the costs a business pays that change depending on how many products a business produces – these costs increase when more products are made.
4	<b>Revenue</b>	Revenue is the money generated from selling products or services. It is not profit, but the money coming in to a business from sales.
5	<b>Profit</b>	Profit is the money left over from revenue once costs have been paid – it's the money a business makes once all costs have been covered. If Costs are higher than revenue the Business will make a loss.
8	<b>Cash Flow</b>	The movement of money in to and out of the Business.
9	<b>Inflows</b>	Any money coming in to the Business
10	<b>Outflows</b>	Any money going out of the Business
11	<b>Interest</b>	The amount charged for borrowing money Also the amount of money paid to savers

## Aims and Objectives

1	<b>Why are they needed</b>	They give the Business a focus and goal to work towards
2	<b>Financial objectives</b>	survival, profit, sales, market share, financial security
3	<b>Non-financial Objectives</b>	social objectives, personal satisfaction, challenge, independence and control.
4	<b>Why do Businesses have different Objectives</b>	A new business needs to focus on survival, whereas an established Businesses will want to increase their share of the market. Businesses Objectives need to be different depending on their current situation.
5	<b>SMART objectives</b>	Specific Measurable Agreed Realistic Timely

## Costs

1	How are total costs calculated?	
2	How is revenue calculated?	
3	How is profit/loss calculated?	<p>Break Even Units Formula</p> $\text{Break Even Units} = \frac{\text{Fixed Costs}}{\text{SP} - \text{VC}}$

## Break Even

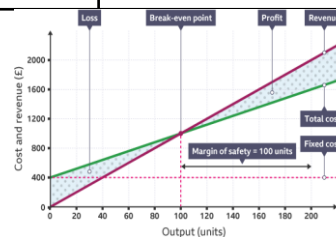
1	Key Idea	
2	Key Idea	
3	How is break even calculated?	
4	Key idea	
5	Key idea	
6	Key idea	
7	Margin of Safety	
8	Contribution	
9	Key Idea	

## Cash Flow

1	How is Net Cash Flow calculated?	
2	Opening Balance	
3	Cash Flow Key Idea	

## Sources of Finance

1	Short Term	
2	Long Term	
3	Internal	
4	External	



## Key Vocabulary

1	Costs	
2	Fixed costs	
3	Variable costs	
4	Revenue	
5	Profit	
8	Cash Flow	
9	Inflows	
10	Outflows	
11	Interest	

## Aims and Objectives

1	Why are they needed	
2	Financial objectives	
3	Non-financial Objectives	
4	Why do Businesses have different Objectives	
5	SMART objectives	

### Start up options

1	<b>Key Idea</b>	There are a variety of ways to start a business. Sole Trader Partnership Private Limited Company Public Limited Company Franchise Each option comes with advantages and disadvantages
2	<b>Key Idea</b>	There are many factors that influence where a business locates as it is such an important decision. <ul style="list-style-type: none"> <li>Proximity to the market (where the product is going to be sold)</li> <li>Where do the workers come from</li> <li>Where are the raw materials coming from</li> <li>Where are the competitors</li> <li>What the business sells</li> </ul>
3	<b>Key Idea</b>	E-commerce is the buying and selling of goods or services using the internet, including the transfer of money and data. E-commerce is any transaction that takes place through the internet. E-commerce and M-commerce allow businesses to choose cheap locations, because there is no requirement to be located near to customers. These businesses are able to sell items online and then send them to customers using couriers. Common examples of businesses that operate online are clothing companies, designers, bloggers and influencers
4	<b>Main benefits of E-Commerce</b>	lower costs flexible working hours access to a much larger market of potential customers ability to be open 24 hours a day, seven days a week relatively low-price marketing and promotion
7	<b>Drawbacks of E-commerce</b>	Customers like to try on clothes, or feel stuff before they buy it Personal shopping experience Internet can be unreliable

### Key Vocabulary

1	<b>Limited Liability</b>	This is when an investor can only lose what they invest. They are not liable for all the debts the company incurs. This is a less risky option
2	<b>Unlimited Liability</b>	When the owners of a business are liable for all debts of the business. This means that owners can lose personal possessions to cover the cost of the debts.
3	<b>E-Commerce</b>	E-commerce is the buying and selling of goods or services using the internet, including the transfer of money and data.
4	<b>M-Commerce</b>	M-commerce is any transaction that takes place using mobile technologies, for example a mobile phone app

### Legal Structures

		Advantages	Disadvantages
	Sole Trader	Quick and Easy to set up Cheap to set up Keep all profits Make own decisions Work when you want to	Unlimited liability – liable for all debts When you don't work you don't get paid High levels of responsibility Nobody to cover you when you go on holiday Work long hours
2	Partnership	Quick and easy to set up Shared decision making – takes away some of the stress Shared responsibility for debts	Unlimited liability Disagreements over decision making Work long hours Relying on everyone to put their weight so the business can be successful
3	Private Limited Company (Ltd)	Owners (shareholders) have limited liability Business is a separate legal identity to its owners Large amounts of capital can be raised through selling shares	Profits have to be shared with shareholders (dividends) Owner loses complete control of the business Less privacy – the company has to produce accounts which are available to the public
4	Public Limited Company (PLC)	Owners have limited liability Large amounts of capital can be raised through selling shares	Same as Ltd Original owners lose control and ownership of the business. Professional directors and manager appointed to run the business may have different aims to those of the shareholders. Must disclose all main accounts to the <b>public</b> . <b>Company</b> can be taken over if a majority of shareholders agree to bid
7	Franchise	Given support in setting up the business Benefit from being part of a large business establish name Less investment required than setting up a completely new business Proven product, loyal customers to the brand therefore less risky	Cost of buying the franchise Pay a percentage of the profits to the Franchisor Have to follow the Franchise model Other franchisee operations can have a negative effect on yours

**Start up options**

1	Key Idea	
2	Key Idea	
3	Key Idea	
4	Main benefits of E-Commerce	
7	Drawbacks of E-commerce	

**Key Vocabulary**

1	Limited Liability	
2	Unlimited Liability	
3	E-Commerce	
4	M-Commerce	

**Legal Structures**

		Advantages	Disadvantages
	Sole Trader		
2	Partnership		
3	Private Limited Company (Ltd)		
4	Public Limited Company (PLC)		
7	Franchise		

### Marketing Mix

1	<b>Key Idea</b>	The marketing mix refers to the set of actions, or tactics, that a company uses to promote its brand or product in the market. The 4Ps make up a typical marketing mix - Price, Product, Promotion and Place. It is a marketing tool used to attract customers to a business, and all four elements should be carefully considered in order for a business to be effective.
2	<b>Key Idea</b>	The right marketing mix should work well together and each element of the marketing mix should complement the rest, for example the type of promotion will be applicable to the product being sold by a business.
3	<b>Key Idea</b>	The most effective marketing mixes constantly adapt to the ever-changing business environment. This could mean a business adapting their price, adopting new types of promotion, updating their product or changing distribution channels as required.
4	<b>Price</b>	Factors that influence price include: competition – a business may need to reduce its prices to compete with other businesses customer opinions – about the product and its worth brand image – some products can have a higher price because customers perceive the business' brand as desirable availability – if a product is in short supply, this can drive up the price
7	<b>Place</b>	Businesses that sell mass-market products may use many different options to make sure that their customers can easily purchase their products. Place can also include the channel of distribution used to get the product from the manufacturer to the final customer. Types of distribution include: manufacturer → customer manufacturer → wholesaler → customer manufacturer → wholesaler → retailer → customer
8	<b>Promotion</b>	A business will use a mix of different promotion methods to increase its sales. Its chosen method will depend on the type of product or service on offer, the relative costs of the different methods and the size of the budget the business has. This is often referred to as the 'promotional mix' for a business. This includes: TV adverts use of billboards social media activity
9	<b>Product</b>	The product element refers to the goods or services the business sells. A business should conduct market research to find out the needs and wants of its target market.
10	<b>Impact of Technology</b>	Technological advances create many opportunities for businesses. This means that a business' <b>promotional mix</b> may need to change to enable it to interact with its customers through increasingly popular technologies (such as online messaging and digital advertising). The use of <b>social media</b> has changed how much many businesses spend on traditional promotional activities (eg TV advertising) and on advertising in other media types (eg newspapers). <b>Sponsorship</b> and <b>influencers</b> on social media are commonly used as a means of promoting products and services.

### Key Vocabulary

1	Marketing Mix	A description of marketing—product, price, promotion, place.
2	Product	The good or service a business is selling. A business needs its products to stand out from the products of its competitors so that customers buy from it. To do this, a business creates a <b>unique selling point</b> (or <b>USP</b> )
3	Price	<b>Price</b> is the amount a business charges its customers for its product or service.
4	Promotion	<b>Promotion</b> is the methods a business uses to create interest in its products and services among its customers and potential customers. The main aim of promotion is to either persuade customers to purchase, or inform about products.
5	Place	Where the product is sold. In a shop, online, geographical location
6	Mass Market	A market for products and services that are aimed at large groups of customers with similar characteristics.
7	Promotional Mix	The combination of promotional activities used to build customer awareness of a product to increase sales.
8	Retailer	A store (or person) that sells products directly to customers.
9	Channels of distribution	The channels of distribution are the different ways in which a product gets from the producer to the end consumer.
10	Consumer	A person who uses a product
11	Customer	A person who buys the product
12	USP	The distinctive factors that make a product or brand stand out from rivals.
13	Target Market	A group of people or area of a market that a business aims to sell its products to.

### The Product

1	<b>Goods</b>	<b>Goods</b> are a <b>tangible</b> item that a customer can physically touch, for example a mobile phone or a chocolate bar.
2	<b>Services</b>	a <b>service</b> is an <b>intangible</b> product that cannot be touched, such as a spa day experience or having a haircut.

### Business Plans

1	<b>Key Idea</b>	A business plan is a document created by a business or entrepreneur that provides details about each element of the business. Creating a business plan means an entrepreneur considers all of the different elements of their business. Having a BP reduces the risk of starting a business and encourages investors.
2	<b>Key Idea</b>	A business plan is usually made up of several sections: the business idea – what product or service the business will be, the business' aims and objectives – using the SMART principles, target market determined through market research, revenue forecast, projected costs and profit, cash flow forecast, sources of finance, location, marketing mix – the four Ps.
3	<b>Key Idea</b>	The purpose of a BP is to reduce risk and obtain finance

Marketing Mix		
1	Key Idea	
2	Key Idea	
3	Key Idea	
4	Price	
7	Place	
8	Promotion	
9	Product	
10	Impact of Technology	

Key Vocabulary		
1	Marketing Mix	
2	Product	
3	Price	
4	Promotion	
5	Place	
6	Mass Market	
7	Promotional Mix	
8	Retailer	
9	Channels of distribution	
10	Consumer	
11	Customer	
12	USP	
13	Target Market	

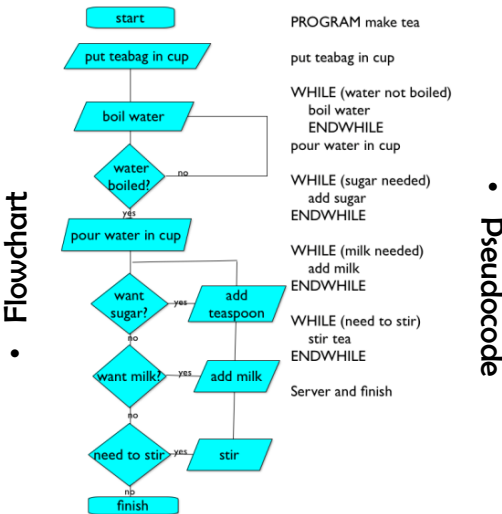
The Product		
1	Goods	
2	Services	

Business Plans		
1	Key Idea	
2	Key Idea	
3	Key Idea	



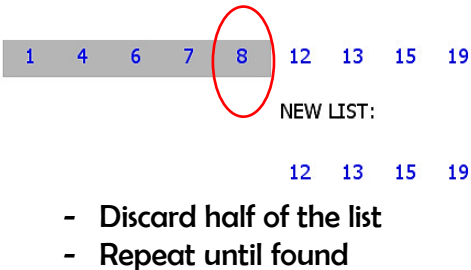
Algorithms

There are two ways to write algorithms:



Searching Algorithms

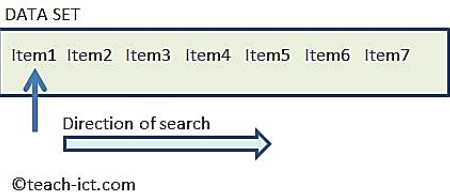
- 1 - Binary Search
- Find the center of the list
  - $N + 1 / 2$
  - Compare the middle item



- Discard half of the list
- Repeat until found

Searching Algorithms

- 2 - Linear Search

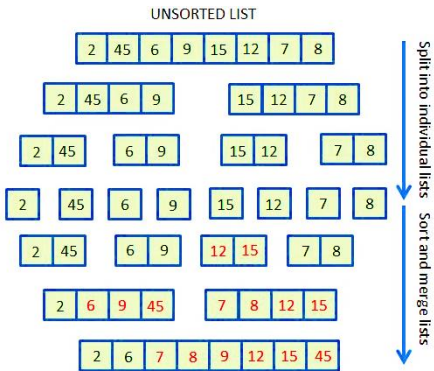


Sorting Algorithms

- 1 - Bubble Sort

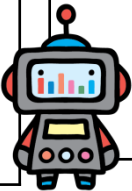


- 2 Merge Sort



Key Vocabulary

1	Abstraction	picking out the important bits of the problem and removing unnecessary detail from a problem.
2	Decomposition	breaking a problem into a number of sub problems these sub problems can then be solved individually
3	Algorithm	is a step by step set of rules or instructions.
4	Pseudocode	is a set of step by step instructions in the style of a programming language but using plain English.



## Algorithms

1

## Searching Algorithms

2

## Sorting Algorithms

1

2

## Searching Algorithms

1

## Key Vocabulary

1

Abstraction

2

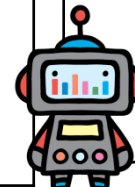
Decomposition

3

Algorithm

4

Pseudocode



Comparison Operators	
Operator	Meaning
==	Is equal to
>	Is greater than
<	Is less than
<> or !=	Is not equal to
>=	Greater than or equal to
<=	Less than or equal to

Data Types and Operations
<ul style="list-style-type: none"> <li>- Integer e.g. 23</li> <li>- Real e.g. 23.7</li> <li>- Character e.g. A or 5</li> <li>- String e.g. A546TH</li> <li>- Boolean e.g. TRUE or FALSE.</li> <li>- <b>Operations</b></li> <li>- ADD +</li> <li>- SUBTRACT –</li> <li>- DIVIDE /</li> <li>- MULTIPLY *</li> <li>- MOD</li> <li>- DIV</li> <li>- EXPONENTIATION **</li> </ul>

Translators & Facilities of Language
<p>Low level languages:</p> <ul style="list-style-type: none"> <li>- Machine language <ul style="list-style-type: none"> <li>- Op-code &amp; Operand</li> </ul> </li> <li>- Assembly language <ul style="list-style-type: none"> <li>- Mnemonics</li> </ul> </li> </ul> <p>High level languages:</p> <ul style="list-style-type: none"> <li>- Closer to human language</li> </ul> <ol style="list-style-type: none"> <li>1. Assembler</li> <li>2. Compiler</li> <li>3. Interpreter</li> </ol> <p>Integrated development environment (IDE)</p> <ul style="list-style-type: none"> <li>- Source code editor.</li> <li>- Error debugger.</li> <li>- Run time environment.</li> <li>- Translator (compiler or interpreter).</li> <li>- Automation tools</li> </ul>
Robust Programs
<ul style="list-style-type: none"> <li>- Defensive design considerations: <ul style="list-style-type: none"> <li>- Input validation</li> <li>- Planning for contingencies</li> <li>- Anticipating misuse</li> <li>- Authentication</li> </ul> </li> <li>- Maintainability: <ul style="list-style-type: none"> <li>- Comments &amp; Indentation</li> </ul> </li> <li>- Types of testing <ul style="list-style-type: none"> <li>- Iterative</li> <li>- Final / terminal</li> </ul> </li> <li>- Logical errors, syntax errors, and runtime errors</li> </ul>

Key Vocabulary		
1	Variable	A named value which can be changed as the program is running.
2	Constant	A named value which cannot be altered as the program is running.
3	Syntax	The arrangement of words and phrases
4	Boolean	A way of defining 1 or 0. Sometimes used as a way of defining algebraic notation



Comparison Operators	
Operator	
==	
>	
<	
<> or !=	
>=	
<=	

Data Types and Operations

Translators & Facilities of Language

Robust Programs

Key Vocabulary		
1	Variable	
2	Constant	
3	Syntax	
4	Boolean	

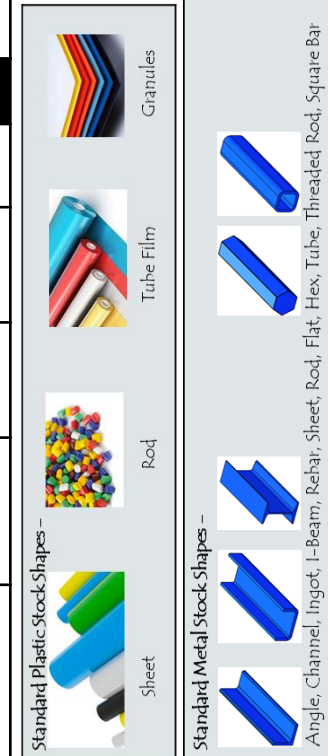


## 2.1 Mechanical Properties of Materials

1	Yield Strength	The <b>maximum</b> force that can be applied before a material begins to <b>change shape permanently</b> (will return to its original shape before this point is reached).
2	Tensile Strength	The maximum force that a material can take before breaking when it is stretched (pulled).
3	Compressive Strength	The ability of a material to withstand loads that reduce the size of that material (squash it).
4	Elasticity	The ability of a metal to resume its normal shape after being stretched or compressed.
5	Ductility	The ability of a material to be drawn out into wire or thread without losing strength or breaking.
6	Hardness	The measure of the resistance of a material to surface indentation, abrasion, or scratching.

## 2.2 Other Properties Influencing Manufacturing

7	Malleability	Is capable of being extended or shaped by beating with a hammer or by the pressure of rollers.
8	Machinability	A characteristic of a metal that makes it easy to drill, shape, cut, grind, etc. Materials with good machinability can be cut with relatively little power and low cost.
9	Material Cost	Material costs can be a balancing act between the function of the part and the cost. Usually the more expensive materials will be harder, greater wear and corrosion resistance, improved appearance.
10	Manufacturing Cost	The material selected will have an impact on the cost of manufacture. Some materials will be harder to machine and will take more time to work with which will have costs implications. Wear and tear on tools, greater energy costs, regular maintenance of machines.
10	Sustainability	Meeting the needs of <b>today</b> without <b>compromising</b> the ability of <b>future generations</b> to meet their own needs. <b>Definition;</b> The process of <b>using resources</b> in a way that <b>does not</b> compromise the environment or deplete the materials for future generations.



### Examination Clarification:

A range of question types will be used in the exam;

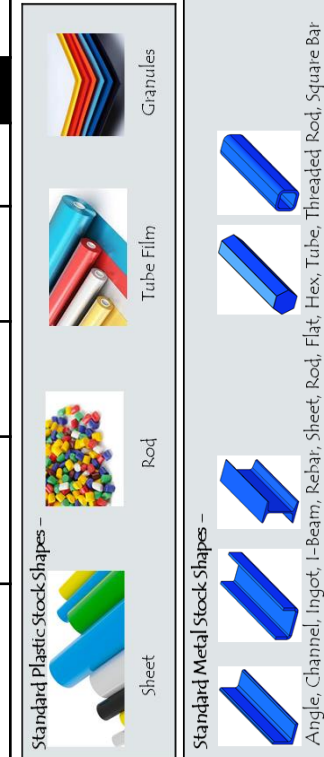
2.1	Students will need to know the definitions of the properties
2.3	Students will need to know the materials, their relative properties, typical forms of supply, at least one common application for each material and the processes that can be used with each material. They are not expected to suggest materials for applications based on their properties

## 2.1 Mechanical Properties of Materials

1	Yield Strength	
2	Tensile Strength	
3	Compressive Strength	
4	Elasticity	
5	Ductility	
6	Hardness	

## 2.2 Other Properties Influencing Manufacturing

7	Malleability	
8	Machinability	
9	Material Cost	
10	Manufacturing Cost	
10	Sustainability	



**Examination Clarification:**  
A range of question types will be used in the exam;

2.1	Students will need to know the definitions of the properties
2.3	Students will need to know the materials, their relative properties, typical forms of supply, at least one common application for each material and the processes that can be used with each material. They are not expected to suggest materials for applications based on their properties

## Topic Area 2: Engineering Materials

## 2.3 Types of engineering materials and how they are processed

## 2.3.1 Materials; Metals

Ferrous Metals		These Metals Contain IRON (Fe).
1	Iron	Machine Bases, Metalworking Vices
2	Tool Steel (Carbon Steels)	Screwdrivers, Hammers, Saws
3	Low Carbon Steel (Mild Steel) (<0.6% Carbon)	Low carbon steel has good enough strength for <b>building frames in construction projects</b>
4	High Carbon Steels (Tool Steel) (>0.6% Carbon)	Extreme hardness and resistance to wear, very high carbon steel often used for <b>cutting tools that retain their sharp edge</b> . (Not as high carbon content are used for Screwdrivers, hammers, saws)
5	Stainless Steel	Sinks, Rules, Cutlery
6	High Speed Steel	Drill Bits, Lathe Tools
Non-ferrous Metals		Metals which <b>do not</b> contain IRON.
7	Copper	Plumbing & Electrical Components
8	Aluminium	Cooking Foil, Sauce Pans, Ladders
9	Zinc	Coatings On Steel Products
Alloys		A mixture. of <b>two or more</b> metals.
10	Brass	Plumbing Accessories
11	Bronze	Boat Propellers

## 2.3.3 Materials; Ceramics

1	Tungsten Carbide	Cutting Tool Tips
2	Silicate Glass	Resistant to very high temperatures and very strong, used in the lining of melting furnace burners, as blocks with windows for pyrometers.
3	Silicon Glass	Silicon glass is widely used in <b>optics, photometry and spectroscopy</b> . It is used in laser lenses and mirror prisms

## 2.3.4 Materials; Composites

A material made from **two or more** different materials that, when combined, are stronger than those individual materials by themselves.

1	Glass Reinforced Plastic (GRP)	Car / Boat Bodies, Bike frames
2	Carbon Fibre	Bicycle Frames, Sports equipment

## 2.3.5 Materials; Smart &amp; New Materials

1	Shape-memory Alloys	Dental Braces, surgical implants, fire prevention.
2	Thermochromic Materials	Thermometers for rooms, refrigerators, aquariums, and medical use.
4	Quantum Tunnelling Composite (QTC)	Switches on mobile phones, pressure sensors and speed controllers
5	Photochromic Pigment	Used <b>to protect your eyes from harmful UV rays</b>

## 2.3.2 Materials; Polymers

Thermoplastics		Can be remoulded numerous times with the application of heat.
1	Acrylonitrile-butadiene-styrene (ABS)	Appliance casings
2	High Impact Polystyrene (HIPS)	Vacuum Forming, electronics casings
3	Polycarbonate	Safety Goggles, Bullet Proof Windows.
4	Poly-lactic acid (PLA)	Eco-Products; <b>cups, lids, cutlery, straws and containers</b> made from a biopolymer called PLA. Made from starchy plants like corn. Also <b>Medical Equipment, Food Containers</b> .
Thermoset Plastics		Polymers which <b>cannot</b> be remoulded once set in shape.
5	Polyester Resin	Used in GRP – Car/ Boat bodies
6	Urea-formaldehyde	Electrical fittings, Door Handles.
7	Epoxy Resin	Glue, Casings, Coatings.
8	Phenol-formaldehyde	Heat resistant saucepan handles

**Smart Materials** – materials which have properties that can be significantly changed in a **controlled fashion** by external stimuli, such as heat, moisture, electric or magnetic fields, light.



## Topic Area 2: Engineering Materials

## 2.3 Types of engineering materials and how they are processed

## 2.3.1 Materials; Metals

Ferrous Metals		These Metals Contain <b>IRON</b> (Fe).
1	Iron	
2	Tool Steel (Carbon Steels)	
3	Low Carbon Steel (Mild Steel) (<0.6% Carbon)	
4	High Carbon Steels (Tool Steel) (>0.6% Carbon)	
5	Stainless Steel	
6	High Speed Steel	
Non-ferrous Metals		Metals which <b>do not</b> contain IRON.
7	Copper	
8	Aluminium	
9	Zinc	
Alloys		A mixture. of <b>two or more</b> metals.
10	Brass	
11	Bronze	

## 2.3.3 Materials; Ceramics

1	Tungsten Carbide	
2	Silicate Glass	
3	Silicon Glass	

## 2.3.4 Materials; Composites

A material made from **two or more** different materials that, when combined, are stronger than those individual materials by themselves.

1	Glass Reinforced Plastic (GRP)	
2	Carbon Fibre	

## 2.3.5 Materials; Smart &amp; New Materials

1	Shape-memory Alloys	
2	Thermochromic Materials	
4	Quantum Tunnelling Composite (QTC)	
5	Photochromic Pigment	

## 2.3.2 Materials; Polymers

Thermoplastics		Can be remoulded numerous times with the application of heat.
1	Acrylonitrile-butadiene-styrene (ABS)	
2	High Impact Polystyrene (HIPS)	
3	Polycarbonate	
4	Polylactic acid (PLA)	
Thermoset Plastics		Polymers which <b>cannot</b> be remoulded once set in shape.
5	Polyester Resin	
6	Urea-formaldehyde	
7	Epoxy Resin	
8	Phenol-formaldehyde	

**Smart Materials** – materials which have properties that can be significantly changed in a **controlled** fashion by external stimuli, such as heat, moisture, electric or magnetic fields, light.



### Knowledge Group 1 Primary Photographs

1	<b>Composition</b>	Composition is the way in which different elements of an artwork or photograph are combined or arranged.
2	<b>Rule of thirds</b>	A guideline that places the subject in the left or right third of an image, leaving the other two thirds more open.
3	<b>Leading lines</b>	Lines that lead the viewer's eye from one part of a composition to another.
4	<b>Symmetry</b>	When a composition is the same on both sides.
5	<b>Framing</b>	Technique of drawing focus to the subject in the photo by blocking other parts of the image with something in the scene.
6	<b>Fill the frame</b>	Making your subject a large proportion of your image
7	<b>Cropping</b>	To remove or adjust the outside edges of an image (typically a photo) to improve framing or composition, draw a viewer's eye to the image subject, or change the size or aspect ratio.
8	<b>Depth of field</b>	Distance between the nearest and the furthest objects that are in acceptably sharp focus in an image captured with a camera.
9	<b>Macro Photography</b>	Macro photography is extreme close-up photography, usually of very small subjects and living organisms like insects, in which the size of the subject in the photograph is greater than life size.

### Knowledge Group 2 Pencil Drawing

1	Grades of pencils	Graphite pencils are classified as either soft black (B), hard (H), hard black (HB), and firm (F). The degree of these qualities is then further classified by numbers, the higher the number the higher the intensity.
2	"B" Pencils	Pencils which feature softer and darker graphite.

### Knowledge Group 3 Pen & Wash

1	<b>Water soluble (ink)</b>	Capable of dissolving in water.
2	<b>Layering</b>	Gradually building up light and/or dark hues by layering one colour on top of another

### Key Vocabulary

1	<b>Ian Murphy</b>	Ian Murphy is an UK based Fine Artist, renowned for his passion for journeys and landscape, both natural and constructed.
2	<b>Observational drawing</b>	Observational drawing is drawing what you see and typically implies drawing from life.
3	<b>Hatching</b>	Artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.
4	<b>Cross-hatching</b>	A method of line drawing that describes light and shadow. Light is represented with the openness of the lines, while shadow is recorded using the density of crossed lines.
5	<b>Contour-hatching</b>	When the lines follow the contours of the subject recording form.
6	<b>Tonal Modelling</b>	Tonal modelling is a means for the artist to create a sense of three-dimensional form in a drawing or painting.
7	<b>Highlights</b>	The areas on an object where light is hitting.
8	<b>Shadows</b>	The darker areas on an object where light is not hitting.
9	<b>Depth</b>	The perceived distance between the background and the foreground of a composition
10	<b>Detail</b>	A distinctive feature on a piece of art which can be seen most clearly close up.
11	<b>Implied texture</b>	Texture in art that cannot be felt by touch, but which resemblance is instead achieved through the masterful use of artistic tools and materials.

**Knowledge Group 1 Primary Photographs**

1	Composition	
2	Rule of thirds	
3	Leading lines	
4	Symmetry	
5	Framing	
6	Fill the frame	
7	Cropping	
8	Depth of field	
9	Macro Photography	

**Knowledge Group 2 Pencil Drawing**

1	Grades of pencils	
2	“B” Pencils	

**Knowledge Group 3 Pen & Wash**

1	Water soluble (ink)	
2	Layering	

**Key Vocabulary**

1	Ian Murphy	
2	Observational drawing	
3	Hatching	
4	Cross-hatching	
5	Contour-hatching	
6	Tonal Modelling	
7	Highlights	
8	Shadows	
9	Depth	
10	Detail	
11	Implied texture	


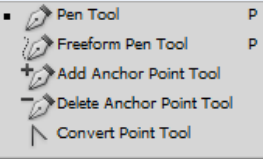


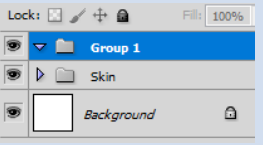
**Knowledge Group 1: Reference Image**

1	<b>High resolution</b>	High resolution images are at least 300 pixels per inch (ppi). This resolution makes for good print quality without pixilation or a blurred image.
2	<b>Composition</b>	Content carefully positioned to look well-balanced and visually pleasing.
3	<b>High contrast</b>	An image is considered high contrast if it has a good balance of extremely light and dark areas.
4	<b>Live action Image</b>	The use of photography and not animation.

**Knowledge Group 2: Colour Palette**

1	<b>Colour Palette</b>	A range or selection of pre picked colours from which one can choose that work well together
2	<b>Filter – Artistic - Cutout</b>	Photoshop technique used on a photograph to enable a colour palette to be created with ease.
	<b>Hue</b>	The name of a colour.
	<b>Saturation</b>	The intensity or purity of a hue.
	<b>Shadows</b>	The darker areas on an object where light is not hitting.
	<b>Highlights</b>	The areas on an object where light is hitting.
	<b>Tonal Modelling</b>	Tonal modelling is a means for the artist to create a sense of three-dimensional form in a drawing or painting.
	<b>Contour</b>	An outline representing or bounding the shape or form of something. Record contours by placing triangles carefully along contours.

**Knowledge Group 3: Pen Tool**

1	<b>Pen Tool</b>		The Pen Tool in Photoshop creates paths and shapes which can be duplicated and manipulated to create complex selections, masks and objects
2	<b>Pen Tool Functionality</b>		<ul style="list-style-type: none"> <li>Left click for Anchor points</li> <li>Left click, hold down and drag for handle bars extension.</li> <li>Left click and drag to create anchor points with directional points that control curves.</li> </ul>
3	<b>Pressure Sensitive Pen Tool</b>		Controlling the thickness of lines and stroke. Shape Dynamics allow us to dynamically control the size, angle and roundness of the brush stroke. This is done after a path is formed using the pen tool
4	<b>Eye Dropper Tool</b>  <b>Ctrl – I</b>		Used to sample colours from anywhere in an image and add them to your swatches.
5	<b>Group Layers</b>		Add similar layers into a grouped folder to minimise layers in photoshop and organise files.

**Key Vocabulary**

1	<b>Mike Mahle</b>	<ul style="list-style-type: none"> <li>Mike Mahle (male-ee)</li> <li>Designer and illustrator based in Central Illinois</li> <li>Known for his bright colour palettes, vector illustrations, and creative layouts</li> <li>He has created work for clients including Disney, Sci-Fi Now Magazine, Sony Pictures and Warner Brothers.</li> </ul>
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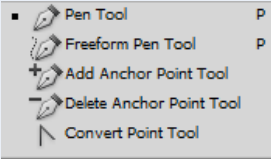


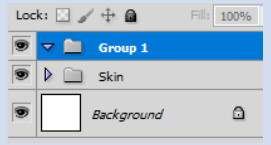
### Knowledge Group 1: Reference Image

1	High resolution	
2	Composition	
3	High contrast	
4	Live action Image	

### Knowledge Group 2: Colour Palette

1	Colour Palette	
2	Filter – Artistic - Cutout	
	Hue	
	Saturation	
	Shadows	
	Highlights	
	Tonal Modelling	
	Contour	

### Knowledge Group 3: Pen Tool

1	Pen Tool 	
2	Pen Tool Functionality 	
3	Pressure Sensitive Pen Tool 	
4	Eye Dropper Tool Ctrl – I 	
5	Group Layers 	

### Key Vocabulary

1	Mike Mahle	
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**2.1 Person centred values**

**Examples of person centred values in health and social care settings**

1	What is individuality?	<ol style="list-style-type: none"> <li>1. Individuality recognises that a person is unique.</li> <li>2. Each service user has their own needs, wishes, beliefs and values, so their care and support should be tailored to suit them.</li> <li>3. Recognising a service user's individuality shows them respect.</li> </ol>
2	What is choice?	<ol style="list-style-type: none"> <li>1. Each service user has the right to choose, and should be supported to make their own choices about treatment, care or support.</li> <li>2. Applying choice as a value of care involves providing information to a service user so they can make an informed choice.</li> </ol>
3	What are rights?	<ol style="list-style-type: none"> <li>1. This value of care recognises that all service users have rights.</li> <li>2. A service provider may have to make changes to treatment, care and support to take into account a service user's rights.</li> </ol>
4	What is independence?	<ol style="list-style-type: none"> <li>1. Applying this value of care involves empowering service users to do as much as possible for themselves by agreeing with them the support that they need and want.</li> </ol>
5	What is privacy?	<ol style="list-style-type: none"> <li>1. Applying the value of privacy recognises that all service users have the right to have their privacy maintained.</li> </ol>
6	What is dignity?	<ol style="list-style-type: none"> <li>1. Applying the value of dignity involves treating a service user with respect, and valuing them and their beliefs or wishes</li> </ol>
7	What is respect?	<ol style="list-style-type: none"> <li>1. Respecting a service user involves showing them you recognise their importance as a unique individual and that you respect their opinions and feelings, even if you do not agree with them.</li> </ol>
8	What is partnership?	<ol style="list-style-type: none"> <li>1. Partnership involves working with the service user, their family and other professionals.</li> </ol>
9	What is encouraging decision making of service users?	<ol style="list-style-type: none"> <li>1. Service users are experts on themselves, their values and preferences, Encouraging them to make decisions about their care and treatment can help to ensure they get services and support appropriate for their needs, This can lead to better outcomes.</li> </ol>

Example of providing individuality in a health care setting	Ramps for wheelchair access at a GP surgery for service users using a wheelchair.	Example of providing individuality in a social care setting	Hearing loop systems in a day care centre for adults with hearing impairments.
Example of providing choice in a health care setting	A midwife provides different delivery options to someone who is pregnant.	Example of providing choice in a social care setting	A community centre gives service users a choice of activities to join.
Example of providing rights in a health care setting	A nurse monitors and checks medication given to a service user to prevent harm.	Example of providing rights in a social care setting	A social worker takes the time to understand an elderly service user's wishes when arranging a support plan.
Example of providing independence in a health care setting	A nursing home nurse allows a service user to wash themselves, but provides them with support to get to the bathroom.	Example of providing independence in a social care setting	A care worker allows a service user to cook their own food, but supports them in carrying the meal to the table.
Example of providing privacy in a health care setting	A receptionist at a GP surgery does not repeat personal information out loud during a phone conversation.	Example of providing privacy in a social care setting	A food bank volunteer does not discuss a service user's personal circumstances with others.
Example of providing dignity in a health care setting	A doctor respects a service user's wishes to stop treatment.	Example of providing dignity in a social care setting	A residential care home allows residents to attend a place of worship.
Example of providing respect in a health care setting	Respecting a service user's views on treatment which is against their religious beliefs.	Example of providing respect in a social care setting	A homeless shelter respecting the decision of a homeless individual who is refusing support.
Example of providing partnership in a health care setting	A surgeon discusses surgery options with the patient and their family.	Example of providing partnership in a social care setting	A social worker liaises with a day care centre when planning a support package for a service user.
Example of encouraging decision making in a health care setting	A nurse asks a service user how they feel about their condition to establish their needs.	Example of encouraging decision making in a social care setting	A prison consults prisoners about their care plans and daily needs.

**2.1 Person centred values**

**Examples of person centred values in health and social care settings**

1	What is individuality?		Example of providing individuality in a health care setting		Example of providing individuality in a social care setting	
2	What is choice?		Example of providing choice in a health care setting		Example of providing choice in a social care setting	
3	What are rights?		Example of providing rights in a health care setting		Example of providing rights in a social care setting	
4	What is independence?		Example of providing independence in a health care setting		Example of providing independence in a social care setting	
5	What is privacy?		Example of providing privacy in a health care setting		Example of providing privacy in a social care setting	
6	What is dignity?		Example of providing dignity in a health care setting		Example of providing dignity in a social care setting	
7	What is respect?		Example of providing respect in a health care setting		Example of providing respect in a social care setting	
8	What is partnership?		Example of providing partnership in a health care setting		Example of providing partnership in a social care setting	
9	What is encouraging decision making of service users?		Example of encouraging decision making in a health care setting		Example of encouraging decision making in a social care setting	

## 2.2 Benefits of applying the person centred values.

### Benefits for service providers of applying person centred values

1	What are the benefits of providing clear guidelines of the standards of care?	1. Service practitioners will know how to deliver care effectively.
2	How will it improve job satisfaction?	1. Service practitioners will feel pride in their work and feel that they are making a difference.
3	How will it improve the quality of life?	1. Ensures service users are looked after with care and compassion.
4	How will it support rights to choice and consolation?	1. The service provider knows that the service user will feel satisfied with the care and treatment they are receiving.
5	How will it support service practitioners to develop their skills?	1. Service providers will develop skills to support service users needs and their individuality.
6	How will it enable the sharing of good practice?	1. Service providers will have a better understanding of best practice in care.

### Benefits for service users of applying person centred values

1	How will it ensure standardisation of care is being given?	1. Care will meet the needs of the service user.
2	How will it improve the quality of care being given to the service user?	1. There will be a positive experience and best possible outcome for service users.
3	How will it maintains or improve the quality of life for the service user?	1. Service users can remain active, connected and independent for as long as they are able.
4	How will it support service users to develop their strengths?	1. Service users will be empowered and their self esteem will be improved.

### Qualities of a service practitioner

**There are 6 qualities that every service provider should have. These are referred to as the 6 Cs.**

What is care?	The care that is offered must be right for the service user and must reflect their life stage.
What is compassion?	Compassion is based on empathy, respect and dignity. This allows the development of positive and trusting relationships.
What is competence?	It is the practitioner's responsibility to ensure they have the most up to date knowledge about care and treatment.
What is communication?	Communication is central to successful relationships between service providers and service users.
What is courage?	Courage helps a practitioner to speak up if they have any concerns.
What is commitment?	A service provider who is committed to the service users will deliver a person-centred approach to care.

### Key words:

Person centered values	Essentially, person-centred values are values that have the individual at the core.
Rights	Rights are needed by each individual to pursue their lives
Dignity	the quality or state of being worthy of honor and respect
Quality of care	Quality in care means providing the care the patient needs when the patient needs it, in an affordable, safe, effective manner.
Quality of life	The standard of health, comfort, and happiness experienced by an individual or group
The 6 Cs	The 6Cs are the values which underpin the culture and practice of health and social care service providers who deliver care and support.

**2.2 Benefits of applying the person centred values.**
**Benefits for service providers of applying person centred values**

1	What are the benefits of providing clear guidelines of the standards of care?	
2	How will it improve job satisfaction?	
3	How will it improve the quality of life?	
4	How will it support rights to choice and consolation?	
5	How will it support service practitioners to develop their skills?	
6	How will it enable the sharing of good practice?	

**Benefits for service users of applying person centred values**

1	How will it ensure standardisation of care is being given?	
2	How will it improve the quality of care being given to the service user?	
3	How will it maintains or improve the quality of life for the service user?	
4	How will it support service users to develop their strengths?	

**Qualities of a service practitioner**

**There are 6 qualities that every service provider should have. These are referred to as the 6 Cs.**

What is care?	
What is compassion?	
What is competence?	
What is communication?	
What is courage?	
What is commitment?	

**Key words:**

Person centered values	
Rights	
Dignity	
Quality of care	
Quality of life	
The 6 Cs	



### Macronutrients

1	<b>Carbohydrates – starchy</b>	Provide slow releasing energy. Sources: bread, pasta, oats, rice, potatoes.
2	<b>Carbohydrates – sugar</b>	Provide instant energy. Can be natural or added. Sources: fructose, lactose, fizzy drinks, sweets
3	<b>Protein</b>	Essential for growth and repair. Provide a secondary source of energy.
4	<b>HBV</b>	Proteins that contain all the essential amino acids our body cannot produce itself. Sources: meat, fish, milk, cheese, yoghurt
5	<b>LBV</b>	Proteins that contain some of the essential amino acids our body cannot produce itself. Sources: beans, lentils, grains
6	<b>Fat</b>	Provides vitamins A, D, E and K. Keeps the body warm and offers insulation. Stored energy.
7	<b>Saturated</b>	Solid at room temperature often referred to as bad fat as can increase risk of heart disease Sources: meat, dairy, coconut
8	<b>Unsaturated</b>	Liquid at room temperature often referred to as healthy fat as can lower risk of heart disease Sources: olive oil, nuts, seeds, avocados
9	<b>NSP / Fibre</b>	Helps with digestion and lower cholesterol. Sources: wholegrains, nuts, seeds, fruit and veg
10	<b>Water</b>	Essential for existence. Transports nutrients, helps digestion, flushes out waste, maintains body temperature

### Micronutrients & Minerals

#### Water soluble

1	<b>Vitamin B complex</b>	Helps release energy from food. Consists of B1, B2, B9, B12 Each B vit is found in different food sources.
2	<b>Vitamin C</b>	Helps iron absorption. Improves immune system. Antioxidant. Sources: fruit and vegetables

#### Fat Soluble

3	<b>Vitamin A</b>	Helps vision. Structure of skin and keeping immunesystem healthy. Sources: dairy, dark green veg, orange fruit/veg
4	<b>Vitamin D</b>	Helps calcium absorption. Prevents bones disease. Sources: fish oil, dairy, sunlight, fortified cereal and margarine
5	<b>Vitamin E</b>	Helps maintain healthy skin and eyes. Forms red blood cells. Sources: dairy, nuts, dark green veg
6	<b>Vitamin K</b>	Helps blood clot / needed for healthy bones Sources: dark green veg, fish, liver and fruit.

#### Minerals

7	<b>Calcium</b>	Keeps bones and teeth health and strong Sources: dairy, dark green veg, fish bones
8	<b>Iron</b>	Needed to transport oxygen around the blood Sources: red meat, wholegrain foods, green veg
9	<b>Sodium</b>	Controls the amount of water in the body . Makes nerves and muscles work properly
10	<b>Potassium</b>	Help maintain fluid levelsinside our cells
11	<b>Magnesium</b>	Helps maintain normal nerve and muscle function

### Key Vocabulary

1	<b>Macronutrients</b>	A nutrient your body requires in large amounts (grams)
2	<b>Micronutrients</b>	A nutrient your body requires in large amounts (mg)
3	<b>Water soluble vitamins</b>	Vitamins that are found in water (vitamins B,C)
4	<b>Fat soluble</b>	Vitamins that are found in water (vitamins B,C)
5	<b>Mineral</b>	Nutrients our body requires in small amounts (calcium, iron, sodium)
6	<b>RDI</b>	Recommended Daily Intake. A guide provided by the NHS with the quantities we should be aiming for daily.
7	<b>Portion control</b>	Healthy diets not only have the correct balance, but have the right portion sizes. <b>Vegetables</b> = double cupped palm. <b>Grains/Starches</b> = clenched fist. <b>Protein</b> = palm of hand. <b>Fruits</b> = clenched fist. <b>Thumb</b> = fats.
8	<b>Eat Well Guide</b>	A guide provided by the Government to show the amount each food group we should be eating daily
9	<b>Calories</b>	The amount of energy in an item of food or drink is measured in calories
10	<b>Source</b>	Where the nutrient is found e.g. which foods contain it

☐ Research the RDI amounts

☐ Who is the Eat Well Guide not suitable for?

☐ How does food effect our mental health as well as physical?

## Macronutrients

1	Carbohydrates – starchy	
2	Carbohydrates – sugar	
3	Protein	
4	HBV	
5	LBV	
6	Fat	
7	Saturated	
8	Unsaturated	
9	NSP / Fibre	
10	Water	

## Micronutrients &amp; Minerals

Water soluble		
1	Vitamin B complex	
2	Vitamin C	
Fat Soluble		
3	Vitamin A	
4	Vitamin D	
5	Vitamin E	
6	Vitamin K	
Minerals		
7	Calcium	
8	Iron	
9	Sodium	
10	Potassium	
11	Magnesium	

## Key Vocabulary

1	Macronutrients	
2	Micronutrients	
3	Water soluble vitamins	
4	Fat soluble	
5	Mineral	
6	RDI	
7	Portion control	
8	Eat Well Guide	
9	Calories	
10	Source	

☐ Research the RDI amounts

☐ Who is the Eat Well Guide not suitable for?

☐ How does food effect our mental health as well as physical?

### Age groups – dietary needs

1	<b>Young Children</b>	5 a day / Eat Well Guide recommendations Starchy carbs – energy Protein growth Calcium/vit D Full fat options – limit salt/sugar
2	<b>Teenagers</b>	Same as young children Extra iron for menstruation / muscle growth
3	<b>Adults</b>	No change between age 19-50. 5 a day / eat well guide recommendations Lower fat – increase fibre
4	<b>Pregnancy</b>	Calcium, iron, B12 (folic acid) No need to increase calories. Avoid too much vit A
5	<b>Elderly</b>	Protein to repair body cells Calcium & vit D to maintain bones / teeth More fat to keep warm in winter Soft foods – to help with chewing Fibre to prevent constipation
6	<b>Active</b>	More calories will be required Carbohydrates for energy Protein for muscle repair Water for hydration
7	<b>Sedentary (inactive)</b>	Less calories will be required Cautious of fat intake (if not used as energy it will be stored)

### Special Diets – dietary needs

Religion / Lifestyle		
1	<b>Halal (Muslim)</b>	All food must adhere to Islamic Law. No Pork
2	<b>Hindu</b>	No not eat beef – sacred animal
3	<b>Kosher (Judaism)</b>	No pork. Do not mix dairy and meat in the same meal.
4	<b>Buddhist</b>	Usually vegetarian. Do not eat meat or fish
Health – related		
5	<b>Coeliac</b>	Sufferers react to gluten – must avoid it
6	<b>Lactose Intolerant</b>	Sufferers cannot digest lactose. They will experience cramps wind and diarrhoea if consumed.
7	<b>Nut/ other allergies</b>	Must avoid food they are allergic to. Can results in anaphylaxis and even death if eaten
8	<b>Coronary Heart Disease</b>	Advised to follow a low sugar, low saturated fat, high fibre , Mediterranean style diet
9	<b>Type 2 Diabetes</b>	Avoid processed meat, low salt, wholegrains and lots of fruit and veg
10	<b>Anaemia</b>	Caused by iron deficiency
Ethical		
11	<b>Vegetarian</b>	Do not eat meat or fish but do eat dairy.
12	<b>Vegan</b>	Avoid eating ALL animal products – meat, fish, dairy, honey
13	<b>Pescatarian</b>	Do not eat meat but will eat fish
14	<b>Flexitarian</b>	Choose to eat vegetarian/ vegan some days of the week.

### Key Vocabulary

1	<b>Food Allergy</b>	A damaging immune response to a food
2	<b>Intolerance</b>	An inability to eat a food without negative effects
3	<b>Gluten</b>	A protein found in wheat.
4	<b>Lactose</b>	A sugar found in milk
5	<b>Haram</b>	Food that is forbidden under Islamic law
6	<b>Mediterranean diet</b>	A diet high in vegetables, olive oil and moderate protein intake
7	<b>Anaphylaxis</b>	A serious life threatening response to an allergic reaction. Happens in seconds.
8	<b>Comparison</b>	Looking at the similarities and differences between two things
9	<b>BMR</b>	Basal metabolic rate
10	<b>PAL</b>	Physical activity level

☐ Research the RDI amounts for each target group

☐ Is there an Eat Well Guide for vegans vegetarians?

Age groups – dietary needs		
1	Young Children	
2	Teenagers	
3	Adults	
4	Pregnancy	
5	Elderly	
6	Active	
7	Sedentary (inactive)	

Special Diets – dietary needs		
Religion / Lifestyle		
1	Halal (Muslim)	
2	Hindu	
3	Kosher (Judaism)	
4	Buddhist	
Health – related		
5	Coeliac	
6	Lactose Intolerant	
7	Nut/ other allergies	
8	Coronary Heart Disease	
9	Type 2 Diabetes	
10	Anaemia	
Ethical		
11	Vegetarian	
12	Vegan	
13	Pescatarian	
14	Flexitarian	

Key Vocabulary		
1	Food Allergy	
2	Intolerance	
3	Gluten	
4	Lactose	
5	Haram	
6	Mediterranean diet	
7	Anaphylaxis	
8	Comparison	
9	BMR	
10	PAL	

☐ Research the RDI amounts for each target group

☐ Is there an Eat Well Guide for vegans vegetarians?

**1. Jazz and Blues**

1	<b>Scat</b>	Vocal improvisation using wordless/nonsense syllables.
2	<b>Improvised</b>	music made up on the spot.
3	<b>Blue notes</b>	flattened 3rd, 5ths, 7ths.
4	<b>Syncopation</b>	off-beat accents.
5	<b>Call and response</b>	A phrase played/sung by a leader and repeated by others.
4	<b>Walking bass</b>	A bass line that 'walks' up and down the notes of a scale/arpeggio.
5	<b>Swing style</b>	'jazzy' rhythm with a triplet/dotted feeling.
6	<b>Rhythm Section</b>	Drums, Bass (guitar or double bass) and piano/guitar that provide the 'drive' of the ensemble.
7	<b>Horn Section</b>	Trumpet, Trombone and Saxophone
8	<b>12 Bar Blues</b>	A repeated 12 bar chord pattern used in the blues. I I I I IV IV I I V IV I I/V

**2. Chamber Music**

1	<b>Chamber Music</b>	Music for a small ensemble, originally played in a small room in someone's home
2	<b>String quartet</b>	Small ensemble of two violins, viola and Cello. They had four movements, the first was in sonata form
3	<b>Basso continuo</b>	A type of instrumental accompaniment, common in Baroque music, played by organ, harpsichord or cello. Keyboard players often added chordal harmonies.
4	<b>Sonata Form</b>	A piece in three sections, Exposition, Development and recapitulation.
5	<b>Romantic Chamber music</b>	Chamber music groups were more varied in the Romantic era, using a wider range of instruments (e.g. piano quintet, horn trio). Performances happened in larger concert halls as well as in small 'chambers'.

**8. Key vocabulary**

1	<b>Chord</b>	Two or more notes played together.
2	<b>Triad</b>	Three notes played together.
3	<b>Chord Sequence</b>	A series of chords.
4	<b>Diatonic Harmony</b>	The chords all belong to the key.
5	<b>C Major</b>	Happy sounding key – no sharps or flats.
5	<b>F Major</b>	Happy sounding key – 1 flat (Bb)
5	<b>G Major</b>	Happy sounding key – one sharp (F#)
5	<b>Bb Major</b>	Happy sounding key – two flats (Bb and Eb)
9	<b>D major</b>	Happy sounding key – two sharps (F# and C#)

**1. Jazz and Blues**

1	Scat	
2	Improvised	
3	Blue notes	
4	Syncopation	
5	Call and response	
4	Walking bass	
5	Swing style	
6	Rhythm Section	
7	Horn Section	
8	12 Bar Blues	

**2. Chamber Music**

1	Chamber Music	
2	String quartet	
3	Basso continuo	
4	Sonata Form	
5	Romantic Chamber music	

**8. Key vocabulary**

1	Chord	
2	Triad	
3	Chord Sequence	
4	Diatonic Harmony	
5	C Major	
5	F Major	
5	G Major	
5	Bb Major	
9	D major	

**1. Musical theatre**

1	<b>Solo</b>	A song for one singer.
2	<b>Duet</b>	A song for two singers.
3	<b>Trio</b>	A song for three singers.
4	<b>Ensemble</b>	A song sung by a small group.
5	<b>Chorus</b>	A large group (usually the full company/cast).
4	<b>Recitative</b>	A vocal style that imitates the rhythms and accents of speech.
5	<b>Overture</b>	An orchestral introduction to the show, which usually uses tunes from the show.

**2. Voices and instruments**

1	<b>Soprano</b>	High female voice
2	<b>Alto</b>	Low female voice
3	<b>Tenor</b>	High male voice
4	<b>Bass</b>	Low male voice
5	<b>Synth</b>	an electronic musical instrument, typically operated by a keyboard, producing a wide variety of sounds by generating and combining signals of different frequencies.
6	<b>Pit orchestra</b>	The band used in musicals, may use strings, woodwind (reeds), brass and percussion.
7	<b>Doubling</b>	A pit band player performing more than one instrument in a show.

**3. Key vocabulary - Texture**

1	<b>Monophonic</b>	A single melody line
2	<b>Homophonic</b>	A chordal style or melody and accompaniment moving together.
3	<b>Polyphonic</b>	A more complex (contrapuntal) texture with a number of different lines.
4	<b>Melody and accompaniment</b>	A tune with accompaniment (e.g. chords)
5	<b>Unison</b>	All parts play/sing the same music at the same time.
6	<b>Chordal</b>	The music moves in chords (e.g. like a hymn/chorale).
7	<b>Descant</b>	A decorative, higher pitched line.
8	<b>Counter melody</b>	A new melody, combined with the theme.
9	<b>Round</b>	A short (vocal) canon.
10	<b>Canon</b>	The melody is repeated exactly in different parts but starting at different times, with parts overlapping.
11	<b>Drone</b>	Long held notes
12	<b>2, 3, 4 part texture</b>	Textures which have 2/3/4 different lines.

1. Musical theatre		
1	<b>Solo</b>	
2	<b>Duet</b>	
3	<b>Trio</b>	
4	<b>Ensemble</b>	
5	<b>Chorus</b>	
4	<b>Recitative</b>	
5	<b>Overture</b>	

2. Voices and instruments		
1	<b>Soprano</b>	
2	<b>Alto</b>	
3	<b>Tenor</b>	
4	<b>Bass</b>	
5	<b>Synth</b>	
6	<b>Pit orchestra</b>	
7	<b>Doubling</b>	

3. Key vocabulary - Texture		
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10	<b>Canon</b>	
11	<b>Drone</b>	
12	<b>2, 3, 4 part texture</b>	



## An Inspector Calls – Written by J. B. Priestley 1945

**Setting** The Birling Family Home in the fictional town of Brumley 5<sup>th</sup> April 1912

**Synopsis** *An Inspector Calls* by J B Priestley, is a play that revolves around the apparent suicide of a young woman called Eva Smith.

In the play, the unsuspecting Birling family are visited by the mysterious Inspector Goole. He arrives just as they are celebrating the engagement of Sheila Birling to Gerald Croft. The Inspector reveals that a girl called Eva Smith, has taken her own life by drinking disinfectant. The family are horrified but initially confused as to why the Inspector has called to see them. What follows is a tense and uncomfortable investigation by an all-knowing Inspector through which the family discover that they are all in fact caught up in this poor girl's death.

## Historical Context

Edwardian Era

**King Edward VII** ruled from 1901 to 1910, but the Edwardian era itself spans from the mid-1890s to 1914, the year when the First World War began. This period saw the growth of a number of **political** movements. They highlighted the struggle and big **divide between the rich and poor**. Many of the rich believed poor people had no manners or sophistication and it was strongly believed that no poor people could get rich. Society generally believed that the rich were better than the poor and this led to the **exploitation of the working class**. Many wealthy people believed they were **entitled** to exploit the workers, pay them **poor wages** and sack and punish them as they pleased without consequence. As a **socialist**, Priestley believed that wealth should be distributed equally amongst the population. The character of Arthur Birling symbolises **capitalism**, which relies on industry and business to create wealth. Of course, this wealth goes to the **bourgeoisie (middle-class)**.

Pre-WWI

Set in the run-up to the First World War, Priestley uses dramatic irony (a situation in which the audience know something, but the characters do not) as the characters constantly refer to the possibility of a war. The play is also set against the background of the **suffrage** movement when women were pushing for the right of all women to **vote** and stand in political elections. In the play, Eva Smith represents the struggle of the movement through her encounter with Arthur Birling. Priestley uses this as a reminder of the backward thinking of men in the Edwardian era who believed women should know their place as they were not equal to men.

Titanic

The Titanic stood for the hope and optimism of an era. However, the building of an unsinkable ship demonstrated the arrogance of the upper class and how they believed themselves to be untouchable.

**Class system** – This is used in *An Inspector Calls* to identify the different ways the characters come across in the play.

Social Class	A division of a society based on social and economic status (how much money they have).
Working Class	The social group consisting of people who are employed for wages, especially in manual or industrial work.
Middle Class	The social group between the upper and working classes, including professional and business people and their families.
Upper Class	People who hold the highest social status, usually are the wealthiest members of society, and wield the greatest political power.

## Themes

Society	<i>An Inspector Calls</i> was first performed in the UK just after the end of World War Two, in 1946. It was a time of great change in Britain and many writers were concerned with the welfare of the poor. At that time there was no assistance for people who could not afford to look after themselves. Priestley wanted to address this issue. He also felt that if people were more considerate of one another, it would improve quality of life for all. This is why social responsibility is a key theme of the play. Priestley wanted his audience to be responsible for their own behaviour and responsible for the welfare of others.
Age	Priestley believed that there was hope in the younger generation's ability to learn and change. The older characters' opinions and behaviours are stubbornly fixed. Mr Birling refuses to learn and Mrs Birling cannot see the obvious about herself and her children. Eric and Sheila however are younger - they accept their mistakes and offer the chance for a brighter future.
Gender	<i>An Inspector Calls</i> was written after World War Two. As many British men went away to fight during the war, their positions in work had to be filled by women. Men had to acknowledge the fact that women were just as capable as them. Many women enjoyed a newfound freedom that working and earning money allowed them. Not all men saw this change in attitude as a good thing and stayed stuck in the past. Priestley explores the impact of these new gender roles through the independence of Eva Smith and the sexist attitudes of Mr Birling.
Class	Before World War Two, <b>Britain was divided by class</b> . Wealthy land and factory owners and poor workers. <b>The war helped bring these two classes closer together</b> and rationing meant that people of all classes were eating and even dressing the same. The war effort also meant that people from all classes were mixing together.

## An Inspector Calls – Written by J. B. Priestley 1945

Setting

Synopsis

## Historical Context

Edwardian  
Era

Pre-WWI

Titanic

**Class system** – This is used in An Inspector Calls to identify the different ways the characters come across in the play.

Social Class

Working Class

Middle Class

Upper Class








## Themes








Society

Age

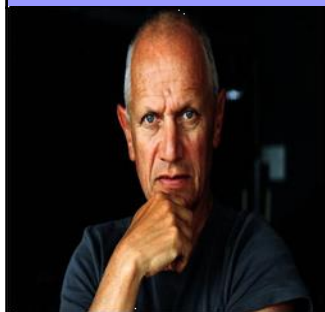
Gender

Class

Characters					
1		<b>Arthur Birling</b> <ul style="list-style-type: none"> <li>- head of the Birling household.</li> <li>- wealthy 'hard-headed' business-man.</li> <li>- active member of the community</li> <li>- thinks that he might be in the running for a Knighthood.</li> </ul>	5		<b>Gerald Croft</b> <ul style="list-style-type: none"> <li>- Around 30 years old</li> <li>- Attractive young man about town</li> <li>- Comes from upper class business owner family</li> <li>- Confident and charming</li> <li>- Has affair with Eva Smith</li> </ul>
2		<b>Sybil Birling</b> <ul style="list-style-type: none"> <li>- Mr Birling's wife</li> <li>- cold hearted and snobbish</li> <li>- prominent member of a women's charity</li> <li>- still sees Eric and Sheila as children devoid of responsibility</li> </ul>	6		<b>Inspector Goole</b> <ul style="list-style-type: none"> <li>- Not a big man but creates an 'impression of massiveness, solidity and purposefulness'.</li> <li>- Has a tendency to interrupt and control the conversation.</li> </ul>
3		<b>Eric Birling</b> <ul style="list-style-type: none"> <li>- Son of Arthur and Sybil Birling</li> <li>- Half shy-half assertive, not at ease</li> <li>- Lacks confidence</li> <li>- Drinks a lot</li> <li>- Has an affair with Eva Smith</li> <li>- Steals money from father to help Eva</li> </ul>	7		<b>Eva Smith/Daisy Renton</b> <ul style="list-style-type: none"> <li>- Audience never meets Eva Smith</li> <li>- Young woman in 20's</li> <li>- Strong willed with a good sense of humour</li> <li>- Changes name to Daisy Renton</li> </ul>
4		<b>Sheila Birling</b> <ul style="list-style-type: none"> <li>- Daughter of Arthur and Sybil Birling</li> <li>- Early 20's</li> <li>- Celebrating engagement to Gerald Croft</li> <li>- Giddy, naïve, childish</li> <li>- Can be assertive, insightful and intelligent</li> </ul>	<b>Contextual Links: An Inspector Calls - GCSE English Literature</b> <a href="#">Revision - AQA - BBC Bitesize</a> <a href="#">An Inspector Calls - In Context (Part 1 of 2) – YouTube</a> <a href="#">An Inspector Calls - In Context (Part 2 of 2) – YouTube</a> <a href="#">An Inspector Calls (2018) - YouTube</a>		

Characters							
1		Arthur Birling		5		Gerald Croft	
2		Sybil Birling		6		Inspector Goole	
3		Eric Birling		7		Eva Smith/Daisy Renton	
4		Sheila Birling		Contextual Links: <a href="#">An Inspector Calls - GCSE English Literature Revision - AQA - BBC Bitesize</a> <a href="#">An Inspector Calls - In Context (Part 1 of 2) – YouTube</a> <a href="#">An Inspector Calls - In Context (Part 2 of 2) – YouTube</a> <a href="#">An Inspector Calls (2018) - YouTube</a>			

## Biographical Info



- Born 3rd August 1937
- From Stepney, London.
- Actor, Director, Writer
- Born Leslie Steven Berkoff
- Romanian Jewish background.

Influenced by:  
**Brecht**

the Verfremdungseffekt which Berkoff uses in East where actors destroy naturalism by addressing the audience.

**Artaud**

move from structured melodrama towards a theatre of danger and cruelty, using the power of words and gestures to release emotions.

**Lecoq**

Berkoff studied with Claude Chagrin, a pupil of Jacques Le Coq, and later briefly with Le Coq himself. Mime, movement, masks, and ensemble acting are all characteristic of Berkoff.

**Lawrence Olivier & Edward Kean**

**Mie and exaggeration**

## Beliefs & Early Years

### Training

**Acting:** Webber Douglas Academy in London  
**Movement:** Laban School of Dance  
**Theatre:** *Ecole Internationale de Theatre de Jacques Lecoq* in Paris.

### Work

Mime and physical theatre practitioner at *Webber Douglas*.  
1968 formed the *London Theatre Group*, proceeded to write, direct and perform with his own company.

### Practices

Non-naturalism  
Attention on movement rather than voice  
Non-conformist  
Experimentation  
Marxist  
Political themes

## Who Has He Influenced?

Harry Gibson's stage version of **Trainspotting**  
Northern Stages production of **A Clockwork Orange** by Anthony Burgess.  
John Godber's **Bouncers**

**Theatre de Complicite** applied his style to the reworking of classic texts.  
**Volcano, Idle Motion** and **Frantic Assembly** fusing physical theatre, choreography and text.  
The cross-over between dance and theatre by **DV8** whose work bares resemblance to that of **Pina Bausch**.

## Key Words Relating to Berkoff

Total Theatre

Every aspect of theatre must have **purpose**: every movement, that is choreographed, each line, lighting effect, mood or message; each sound effect to each prop that has a use.

Extreme moods to give the audience an overwhelming experience and to **shock, amuse, scare, or amaze** them.

**Minimalist**, with bare stages and little language  
Focus remains on the **physical movement**.

Mie



'Mie' – when the actor strikes a pose and holds it for a while – rest of cast freeze.

Audience  
Address/Direct  
Address  
Physicality  
Exaggeration  
Repetition

Mime  
Music & sound  
Projections (set)

Kabuki

Movement is considered to be elegant and grand. Very melodramatic in style.  
Stylised gesture and forms – performance is like a slow dance. (Similar to the kata and martial arts)

## Biographical Info



Influenced by:  
**Brecht**

**Artaud**

**Lecoq**

**Lawrence  
Olivier &  
Edward  
Kean**

## Beliefs &amp; Early Years

Training

Work

Practices

## Who Has He Influenced?

Key Words Relating to  
Berkoff

Total  
Theatre

Mie



Kabuki

## KEY TECHNIQUES IN TOTAL THEATRE

1	Base Pulse	the rhythm and ensemble movement used in choral work
2	Bouffon	performance style used by Lecoq drawing on mimicry and the grotesque
3	Chorus	A group of performers found in Greek drama who comment together on the dramatic action both vocally and physically
4	Cryptos	the Greek meaning of hidden
5	Ensemble	a group of actors performing together
6	Grotesque	fantastic and outrageous element of bouffon
7	Japanese Noh theatre	Stylised classical Japanese dance drama using characters masks
8	Jo ha kyo	kabuki concept where <b>jo</b> is a slow and auspicious beginning, <b>ha</b> speeds events up and <b>ku</b> is a short and satisfying conclusion
9	Kabuki	a classical Japanese dance drama with elaborate face make up
10	Kvetch	taken from a Yiddish noun and means to complain all the time, usually with humour
11	Marche sur place	a stylised way of walking on the spot
15	Mie	a character pose using a heightened physical style
16	Strip Mime	a character pose using a heightened physical style a style used in clowning and pantomime
17	Attitudes	a series of movements to help go beyond natural gesture
18	Commedia del arte	masked improvised comedy originally from Italy
19	Counter mask	playing against the emotion a character mask is showing
20	Identification	finding a character by physical identification with materials and elements
21	Neutral state	when you are in a state of balance before you become a character
22	Neutral mask	used to make your body the focus of expression
23	Base Pulse	the rhythm and ensemble movement used in choral work
24	Action Mime	to replay a physical action as close as possible. Also to copy the handling of objects
25	Pantomime	where gesture alone replaces words and associated with white pantomime/Pierrot
26	Cartoon Mime	performed like a silent movie of images
27	Figurative Mime	The body to represent objects
28	Storytelling Mime	Narrative spoken and used with any of the mime family
29	Mimage	A zoom into a character's internal feeling
30	Mimodynamic	Movement found from colours, words or music

## LECOQ'S SEVEN LEVELS OF TENSION

1	Exhaustion	Heavy, like a jelly fish.
2	Laid back	No worries, relaxed, on a sunny beach.
3	Neutral	No story, blank.
4	Alert	Curious, lost something, confused.
5	Suspense	Suspicious, cautious.
6	Passionate	Melodramatic, despair.
7	Tragic	Grief, petrified, frozen with fear.

## KEY TECHNIQUES IN TOTAL THEATRE

1	Base Pulse	
2	Bouffon	
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4	Cryptos	
5	Ensemble	
6	Grotesque	
7	Japanese Noh theatre	
8	Jo ha kyo	
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1	Exhaustion	
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6	Passionate	
7	Tragic	



## Plays & Productions

*East.  
West.*  
*Messiah: Scenes from a Crucifixion.*  
*The Secret Love Life of Ophelia.*  
*Decadence.*  
*Harry's Christmas.*  
*Massage.*  
*Acapulco.*  
*Brighton Beach Scumbags.*  
*One Man.*  
*Shakespeare's Villains.*  
*Requiem for Ground Zero.*  
*Metamorphosis.*  
*The Trial.*  
*The Fall of the House of Usher.*  
*Agamemnon.*



## Methods & Techniques

- \* Berkoff tells stories in a **poetic** and **heightened** way, both vocally and physically using **minimal set** and a **non- naturalistic** style with lighting and music. Characters use a mix of **poetic language**, sometimes Shakespearean, often **vulgar and muscular**, almost physical.
- \* Berkoff's early work is based on **classical Greek texts** and contemporary modern day verse in an **ensemble** environment.
- \* Berkoff often uses the **chorus** in a stylised sequence of movement, usually heightened both vocally and physically. They reflect the mood of the story and express what the main characters cannot say.
- The **Kabuki** concept of jo-ha-kyo. This Japanese concept governs actions of actors, structures of plays and scenes.
- Jo is a slow and auspicious beginning (the way Berkoff often introduces character and plot), ha speeds events up (Berkoff often uses this and culminates the story with a moment of tragedy) and ku is a short, satisfying conclusion. Many of Berkoff's characters move on quickly after tragedy.

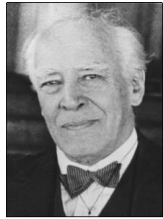
**Plays &  
Productions**



**Methods & Techniques**



## Biographical Info



- Birth name: Constantin Sergeyevich Alexeyev
- Born 1863 in Moscow to a wealthy Russian family.
- Died 1938
- Co-founder of the Moscow Art Theatre in 1898
- Developed a 'system' of acting called the Stanislavski Method.

Influenced by:  
Anton Chekhov  
Henrik Ibsen  
Vladimir Nemirovich-Danchenko

## Beliefs & Early Years

- Believed that the theatre should project important thoughts and affect the spectators, he reflected, there must be living characters on stage.
- To seek knowledge about human behaviour, Stanislavsky turned to science and psychology.
- Insisted on the integrity and authenticity of performance on stage, repeating for hours during rehearsal his dreaded criticism, "I do not believe you."
- He believed that actors needed to inhabit authentic emotion while on stage and, to do so, they could draw upon feelings they'd experienced in their own lives.
- He developed exercises that encouraged actors to explore character motivations, giving performances depth and realism while still paying attention to the parameters of the production. This technique would come to be known as the "**Stanislavski method**" or "**the Method**."

## Acting Methods

### Using your imagination to create real emotions on stage:

Magic if: Actors also use their imagination to create their character by asking themselves questions like:  
"Where do I come from?"  
"What do I want?"  
"Where am I going?"  
"What will I do when I get there?"

### Action versus Emotion

*Super-objective:* what is the driving force of the play?

*Objectives:* what the character wants to accomplish.

*Obstacles:* what's in his or her way?

*Actions:* what are the different things the character can do to try to reach his objective?

The *Through-Line* links all the units together into the super-objective. Using these acting methods helps you concentrate on the action rather than the emotion.

### Emotional Memory

Actors access their own memories to call upon emotions needed to play certain scenes and acting roles, but unlike *Method Actors*, Stanislavsky actors also work "from the outside in", accessing emotions through physical actions.

### Relaxation and Concentration

\* Actors learn to relax their muscles and not use any extra muscles than the ones needed to perform a particular action.

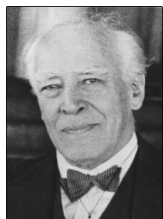
\* Actors work on concentration to reach a state of *solitude in public* and not feel tense when performing on stage: They concentrate on a very small area at first and then widen the circle of concentration until it includes the entire stage.

### Character-building techniques

\* Actors find their characters' inner motives.

\* Build a character "from the outside in" through physicality and voice. For example, explore the character's rhythm through repetition. (by rehearsing his lines over and over until he discovered the right tempo).

**Biographical Info**



**Acting Methods**

**Using  
your imagination  
to create  
real emotions  
on stage:**

**Action versus Emotion**

**Relaxation and  
Concentration**

**Character-building  
techniques**

**Emotional Memory**

**Beliefs & Early Years**

## KEY TECHNIQUES IN REALISM

1	<b>Visualisation</b>	The actors can picture their surrounding and the environment accurately, considering every detail. This include sight, sound, taste, smell and touch.
2	<b>Active imagination</b>	When the actors see things through our character's eyes using the senses rather than thinking about what they look like from the view of the audience.
3	<b>Units &amp; Objectives</b>	Each scene of a play can be broken down into the character's aim or goal. The objective is what the character wants. The Unit is the smaller sections of the scene where the character has a smaller objective, which will lead them to their main objective.
4	<b>Through line of Action &amp; Super Objective</b>	What the character wants to achieve by the end of the play. It is usually linked to the main theme of the play. An over-reaching objective, probably linked to the overall outcome in the play. It characterises the essential idea, the core, which provided the impetus for the writing of the play. A character's objectives are likely to be stages in the journey towards the super-objective. If that journey is perceived as a clear path to the super objective, then you have your <b>through line</b>
5	<b>'Magic IF'</b>	Where the actor puts themselves in the character's shoes, asking 'What would I do IF I was in this situation'. Used to get actors to open up their imaginations to discover new and interesting things about the character they are playing. An actor simply asks themselves a 'what if' question about their character.
6	<b>Given Circumstances</b>	Information about the character and their history. It also includes the time period and location.
7	<b>Seven questions</b>	A set of questions an actor can use to learn more about their character – who they are, where they are, what time it is, what they want, why they want it, how they will get it and what they need to overcome to get it.
8	<b>Subtext</b>	The hidden meaning behind the text. It is usually communicated through the way that an actor delivers the line. Driven by the underlying meaning in the play, as opposed to the words declared on stage. This can be communicated to the audience through the actor's use of intonation, gesture, pauses or stillness. 'Keep in mind that a person says only ten per cent of what lies in his head, ninety per cent remains unspoken'.
9	<b>Motivation</b>	The reason why the character wants what they want in the play.
10	<b>Circles / Concentration of Attention</b>	A set of circles which start inside the head of the characters and slowly move outwards. The actors imagine every detail inside these circles to help with their concentration and to make their visualisation more detailed and realistic.
11	<b>Relaxation</b>	Getting rid of any tension in the body so the actor is able to move freely in the performance and control their body and mind.
12	<b>Tempo &amp; Rhythm</b>	Is our pace, both mental and physical, the pace of everything around us and everything we do..
13	<b>Emotional Memory</b>	When the actor finds a real past experience where they felt a similar emotion to that demanded by the role they are playing. They then 'borrow' those feelings to bring the role to life.
14	<b>Role-on-the-wall</b>	Using an outline of a person and writing out the character's thoughts and feelings on the inside and what they show and say on the outside.

## KEY TECHNIQUES IN REALISM

1	Visualisation	
2	Active imagination	
3	Units & Objectives	
4	Through line of Action & Super Objective	
5	'Magic IF'	
6	Given Circumstances	
7	Seven questions	
8	Subtext	
9	Motivation	
10	Circles / Concentration of Attention	
11	Relaxation	
12	Tempo & Rhythm	
13	Emotional Memory	
14	Role-on-the-wall	

## STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES

<b>1. B</b>	<b>BLOCKING</b>	Working out the movement and positioning of all the actors on stage. WHERE you will STAND and WHEN you will move
<b>2. E</b>	<b>EXTRANCES AND EXITS</b>	Where and when you come on and off stage.
<b>3. P</b>	<b>PROXEMICS AND USE OF SPACE</b>	Proxemics is how close or near you are to others on stage. This can help to communicate meaning e.g. if your character is scared of another character you might stand far away. Use of space is where you position yourself on the stage so the audience can see you and others clearly.
<b>4. L</b>	<b>LEVELS</b>	How high or low you are positioned on the stage. This could be to communicate how important you are or to show you are in a different place to other characters.
<b>5. A</b>	<b>AUDIENCE AWARENESS</b>	Being mindful of what the audience will be able to see and hear and adapting your positions and voice to make sure they can understand everything clearly.
<b>6. C</b>	<b>CONCENTRATION AND FOCUS</b>	Being organised and sensible in your performance and staying in role at all times. Confidently knowing your lines or movement.
<b>7. E</b>	<b>ENERGY</b>	Putting effort into your performance and making sure you are lively and enthusiastic when you perform.
<b>8. S</b>	<b>SET AND PROPS INTERACTIONS</b>	Using the objects on stage confidently to show something about your character or the situation. E.g. snatching a bag of sweets to show your character is greedy.

**STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES**

<b>1. B</b>	BLOCKING	
<b>2. E</b>	EXTRANCES AND EXITS	
<b>3. P</b>	PROXEMICS AND USE OF SPACE	
<b>4. L</b>	LEVELS	
<b>5. A</b>	AUDIENCE AWARENESS	
<b>6. C</b>	CONCENTRATION AND FOCUS	
<b>7. E</b>	ENERGY	
<b>8. S</b>	SET AND PROPS INTERACTIONS	



### VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)

<b>1.D</b>	<b>DICTION AND PROJECTION</b>	Diction means pronouncing your speech clearly. Projection is making sure your voice can be heard (this doesn't mean shouting).
<b>2. E</b>	<b>EMPHASIS AND VOLUME</b>	Emphasis is when you make a word stand out "I never said <b>you</b> stole my hat" is different from "I never said you stole <b>my</b> hat". Volume is how loud or quiet the voice is. Don't forget words such as whisper and shout.
<b>3. P</b>	<b>PITCH</b>	Pitch means how high or low your voice is. Low pitch may convey sadness, whilst high pitch could convey joy.
<b>4. A</b>	<b>ACCENT</b>	Accent is the way you pronounce your words. It is used to indicate where a character is from, specifically which country or region. It can help distinguish class and status.
<b>5.R</b>	<b>RHYTHM AND TEMPO</b>	Rhythm is where we pause and leave gaps in speech. This could show a character is thinking or distressed.  Tempo is how fast or slow the speech is. E.g. a fast tempo could show someone is excited, a slow tempo could show someone is sleepy or confused.
<b>6. T</b>	<b>TONE</b>	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone.

### PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)

<b>1.G</b>	<b>GESTURES</b>	Using your hands to highlight meaning or convey emotion. E.g. Scratching your head if you are confused or Waving to say 'Hello'.
<b>2. S</b>	<b>STANCE</b>	The way someone stands usually to do with feet positioning. This could be with your feet really wide apart or really close together, for example.
<b>3. P</b>	<b>POSTURE AND BODY LANGUAGE</b>	Posture and body language is how you hold and position your body to show emotion or a character's personality. E.g. shoulders back and chest out to show confidence. Hanging head and shoulder may show shame or sadness
<b>4. E</b>	<b>EXPRESSIO N</b>	Also known as 'facial expressions'. Using your face to communicate emotions and reactions. Smiling to show happiness, frowning to show anger, raising one eye brow to show confusion for example.
<b>5. E</b>	<b>EYE CONTACT</b>	Looking into someone else's eyes. This could be another character or an audience member. Making eye contact makes it clear who you are speaking to. Avoiding eye contact can suggest feeling awkward or upset.
<b>6. D</b>	<b>DYNAMICS AND MOVEMENT</b>	Dynamics means HOW you move. For example, sharply / smoothly.  Movement is HOW your character walks. For example, with a limp or taking large steps

## VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)

<b>1. D</b>	<b>D</b> ICTION AND P <small>RO</small> JECTION	
<b>2. E</b>	<b>E</b> M <small>PH</small> ASIS AND V <small>OL</small> UME	
<b>3. P</b>	<b>P</b> ITCH	
<b>4. A</b>	<b>A</b> CCENT	
<b>5. R</b>	<b>R</b> HYTHM AND T <small>EM</small> PO	
<b>6. T</b>	<b>T</b> ONE	

## PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)

<b>1. G</b>	<b>G</b> ESTURES	
<b>2. S</b>	<b>S</b> TANCE	
<b>3. P</b>	<b>P</b> OSTURE AND  B <small>OD</small> Y L <small>ANG</small> UAGE	
<b>4. E</b>	<b>E</b> XP <small>RESS</small> IO N	
<b>5. E</b>	<b>E</b> Y <small>E</small> C <small>ONT</small> ACT	
<b>6. D</b>	<b>D</b> Y <small>NAM</small> ICS AND  M <small>OV</small> EMENT	

### Knowledge Group 1 Research

1	<b>Title</b>	Titles. Displayed formally. Size 28. Use a style of font that reflects the style of the work.
2	<b>Composition</b>	Layout should be neat and consistent with other research pages.
3	<b>Margins &amp; Borders</b>	Evenly spaced, minimal and consistent. Always aligned.
4	<b>Images</b>	High resolution with an original aspect ratio (not stretched or squashed). Search for 'large' images on google.
5	<b>Font/ Typography</b>	Art of arranging type to make written language legible, readable and appealing.

### Knowledge Group 2 Artist Analysis

1	<b>Personal Opinion</b>	Written work that responds to the chosen photographer's work. Evidencing use of key vocabulary and your own views and interpretation of the images.
2	<b>Techniques Section</b>	A separate written section in which you identify the technical merits of the chosen photograph. Use the Key Vocabulary section to help you write this.
3	<b>Quotes</b>	Quotations from the chosen photographer that help explain their approach.

### Knowledge Group 3 Mind-Map

1	<b>Word Association</b>	The process developing initial ideas from a single starting point. This will be a word or phrase. You must include as many linking words or phrases that branch off from one another for this.
2	<b>Associated Imagery</b>	Include a selection of high quality secondary source images that reflect the words in the initial Mind-Map. This is to develop a visual element to your response.
3	<b>Initial Ideas</b>	You must include some brief sentences that explain what next steps you could take with this project.
4	<b>Links to Artists</b>	Word association, images, and initial ideas must all clearly evidence sufficient contextual links to chosen artists.

### Knowledge Group 4 Location - Planning Sheet

1	<b>Planning sheet images</b>	A document including a range of high quality secondary source images of the locations you will visit to prepare you for the shoot.
2	<b>Planning sheet sketches</b>	Drawings that indicate your intentions and a plan for chosen approaches when on location for the shoot. This is to evidence planning and knowledge of relevant techniques.
3	<b>Planning sheet Annotations</b>	Written notes that explain the detail in the sketches and that evidence intentions clearly.

### Key Vocabulary

1	<b>Composition</b>	The layout and arrangement of a visual piece of work. Good composition takes into account all visible elements.
2	<b>Analysis</b>	Written work that records a detailed examination of the elements or structure of something.
3	<b>Leading Lines</b>	Lines in an image that direct the eye of the viewer through the composition to the focal point.
4	<b>Focal Point</b>	The main focus, or centre of an image. The section that the photographer wants to bring to the attention of the viewer.
5	<b>Contrast</b>	Where two visual elements have striking difference or character. For example light and dark, smooth and textured, detail and plain. Often used to create impact.
6	<b>Cropping</b>	To trim an image to a new size of shape discarding the old pieces.
7	<b>Duplicating</b>	Making a copy of a section or sections to create a repetitive pattern or mirror image.
8	<b>Flip</b>	To reverse a duplicate so that it shows an exact mirror image.
9	<b>Saturation</b>	How much colour is visible in an image. High saturation makes the colour more intense. Low saturation makes the image black and white.
10	<b>Abstract</b>	When an image no longer clearly resembles the object from which it was photographed.
11	<b>Architecture/ Architectural</b>	Relating to the design and construction of buildings and the built environment.
12	<b>Modern</b>	Relating to art and design, work that shows technological innovation and a departure from classical form.

Beliefs about God		
1	What is the nature of God?	God is omnipotent, loving and just. God's attributes enables Him to be one God, with all of the possible good qualities.
2	What conflicts arise?	How can God be loving and powerful when evil exists? This is the Problem of Evil Can God be transcendent and immanent at the same time? Can God be just and loving?
3	Beliefs about creation ?	Genesis tells that God made a perfect world in 7 days. God saw "what he had made and it was good."
4	Was Jesus there?	Jesus was at creation as 'the Word.' ("In the beginning was the Word, and the Word was with God...").
5	Different interpretations?	Liberal Christians read the bible symbolically, fundamentalists read it literally. E.g. number 7 symbolises perfection.

The Afterlife		
1	What is judgement?	God judges people based on their actions at death. The parable of the Sheep and Goats show that putting faith into action is important.
2	What is life after death?	Heaven is eternal reward with God; Hell is eternal punishment.
3	What did Jesus show?	Resurrection could mean we get a spiritual body in heaven and Jesus showed that death.
4	Why is it important?	Good actions and faith are rewarded by God. God's justice means everyone will receive the afterlife that is best for them

Jesus Christ		
1	Chronology of Jesus' life	Incarnation, crucifixion, resurrection, ascension
2	What is the symbolism of crucifixion?	Jesus atoned for humanity's sin and made it possible that we could be forgiven for our original sin.
3	Symbolism of resurrection?	Jesus overcame death, fulfilled prophecy, proved his part in the Trinity, and performed a miracle beyond all miracles.
4	Symbolism of ascension?	Jesus told disciples to evangelise and keep faith despite not having Jesus. Some Xns believe that Jesus will return at the end of the world to bring justice.
5	Blasphemy?	Jesus was put on the cross by the Jews, for making the blasphemous claim that he was the son of God.

Salvation		
1	What is salvation?	Salvation is God's gift to humanity and is being saved from our sinful selves.
2	How can we be saved?	Salvation can come through three forms: grace (God's endless and unconditional love), faith (our commitment) and good works (putting faith into action). Xns disagree as to which is most important for salvation.
3	How does Jesus affect salvation?	Jesus's crucifixion took the penalty of original sin. This means that whilst we are still sinful, there is a possibility that God could forgive us for them, rather than give us punishment we deserve, ie death.
4	What is sin and original sin?	Sin is going against God's will and rules. Original sin was caused by Adam's disobedience. Everyone inherits original sin from Adam.

Key Word	Definition
Ascension	Going or being taken up; the event forty days after the resurrection when Jesus returned to glory in heaven.
Atonement	Making amends or payment for a wrong. The belief that reconciliation between God and humanity that was brought about by the death of Jesus as a sacrifice
Bible	Source of wisdom and authority; a holy book containing both the Old and New Testaments
Christ	Literally means 'Anointed One' in Greek; the Hebrew equivalent is Messiah. The leader promised by God to the Jews; Christians believe Jesus to be the Christ
Creation	Bringing the world into existence; the belief that the world is God's loving creation
Crucifixion	The death of Jesus; a form of the death penalty used by the Romans
Evangelism	Preaching the gospel (the good news about God) to convert people to the Christian faith
Evil	The opposite of good; a cause of suffering and against the will of God
The Father	The first Person of the Trinity, the belief in God as creator and sustainer of the universe.
Grace	The unconditional and generous love that God shows to people who do not deserve it.
Heaven	Belief that after death Christians can enter a state of being with God for eternity.
Hell	Belief in a place of eternal suffering, or a state after death of being in separation from God.
Holy Spirit	The third Person of the Trinity; believed to be present with believers since Pentecost and active on earth.
Incarnation	Literally 'in flesh', or 'enfleshed'; belief that God took on human form in the person of Jesus.
Jesus	Believed by Christians to be the Son of God, he was a first century Jewish teacher living and travelling in Palestine/Israel.
Judgement	The belief that God will decide whether each person should receive eternal life or eternal punishment based on their earthly life.
Just	Fair or equal treatment, a state of justice. Belief about the nature of God as treating all people justly.
Omnipotent	Belief that God is 'all powerful'
Omniscient	Belief that God is 'all-knowing'
Oneness	The belief that God is one singular divine being (who can be manifest in the Three Persons of the Trinity).
Original sin	Belief human nature is flawed, and that we all have the tendency to sin; traditional belief held by some Christians that this came from Adam & Eve's eating of the forbidden fruit as recorded in Genesis 3.
Reconciliation	Making up and rebuilding relationships between two groups/sides after disagreement.
Resurrection	<ul style="list-style-type: none"> <li>- Being raised from the dead; the event three days after the crucifixion when it is believed that God raised Jesus from the dead.</li> <li>- The form that many Christians believe the afterlife will take, referring to either physical or spiritual bodies.</li> </ul>
Salvation	Being saved; belief that through God's grace, Jesus' death and resurrection brought about salvation for humanity. Saving of the soul and being able to enter eternal life in heaven.
Sin	Behaviour which is against God's laws and wishes/against Christian principles of morality.
Son of God	A title used for Jesus; the second Person of the Trinity. Shows the special relationship between Jesus and God.
Trinity	The belief that God as One includes God also being manifest in three Persons: the Father, Son and Holy Spirit.
The Word	In the Bible, John 1 describes God creating the world through his eternal Word. This links the eternal Word to Jesus in the statement: "The Word was made flesh and dwelt among us" (John 1:14).



Students should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. They include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, and non-religious beliefs such as atheism and humanism.

**Knowledge Group 1 Research**

1	Title	
2	Composition	
3	Margins & Borders	
4	Images	
5	Font/ Typography	

**Knowledge Group 2 Artist Analysis**

1	Personal Opinion	
2	Techniques Section	
3	Quotes	

**Knowledge Group 3 Mind-Map**

1	Word Association	
2	Associated Imagery	
3	Initial Ideas	
4	Links to Artists	

**Knowledge Group 4 Location - Planning Sheet**

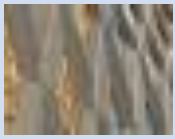
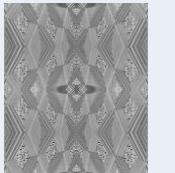

1	Planning sheet images	
2	Planning sheet sketches	
3	Planning sheet Annotations	

**Key Vocabulary**





1	Composition	
2	Analysis	
3	Leading Lines	
4	Focal Point	
5	Contrast	
6	Cropping	
7	Duplicating	
8	Flip	
9	Saturation	
10	Abstract	
11	Architecture/ Architectural	
12	Modern	

Beliefs about God			Jesus Christ			Key Word	Definition
1	What is the nature of God?		1	Chronology of Jesus' life		Ascension	
2	What conflicts arise?		2	What is the symbolism of crucifixion?		Atonement	
3	Beliefs about creation?		3	Symbolism of resurrection?		Bible	
4	Was Jesus there?		4	Symbolism of ascension?		Christ	
5	Different interpretations?		5	Blasphemy?		Creation	
The Afterlife			Salvation			Crucifixion	
1	What is judgement?		1	What is salvation?		Evangelism	
2	What is life after death?		2	How can we be saved?		Evil	
3	What did Jesus show?		3	How does Jesus affect salvation?		The Father	
4	Why is it important?		4	What is sin and original sin?		Grace	
						Heaven	
						Hell	
						Holy Spirit	
						Incarnation	
						Jesus	
						Judgement	
						Just	
						Omnipotent	
						Omniscient	
						Oneness	
						Original sin	
						Reconciliation	
						Resurrection	
						Salvation	
						Sin	
						Son of God	
						Trinity	
						The Word	

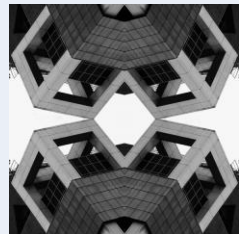
### 1. Process of creation

1		Use a primary photograph of a structure.
2		Abstract to create a pattern: Repeat Half drop Reflect Rotate
3		Transfer the image onto polyester fabric using the sublimation printer and the heat press.

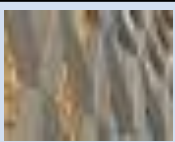
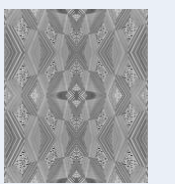

### 2. Technical knowledge

1	Repeat		A rigid motion of repeating a motif over and over along horizontal or vertical lines.
2	Half drop		A rigid motion where every other line of the motif is staggered.
3	Reflect		A rigid motion where the original motif is reflected across a line or axis.
4	Rotate		A motion where the original motif is rotated around a single point.





### 3. Key Vocabulary

1	<b>Pattern</b>	A repeating motif.
2	<b>Sublimation Printer</b>	A printer that prints images onto paper, the images can be transferred using heat onto fabric/wood or metal.
3	<b>Heat Press</b>	A piece of equipment that heats up and can be used to transfer images onto fabric/wood or metal.
4	Helder Santos	 A Portuguese graphic designer
5	<b>'Shift'</b>	A repeating pattern.
6	<b>Primary Image</b>	An image you have taken yourself. (This could be a primary photographs you have taken)
7	<b>High Resolution</b>	An image that is not distorted or pixelated.
8	<b>Distorted</b>	Something that is not clear to the eye.
9	<b>Pixelated</b>	An image that appears to have lots of small dots or sections.
10	<b>Contact Sheet</b>	35 photographs that are annotated to say which are good and why and which are not so good and why.

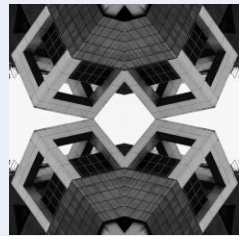
### 1. Process of creation

1		
2		
3		

### 2. Technical knowledge

1	Repeat		
2	Half drop		
3	Reflect		
4	Rotate		






### 3. Key Vocabulary

1	Pattern	
2	Sublimation Printer	
3	Heat Press	
4	Helder Santos	
5	'Shift'	
6	Primary Image	
7	High Resolution	
8	Distorted	
9	Pixelated	
10	Contact Sheet	








# Revise Like a Beckfooter

## Summary: How to flash cards

<b>1</b>  <b>Identify knowledge</b> <p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	<b>2</b>  <b>Colour coding</b> <p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	<b>3</b>  <b>Designing</b> <p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	<b>4</b>  <b>Using</b> <p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy &amp; re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	<b>5</b>  <b>Feedback</b> <p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>
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Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

## Summary: How to create a mind map

<b>1</b>  <b>Identify knowledge</b> <p>Select a topic you wish to revise. Have your class notes/knowledge organisers ready.</p>	<b>2</b>  <b>Identify sub topics</b> <p>Place the main topic in the centre of your page and identify sub topics that will branch off.</p>	<b>3</b>  <b>Branch off</b> <p>Branch of your sub topics with further detail.</p> <p>Try not to fill the page with too much writing.</p>	<b>4</b>  <b>Use images &amp; colour</b> <p>Use images and colour to help topics stick into your memory.</p>	<b>5</b>  <b>Put it somewhere visible</b> <p>Place completed mind maps in places where you can see them frequently.</p>
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Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

## Summary: Self Quizzing

<b>1</b>  <b>Identify knowledge</b> <p>Identify knowledge/content you wish to cover.</p>	<b>2</b>  <b>Review and create</b> <p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (If your teacher has not provided you with questions)</p>	<b>3</b>  <b>Cover and answer</b> <p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	<b>4</b>  <b>Self mark &amp; reflect</b> <p>Go back to the content and self mark your answers in <b>green</b> pen.</p>	<b>5</b>  <b>Next time</b> <p>Revisit the areas where there were gaps in knowledge, and include these same questions next time.</p>
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Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.  
Practice makes perfect!

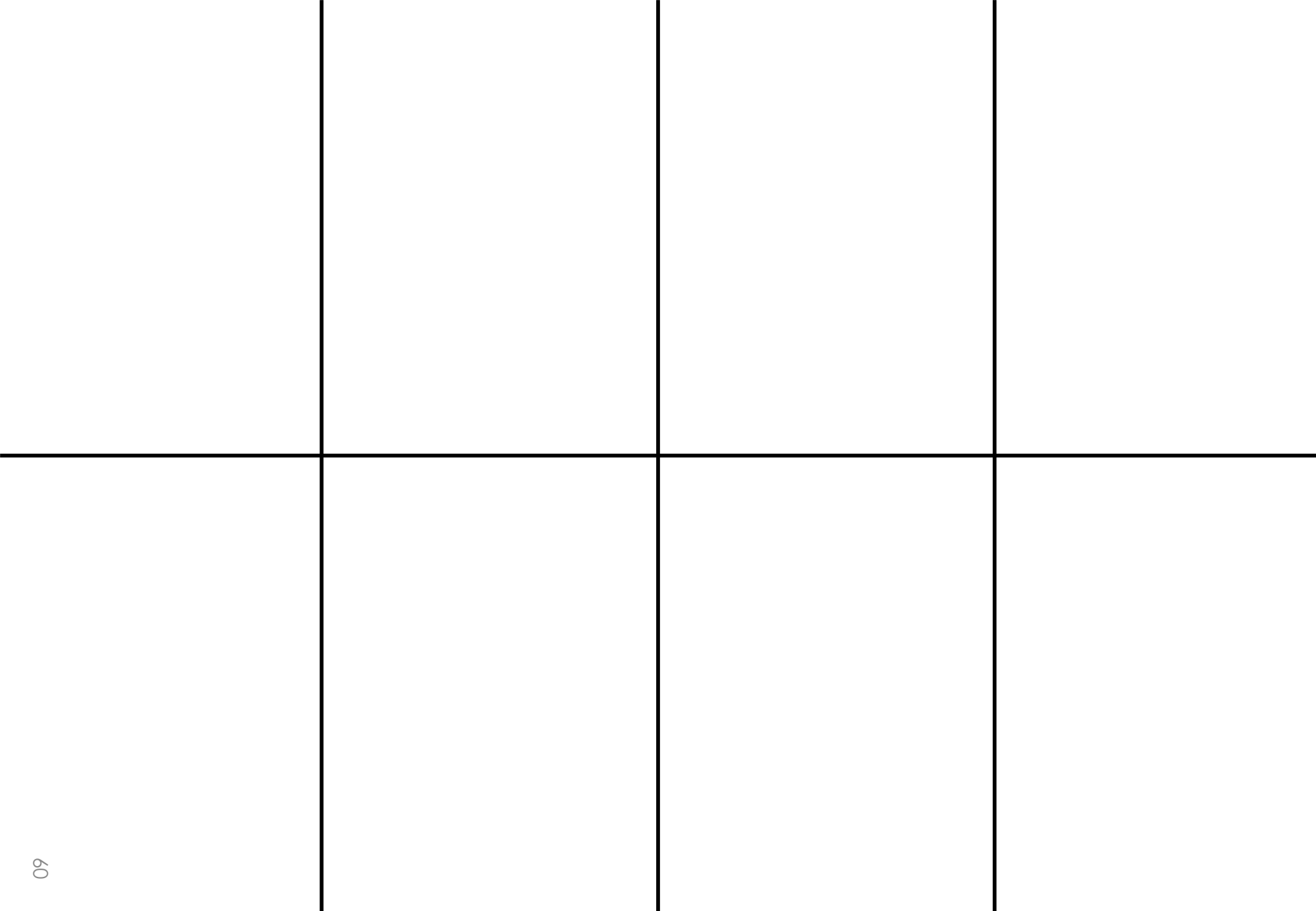
## Summary: Brain dumps

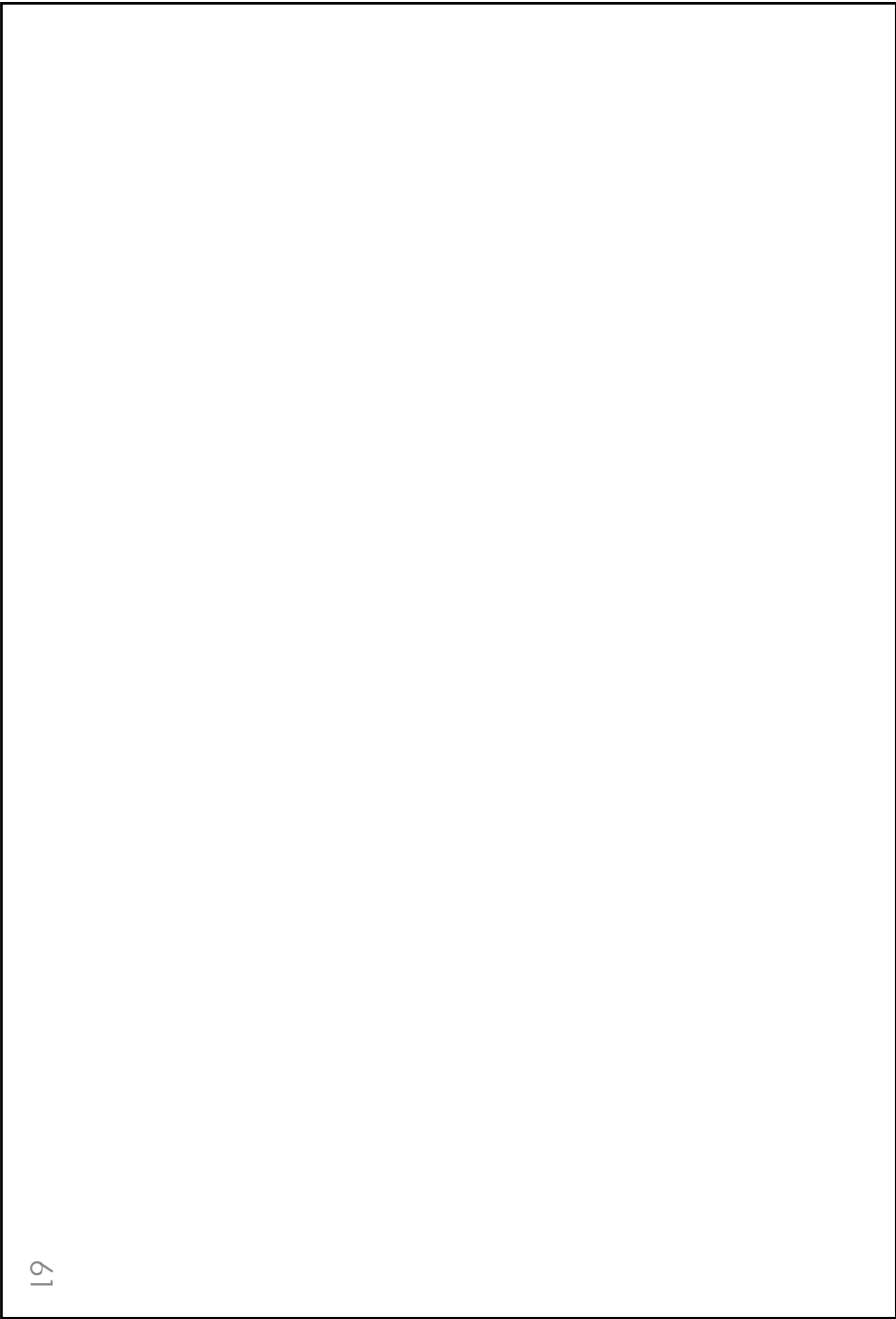
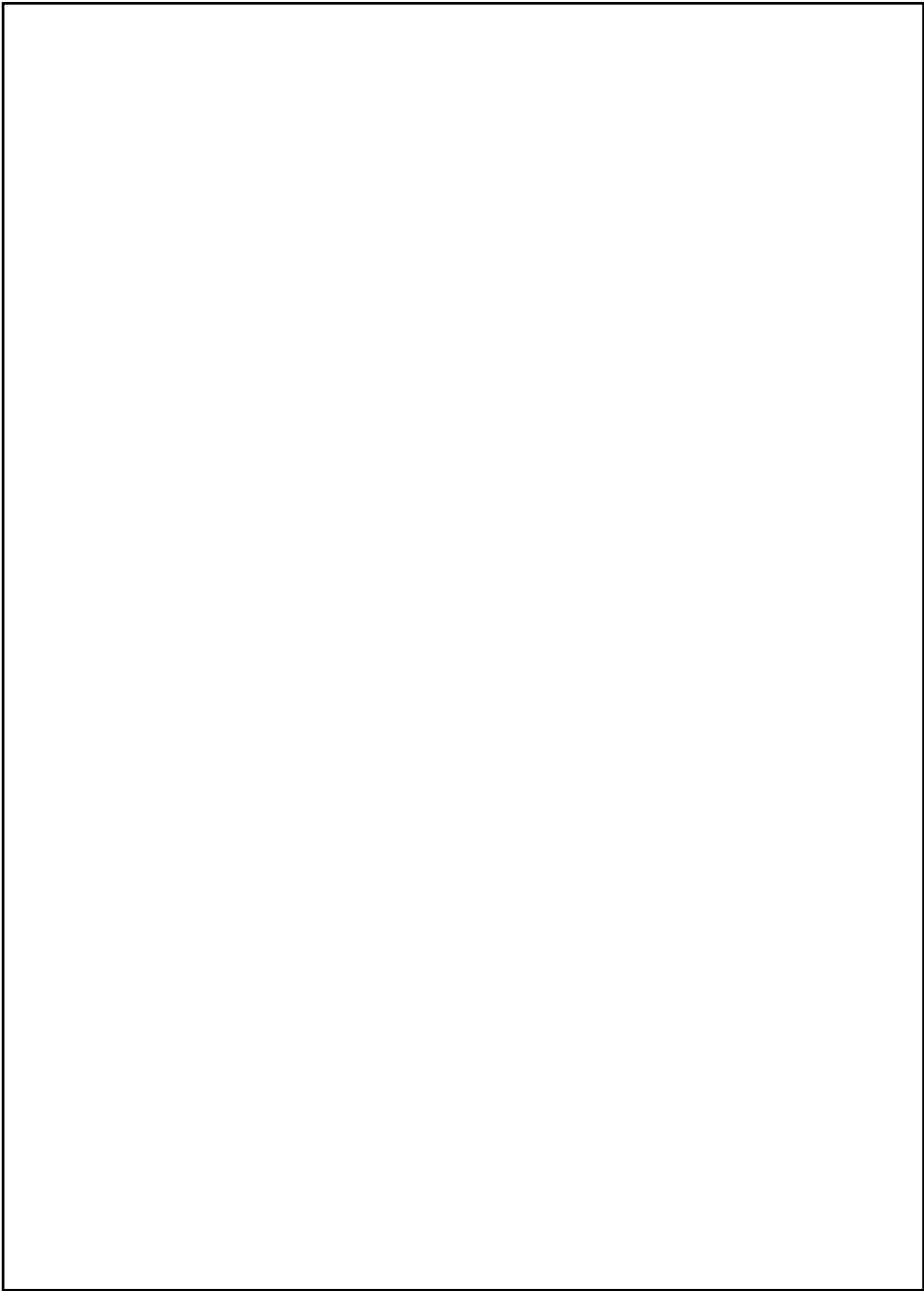
<b>1</b>  <b>Identify knowledge</b> <p>Identify the knowledge/topic area you want to cover.</p>	<b>2</b>  <b>Write it down</b> <p>Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)</p> <p>Give yourself a timed limit (e.g. 10 minutes)</p>	<b>3</b>  <b>Organise information</b> <p>Once complete and you cannot remember any more use different colours to highlight/underline words in groups.</p> <p>This categories/links information.</p>	<b>4</b>  <b>Check understanding</b> <p>Compare your brain dump to your K/O or book and check understanding.</p> <p>Add any key information you have missed (key words) in a different colour.</p>	<b>5</b>  <b>Store and compare</b> <p>Keep your brain dump safe and revisit it.</p> <p>Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.</p>
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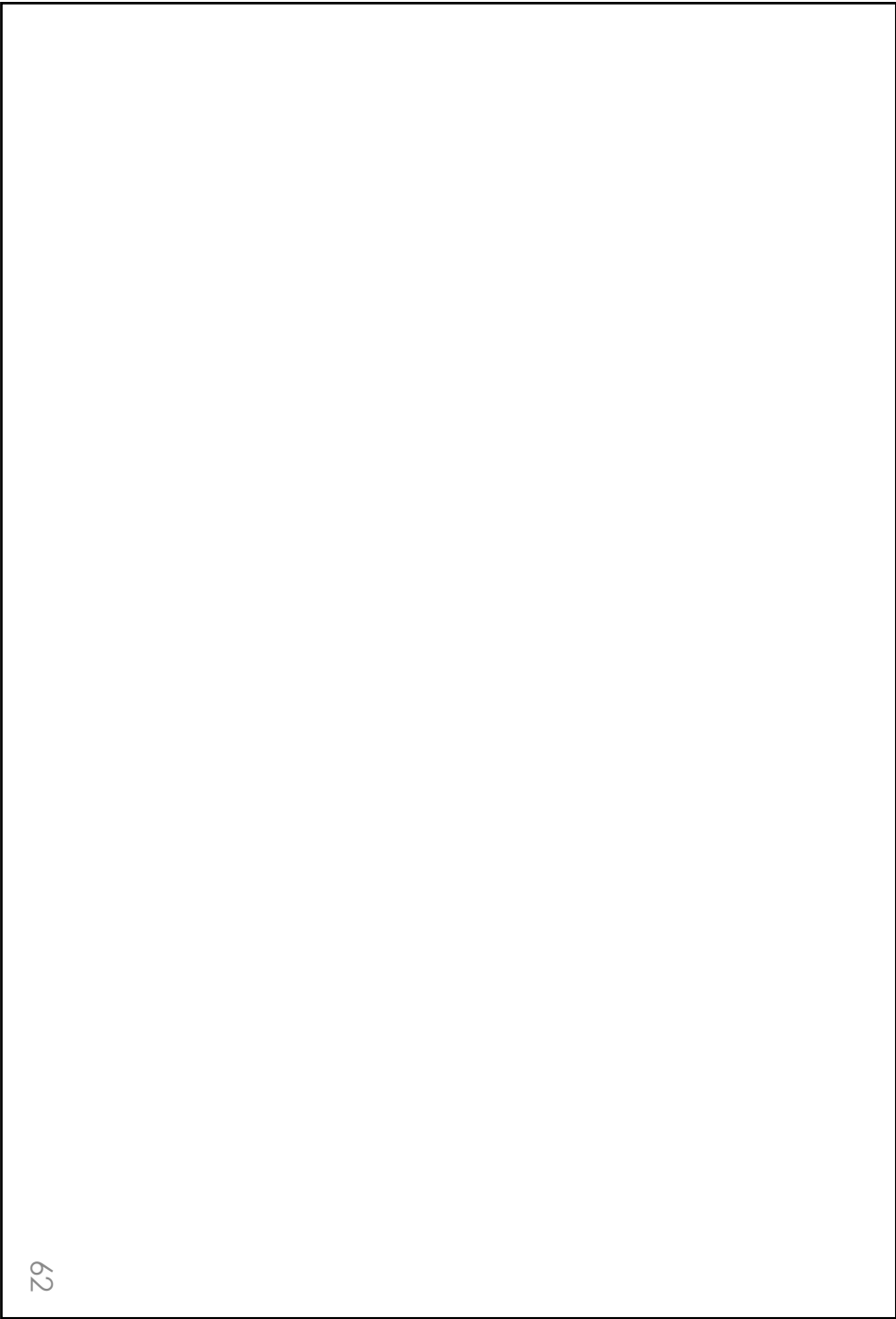
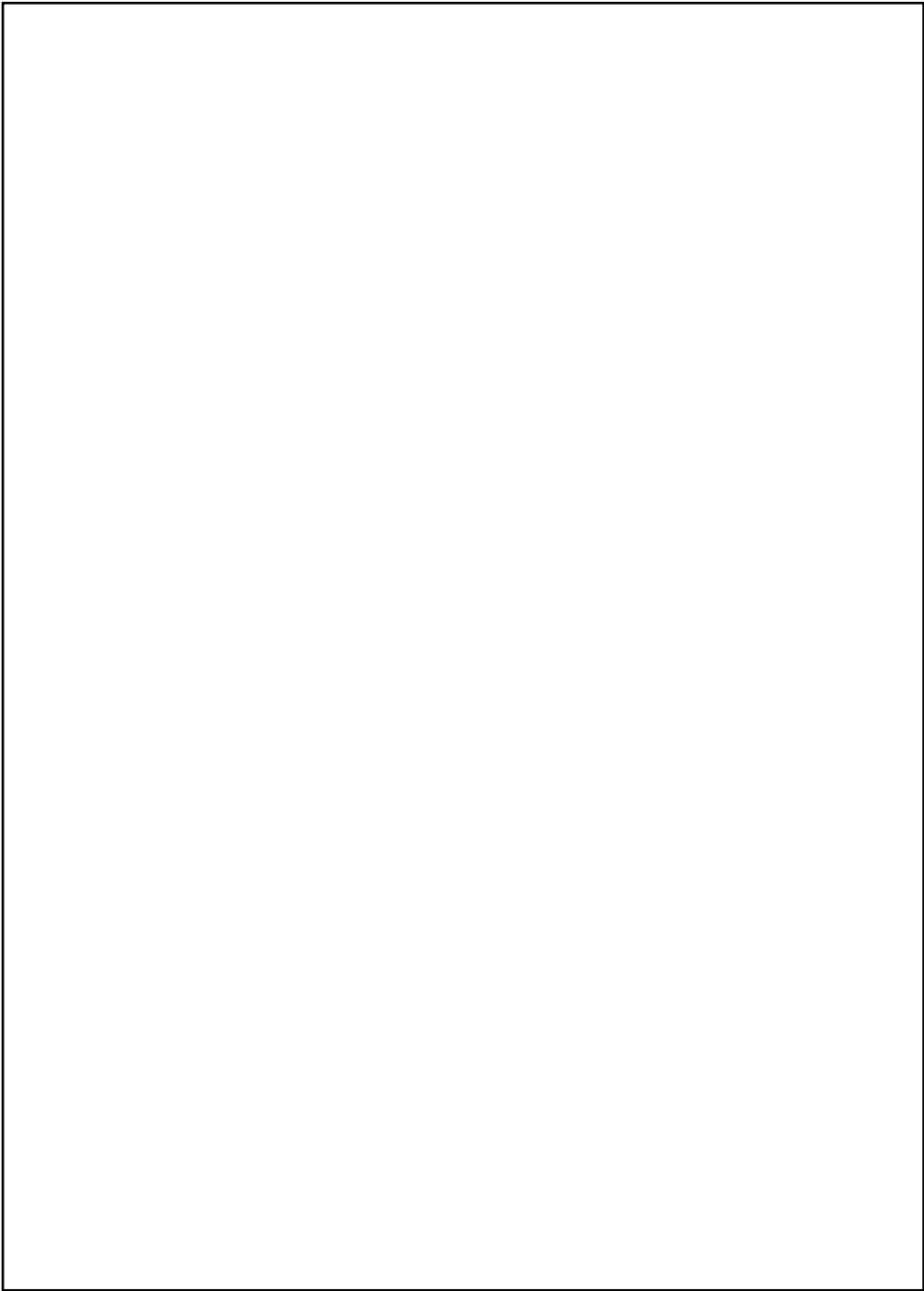
Brain dumps are a way of getting information out of your brain.

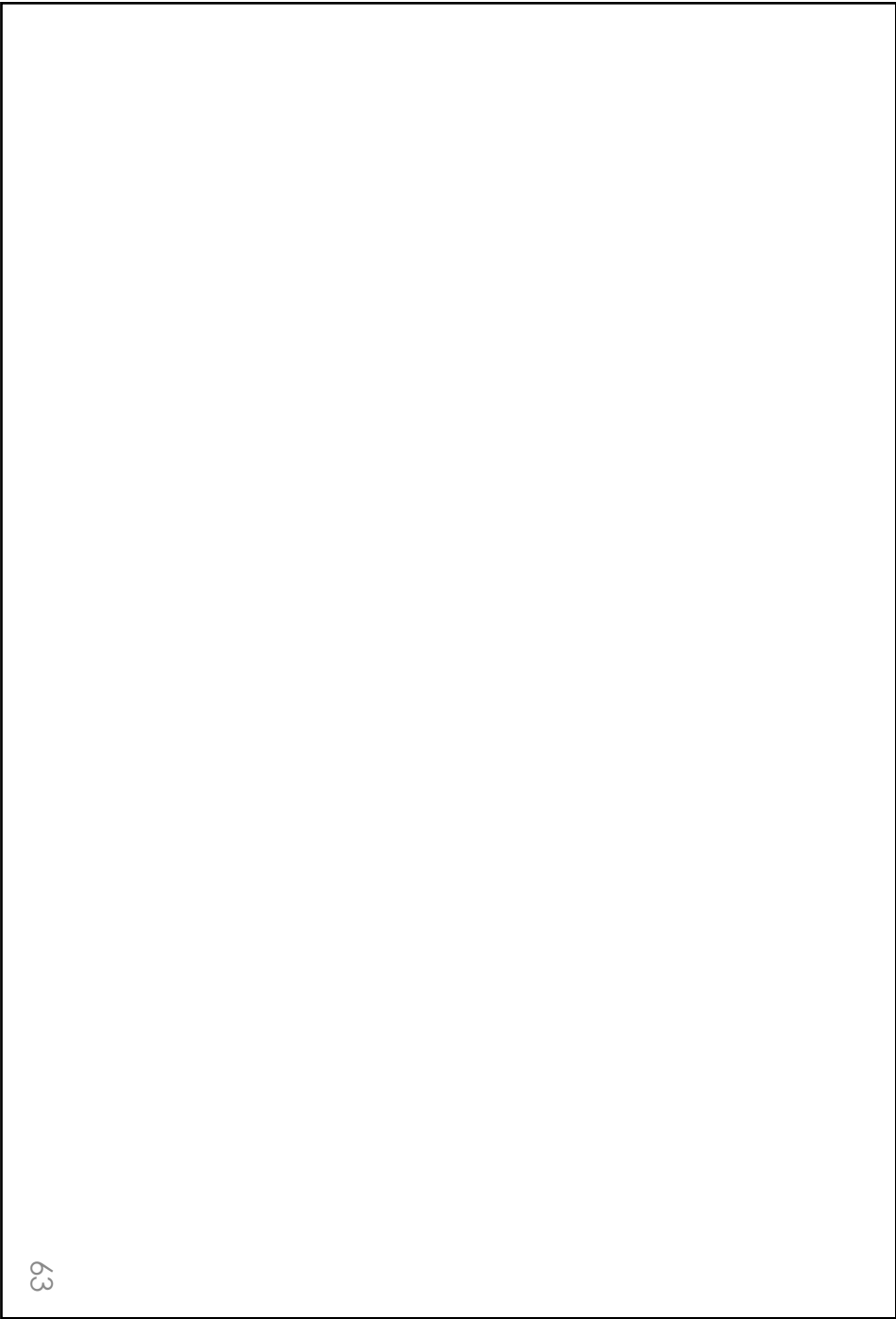
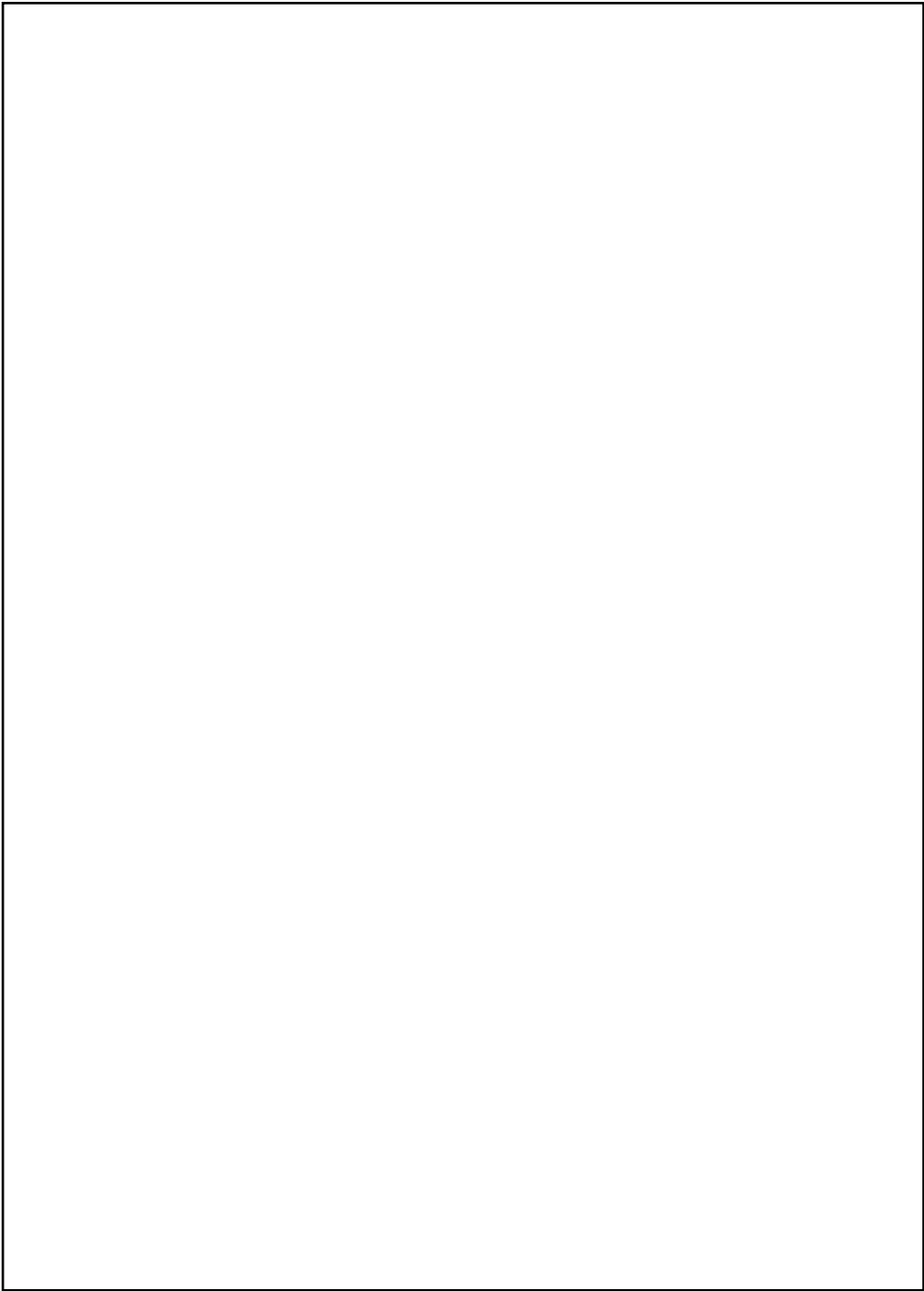












# Revise Like a Beckfooter Rewards

Great independent learning and revision are vitally important for your academic success. We have high expectations for everyone because we whole-heartedly believe that you deserve to have the best chances in life.

Our **minimum** expectations of KS4 students for their independent learning are as follows:

- **5 revision tasks** per week using the specified revise like a Beckfooter strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

If you do not meet our minimum expectations, this will be logged on Class Charts in the same way as a missed homework.

We also recognise that often, students will want to do even more than this, and we want to support and celebrate that achievement with you. The more independent learning/revision you do, the more Class Charts points you will receive

The following rewards are available for those students who commit to their independent learning/revision and go above and beyond expectations:



1 – 2

additional tasks

3 – 4

additional tasks

5

additional tasks

10 points

20 points

50 points