Huish Episcopi Academy
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Part of United Learning

Knowledge Organisers

Year 10

Spring Term A

Name:
Tutor Group:

Respect · Ambition · Resilience

Year 10 English Literature AN INSPECTOR CALLS

1. Context

Playwright: John Boynton Priestley (1894-1984)
Dates: Written in **1945** but set in **1912**
First performed: In Moscow, Russia, in 1945
Era: Edwardian
Genre: Drama
Set: Fictional town Brumley 'an industrial city in the north Midlands' in **1912**
Structure: Three Act Play

Biography of Priestley
- Born in Yorkshire in 1894.
- Fought in the first world war and became politicised by the suffering of it
- Became concerned with the effects of social inequality in Britain in 1930s
- Set up a new political party in 1942, The Commonwealth Party. It merged with the labour Party and was integral in developing the welfare state

Pre and Post War –
- People were complacent and didn't expect WWI to happen
- There were strong distinctions between upper and lower classes
- Society was deeply patriarchal.
- After WWII ended in 1945, class distinctions had been greatly reduced
- Women had earned a more valued place in society
- After 1945 there was a desire for more sweeping social change.

Socialism –
- Socialism wants social ownership, democratic control and high levels of equality.
- Socialism wants to ensure that inequalities in wealth and social status are erased from society.
- After the two World Wars British society was far more open to socialist ideas.
- In *An Inspector Calls*, the Inspector has socialist attitudes.

- **Social and Moral Responsibility –** Attitudes towards social and moral responsibility changed rapidly in the time between 1912 and 1945
- In 1912 the general attitude of the wealthy was to look after one's own
- Labour party won a landslide election after WWII reflecting a wave of enthusiasm for widespread social responsibility

The Titanic –
- RMS Titanic was a British passenger liner that sank in the North Atlantic ocean, killing around 1500.
- The Titanic was designed to be luxurious and full of comfort
- Due to its enormous size and quality was labeled 'unsinkable'.
- It can serve as a metaphor for the hubris and arrogance of man.

FORM – The play fits into three possible forms:

Well-Made Play
- A popular type of drama from the 19th century
- The events build to a climax
- Primarily concerned with events that happened before the play
- Plot is intricate and complex

Morality Play
- Most popular during 15th and 16th centuries
- They taught the audience lessons that focused on the seven deadly sins
- Characters who committed those sins were punished

Crime Thriller
- A gripping tale based around a crime
- The audience receives clues and must guess what has happened before the end
- All is revealed by the climax

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2. Key Characters

Inspector Goole: An enigmatic (mysterious) figure who serves as Priestley's mouthpiece and advocates social justice. He serves as the Birling's conscience and exposes their sins.

Mr Arthur Birling: A capitalist and business owner who opposes social change and greater equality. He is a self-made man and lacks the refined manners of the upper classes. Made a fool by Priestley to highlight the arrogance and absurdity of his views.

Mrs Sybil Birling: Her husband's social superior, Mrs Birling is involved in charity work but contradictorily believes in personal responsibility and looking after one's-self. Fails to understand her own children.

Sheila Birling: Young and initially enthusiastic, Sheila grows and changes throughout the play, embracing the views of the Inspector and challenging the social indifference of her parents. She becomes wiser and more cautious in her relationship with Gerald.

Eric Birling: In his early twenties, he drinks too much and forces himself upon Eva Smith. Whilst she is pregnant with his child, he steals from his father to attempt to support her. Grows and changes, realises his own wrongs along with everyone else's. Critical of parents.

Gerald Croft: A businessman engaged to Sheila, Gerald a relationship with Daisy Renton (Eva Smith). Even though he sits between he two generations he is politically closest to Birling and fails to embrace the Inspector's message, instead seeking to prove he wasn't real.

Eva Smith: Doesn't appear in the play, but her suffering and abuse represents that of all the working classes. She also calls herself both Daisy Renton and Mrs Birling. The older characters begin to question whether she really is one person.

3. Central Themes

Social Responsibility	• Priestley promotes a socialist message of collective responsibility. • The Inspector conveys this ideology and the younger generation also come to embrace it. • The suffering of Eva Smith highlights the powerlessness of the working classes
Age and the Generational Divide	• Priestley presents a view that there is hope for change • Both Sheila and Eric change, maturing and becoming more empathetic • They also become vocal critics of their parents' indifference to Eva's suffering.
Class and Power	• Priestley presents business owners as arrogant and lacking in empathy. • He demonstrates Edwardian society's preoccupation with wealth and status
Gender	• Women played a pivotal role in World War 2 and were empowered by the freedom work provided them. • We see Sheila's growing independence vs her mother. • The play highlights the vulnerability of women and outdated stereotyping of them.

4. Key Vocabulary

Capitalist	Believing in private wealth and business aimed at making profit for business owners. Independent and self-reliant.
Socialist	Believing in shared ownership, collective responsibility for one another and social equality for all.
Ideology	A political viewpoint or set of beliefs, for example socialism.
Responsibility	Being accountable or to blame for something, or having a duty to deal with something.
Hierarchy	A ranking of status or power e.g. the strict class hierarchy of Edwardian England.
Patriarchy	A society in which power lies with men.
Prejudice	An opposition to or opinion about something/someone based upon what they are e.g. working class, female etc.
Morality	The belief that some behaviour is right and some is wrong.
Proletariat	The working class.
Bourgeoisie	The capitalist class in possession of the means of acquiring wealth.
Aristocracy	The highest class in society and often holding titles passed from father to son, for example Lord and Lady Croft.
Façade	A false front or surface-level illusion, for example the façade of family happiness in the opening scene of the play.
Catalyst	Someone or something that speeds up or triggers an event.
Antithesis	When something is the opposite of something else.

5. Key Terminology, Symbols and Devices

Dramatic Irony	When the audience is aware of something that a character is not aware of, for example Birling believing war won't happen.
Plot Twist	When a story suddenly departs from its expected path and something very unexpected happens. The final phone call.
Cliffhanger	Each act ends on a particularly dramatic, revealing moment that creates a sense of tension and anticipation.
Stage Directions	When the playwright instructs actors/director to perform in a particular way. Priestley's are unusually detailed.
Entrances/Exits	Characters frequently leave or enter the stage at dramatic moments. Some characters miss important events.
Lighting	Priestley uses stage directions to indicate how the stage should be lit. Changes to 'brighter and harder' for Inspector.
Props	Physical objects used in the play. The photograph plays a key role in identifying Eva. The doorbell interrupts Birling.
Contrast and Juxtaposition	Deliberately placing two very different things along side one another to draw comparisons e.g. Birling and the Inspector.

Probability and Statistics - Foundation

Averages

Mode: most common piece of data

Mean: Sum of the datotal frequency

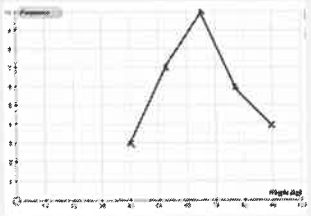
Median: order the data and find the middle value

Range: Highest value – lowest value

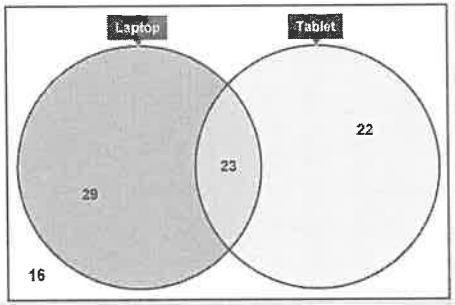
Frequency Polygons

1. Plot frequency at the mid-point
2. Join with straight lines

Weight w (kg)	Frequency
$30 \leq w < 50$	3
$50 \leq w < 55$	7
$55 \leq w < 75$	10
$75 \leq w < 80$	6
$80 \leq w < 100$	4



Venn Diagrams



Information given:
90 pupils were surveyed
52 said they owned a laptop.
45 said they owned a tablet.
23 said they owned both.

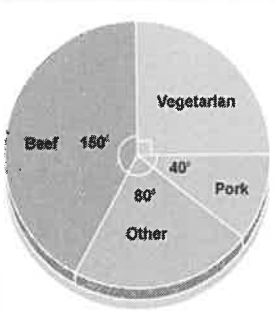
Probability Definitions

Total probability: adds to 1

Relative frequency: $frequency \div total\ trials$

Independent events: one event doesn't impact the other

Reading and Drawing Pie Charts



Find the fraction of the total

1000 people were surveyed

Beef: $\frac{150}{360} \times 1000$

Vegetarian: $\frac{90}{360} \times 1000$

Hair colour	People
Blonde	8
Brown	12
Red	3
Grey	2
Black	6

Find the fraction of the full circle.

Size of Blonde sector: $\frac{8}{31} \times 360°$

Expected outcomes

Expected outcome = probability x number of trials

E.g. A biased spinner is spun 800 times. The probabilities is lands on each colour is below. The probability of it landing on red is the same as the probability of it landing on green. How many times would you expect yellow to come up.

Result	Red	Green	Brown	Yellow
Probability		0.48	0.2	

P(Y) = (1 – 0.48 – 0.2) ÷ 2 = 0.32 ÷ 2 = 0.16

Expected yellow = 0.16 x 800 = 128

Averages from a frequency table

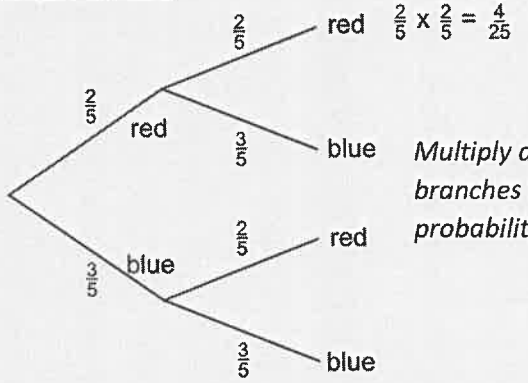
Mean: $\frac{\sum fw}{\sum f}$; where, w is the midpoint of the group.

Median group: find which group the $\frac{n+1}{2}th$, value lies. Where, n is the total frequency.

E.G. in this table 51.5th value which lies in group $8 < w \leq 12$ (using the cumulative frequency

Weight of box (w kg)	Frequency
$0 < w \leq 4$	11
$4 < w \leq 8$	16
$8 < w \leq 12$	29
$12 < w \leq 16$	26
$16 < w \leq 20$	20

Tree diagrams



Multiply along the branches to find each probability.

1. Probability that a red counter is picked both times $P(RR) = \frac{2}{5} \times \frac{2}{5} = \frac{4}{25}$
2. Probability that the counters are different colours = $P(RB) + P(BR) = \frac{2}{5} \times \frac{3}{5} + \frac{3}{5} \times \frac{2}{5} = \frac{12}{25}$

Probability and Statistics - Higher

Frequency Polygons

1. Plot frequency at the mid-point
2. Join with straight lines

Weight w (kg)	Frequency
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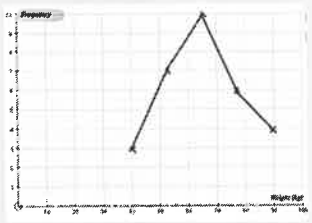
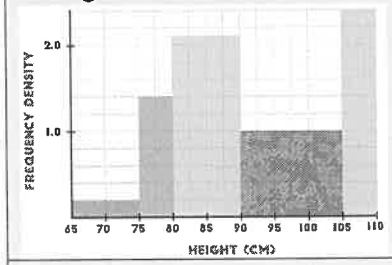


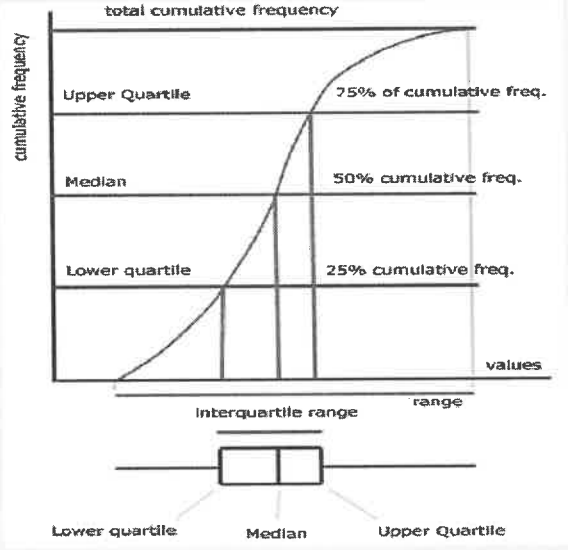
Histograms



FD = Frequency density

$$FD = \frac{Frequency}{Class\ Width}$$

Cumulative Frequency Diagrams and Box Plots



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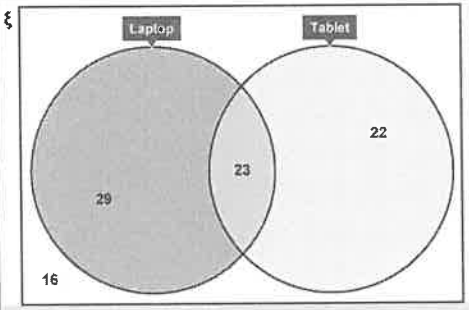

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Notation

A – all elements **in A**
A' – all elements **not in A**
B – all elements **in B**
B' – all elements **not in B**
A ∪ B – all the elements **in A or B or both**
A ∩ B – all the elements **in both A and B**

Expected outcomes

Relative frequency: $frequency \div total\ trials$

Expected outcome = probability x number of trials

E.g. A biased spinner is spun 800 times. The probabilities is lands on each colour is below. The probability of it landing on red is the same as the probability of it landing on green. How many times would you expect yellow to come up.

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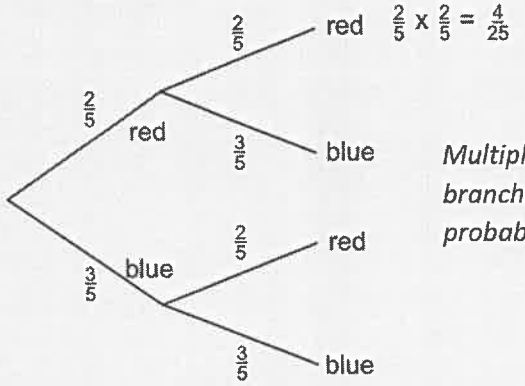

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Huish Episcopi Academy Year 10 Biology Knowledge Organiser Infection and Response (B3)

Infection (Communicable disease and Pathogens)		
1	Communicable	A disease spread from person to person caused by a pathogen
2	Pathogen	Micro-organism that causes disease. The four types of pathogen are bacteria, virus, fungus and protist
3	Bacteria	Causes disease by reproducing rapidly inside the body, and releasing toxins which damage tissues and make us feel ill
4	Virus	Causes disease by living and reproducing inside cells, causing cell damage
5	Vector	An organism which carries something e.g. a disease but isn't affected by it such as a mosquito

Response (Medicines and immunity)		
1	Efficacy	Whether the drug works
2	Dose	How much of the drug to use
3	Toxicity	If the drug has harmful side effects
4	Placebo	A fake drug
5	Double blind trial	Neither the doctor nor the patient know if they have the placebo or the real drug, to avoid bias
6	Vaccines	Dead or weakened form of a pathogen injected into the body
7	Antigen	Protein on the surface of a pathogen which the body recognises as a foreign body
8	Antibody	Protein produced by white blood cells which binds to the antigens on pathogen and helps them be destroyed
9	Antibiotic	Drug which cures bacterial disease by killing pathogenic bacteria

Viral Diseases (Human)				
Disease	Pathogen	Symptoms	Transmission	Method of reducing transmission
Measles	Virus	Fever, red skin rash	Inhalation of infected droplets from sneezes and coughs	Vaccination
HIV	Virus	Flu-like symptoms. Develops into AIDS over time which damages the body's immune system.	Sexual contact & sharing needles	Condoms, do not share needles

Bacterial Diseases (Human)				
Disease	Pathogen	Symptoms	Transmission	Method of reducing transmission
Salmonella	Bacteria	Fever, vomiting, diarrhoea	Undercooked food, unhygienic food practices	Ensure food cooked thoroughly
Gonorrhoea	Bacteria	Thick yellow or green discharge from the penis or vagina,	Sexual contact	Treatment with antibiotics, use of a barrier method of contraception e.g. condom

Protist Diseases (Human)				
Disease	Pathogen	Symptoms	Transmission	Method of reducing transmission
Malaria	Protist	Recurrent episodes of fever	Mosquito (vector)	Preventing mosquitoes breeding: mosquito nets and insect repellent

Plant Diseases				
Disease	Pathogen	Symptoms	Transmission	Method of reducing transmission
Tobacco mosaic virus (TMV) - plant only	Virus	Distinctive mosaic pattern of discolouration on leaves	Spread using infected tools on healthy plants (direct contact)	Removing infected areas of the plant, sterilising gardening tools
Rose black spot—plant only	Fungus	Purple or black spots on leaves.	Air, water or direct contact	Use of fungicides and/or removing and destroying the affected leaves

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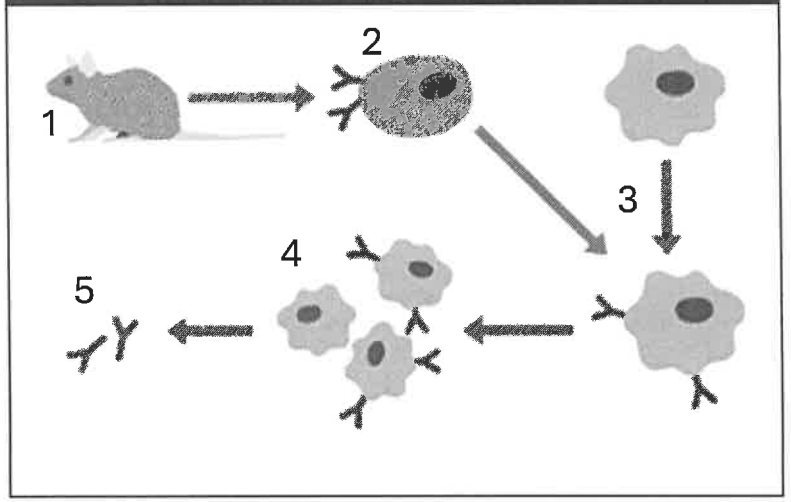
Huish Episcopi Academy Year 10 Biology Knowledge Organiser Infection and Response (B3) (Triple Only)

Culturing Microorganisms (Required Practical)		
1	Binary Fission	The process in which bacteria reproduce to form clones
2	Calculating bacterial numbers	Number of bacteria = $2^{\text{number of divisions}}$
3	Aseptic technique	Sterile techniques used to prevent contamination when culturing bacteria
4	Zone of inhibition	The area around an antiseptic or antibiotic where the growth of bacteria has been prevented (inhibited)

Plant Defences		
Feature	**Organism protected against**	**How it works**
Cellulose cell walls and Waxy cuticles	Pathogens	Act as physical barrier to prevent pathogens entering
Layers of dead cells / bark	Pathogen	physical barrier to prevent pathogens entering
Antibacterial chemicals	Bacteria	Kill bacteria that come into contact with it so can't infect the plant
Poisons	Herbivores	Stop plants being eaten
Thorns	Animals	Hurts animals that touch them – stops plant being touched/eaten
Leaves that droop when touched	insects	Move away from things or knock insects off the leaf to stop leaf being eaten

Monoclonal Antibodies	
Step	Process
1	Antigen is introduced into a small mammal (mouse) to start the formation of antibodies
2	Lymphocytes that form the antibodies are collected from the mouse
3	Lymphocytes are fused with tumour cells to form a hybridoma
4	Hybridoma cells reproduce rapidly forming clones that all produce a specific antibody
5	The antibodies are harvested and purified for medicinal use

Monoclonal Antibodies (Diagram)



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Huish Episcopi Academy Year 10 CHEMISTRY Knowledge Organiser C4 CHEMICAL CHANGES

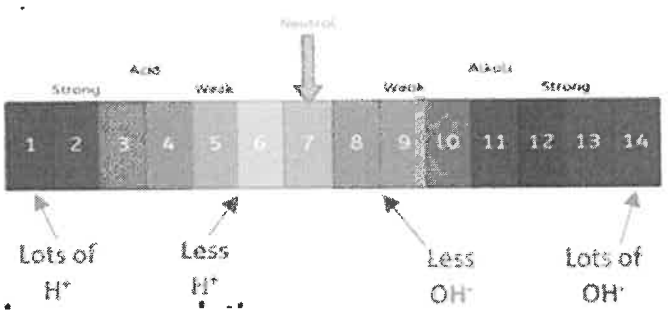
1. ACIDS AND ALKALIS

1	Acids	Contain H+ ions, have a pH < 7
2	Base	Any chemical capable of neutralising an acid
3	Alkalis	Contain OH- ions, have a pH > 7 (max 14)
4	Neutral	pH = 7
5	Neutralisation	Reaction between acid and alkali which produces a salt and water
6	Indicator	Changes colour in acids or alkalis. E.g. universal indicator
7	Crystallisation	Separation of salt from solution. Evaporate water partially to concentrate solution. Leave to cool to form crystals.
8	Strong/weak acid (HT only)	Hydrogen ions fully dissociate e.g. nitric, hydrochloric and sulphuric acids / hydrogen ions only partially dissociate e.g. ethanoic, citric and carbonic acids
9	Concentration (HT only)	Amount of solute dissolved in a given volume (dilute/concentrated). Measured in g/dm^3 or mol/dm^3

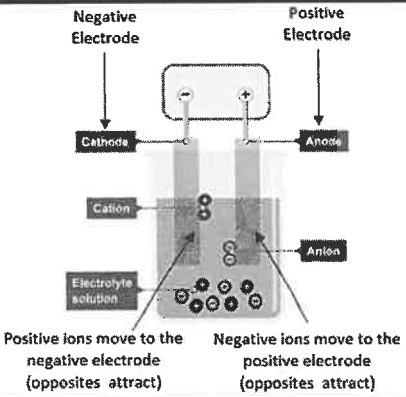
2. ELECTROLYSIS

1	Electrolysis	The breaking down of a substance using electricity. Used if element is more reactive than carbon
2	Electrolyte	The solution which is being broken down during electrolysis. Must be molten (melted) or aqueous to allow ions (charged particles) to move.
3	Aqueous	Dissolved in water (contains H^+ and OH^- ions)
4	Oxidation	The loss of electrons or gaining of oxygen
5	Reduction	The gain of electrons or the loss of oxygen
6	Anode	The positive electrode
7	Cathode	The negative electrode
8	Anion	Ion that goes to anode (- ion)
9	Redox	A reaction in which reduction and oxidation occur at the same time
10	Cryolite	Substance added to aluminium oxide before electrolysis to reduce the melting point

pH SCALE



ELECTROLYSIS CELL



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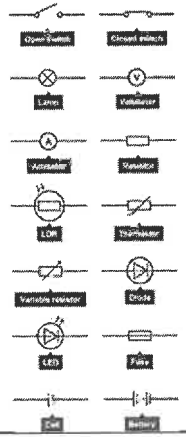
Huish Episcopi Academy Year 10 PHYSICS Knowledge Organiser Energy (P2)

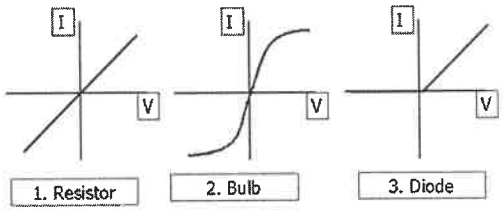
P2.1 Electrical charge and current

1	Electrical current	Flow of electrical charge. The size of the electrical current is the rate of flow of electrical charge.
2	Charge flow	Charge flow, current and time are linked by the equation: Q = I x t
3	Potential difference	For current to flow through a circuit there must be a source of potential difference.
4	Resistance	Resistance opposes the flow of electrical current
5	Current, resistance and potential difference	Current, potential difference and resistance can be calculated using the equation: V = I x R

UNIT P2.2 Circuit symbols and component characteristics



Current voltage characteristics for ohmic resistor, filament lamp and semiconductor diode



P2.3 Series and parallel circuits

1	Series circuits	• The current is the same in each component • Total potential difference of the power supply is shared between the components
2	Parallel circuits	• The potential difference across each component is the same • The total current through the whole circuit is the sum of the current through the separate components
3	Resistors in series	• The total resistance of the components is the sum of the individual resistances • $R_T = R_1 + R_2 + R_3$.....
4	Resistors in parallel	The total resistance of the components is less than the resistance of the smallest individual resistor

P2.4 Domestic uses and safety

1	Mains electricity	Alternating current with a frequency of 50Hz and a potential difference of 230V
2	Domestic appliances	• Most appliances connected using a three-core cable • Live wire – brown, Neutral wire – blue, Earth wire – green and yellow
3	Function of the three-core cable	• Live wire carries alternating potential difference • Neutral wire completes the circuit • Earth wire is for safety and stops the appliance becoming live

P2.4 Energy transfers		
1	Power	• Power is the rate of energy transfer • Power is measured in Watts • Electrical power can be calculated in two ways: • $P = V \times I$ • $P = I^2 \times R$
2	Energy transfer	The amount of energy transferred by an appliance depends on the power of the appliance and the time it is used for
3	Calculating energy transfer	• Energy is measured in Joules • $E = P \times t$

P2.5 The National Grid		
1	What is the National Grid	The National Grid is a system of cables and transformers linking power stations to customers
2	Why are transformers used?	• Step up transformers increase the potential difference for transmission across the National Grid • High voltages lead to low currents resulting in less energy loss in the overhead cables • Step down transformers reduce the voltage to safe levels before electricity is used by customers

P2.6 Quantities and units			
	Quantity	Symbol	Unit
1	Current	I	Amps (A)
2	Potential Difference	V	Volts (V)
3	Charge	Q	Coulomb (C)
4	Resistance	R	Ohms (Ω)
5	Power	P	Watts (W)
6	Energy	E	Joules (J)

Huish Episcopi Academy Year 10 RE Knowledge Organiser ISLAM – Beliefs and Teachings

Nature of God		
1	Tawhid	The oneness of God. Not divided into other beings. Not created. No children. Unique
2	99 Beautiful names	King, protector, light, eternal
3	Omnipotent	All-powerful and all knowing
4	Transcendent	Beyond and outside the universe. Existed before the universe.
5	Immanent	God is present everywhere. God is within all things. God is involved with life on earth.
6	Beneficent	All loving – all good. Generosity seen in his gift to humans of everything that they need.
7	Fair and Just	Treats everyone fairly and justly. Will judge everyone. Will reward or punish people.

Malaikah - Angels		
1	**Jibril**	**Revelation** –reveals **good news** (e.g. **Qur'an**) Has seen **beauty** of Paradise and **horror** of Hell **Cleansed** Muhammad's heart on Night Journey
2	**Mikail**	**'Nourisher'**- nourishes **plants** with rain Nourishes human **souls** by protecting us Keeps **Shaytan** (satan) out of **Paradise**
3	**Israfil**	Will blow **horn in Jerusalem** to start **Judgement Day** All humans will gather on **Mount Arafat**
4	**Raqib and Atid**	*' Noble recorders'* Record our deeds and niyyah (thoughts).

Risalah - Prophethood		
1	**Adam**	• Made from the ***"soil of many colours"*** • Built the first **Kaaba** • **Forgiven** by Allah for the first sin
2	**Ibrahim**	• Destroyed polytheist idols & rescued by Allah • Willing to **sacrifice** his son (**Ismail**) for Allah • **Rebuilt** the Kaaba- footprints are there
3	**Isa**	• **Not** God- just a man. • Performed **miracles-** spoke to Maryam (mother) at birth to say He is a "servant of God", breathed life into clay birds • Will return to defeat the "false messiah"
4	**Muhammad**	• Orphaned at a young age, married Khadija. • Spread Islam in a polytheistic Mecca. • Jibril revealed Qur'an to him over **23** years. • His sayings are recorded in the **Hadith**. • Known as the ***'seal of the prophets'***

Akhirah - Afterlife		
1	**BARZAKH**	Soul taken by **Azrail** to barzakh.
2	**3 QUESTIONS**	Two angels ask **3** questions- *who is your prophet/ god/your religion?* Determines barzakh **comfort**
3	**JUDGEMENT**	**Raqib and Atid** present us with our book, then read aloud and weighed.
4	**AS-SIRAT**	Bridge **over** Jahannam **into** Jannah- ***'thin as a hair /sharp as a sword'***
5	**JANNAH**	Garden as eternal reward ***'Rivers of milk and honey'*** **7** stages of Heaven **1st** stage= water (**Adam**) **7th** stage = divine light (**Abraham**)
6	**JAHANNAM**	Physical/mental torture "Garments of fire" 7 stages of torture- darkness Potentially just **temporary**

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Huish Episcopi Academy Year 10 History Knowledge Organiser – Medicine on the Western Front

Key Terms		
1	Chain of evacuation	The process of getting injured soldiers away from the front line to get medical attention
2	Regimental Aid Posts	200m away from the front where first aid was given
3	Dressing Station	Run by RAMC staff and called the Field Ambulance
4	Casualty Clearing Station	Place where critical injuries surgery happened
5	Base Hospital	Hospitals near the coast
6	Western Front	Fighting in France and Belgium
7	British Expeditionary Force	British Army sent to the Western Front
8	Shrapnel	A piece of metal which is launched by a bomb explosion
9	Shell shock	PTSD
10	Trench foot	Damage to the feet caused by moisture
11	Trench fever	Infection transmitted by lice
12	Gas gangrene	A deadly bacterial infection

Key Dates		
13	1914	WW1 began
14	1914	First Battle of Ypres
15	1914	Motor ambulances sent to Western Front
16	1914	Anti-tetanus injections used
17	1915	Battle on Hill 60
18	1915	First use of chlorine gas at Second Battle of Ypres
19	1915	Gas marks, brodie helmets, whale oil and spare socks
20	1916	Battle of the Somme
21	1917	Battle of Arras
22	1917	Troops deloused

Huish Episcopi Academy Year 10 History Knowledge Organiser – Threats to the Weimar Republic, 1918-1923

Key Terms		
1	Alsace-Lorraine	Land given to France under the Treaty of Versailles
2	Posen	Agricultural land given to Poland under the Treaty of Versailles
3	Article 231	War Guilt Clause
4	Dolchstoss	Stab in the back myth
5	Article 48	Emergency presidential power
6	Ruhr	Industrial heartland of Germany
7	Freikorps	Ex-soldiers who formed an unofficial army
8	Putsch	Takeover
9	SA/Brownshirt	Nazi Party Army

Key evidence		
1	750,000 deaths	From starvation due to British Naval Blockade
2	$39 billion	Money spent on WW1
3	40%	Decrease in agricultural and industrial production due to WW1
4	100,000 soldiers	Army limit set by Versailles
5	13%	Land loss under Versailles
6	6 million people	Lost to other nations under Versailles
7	£6.6 billion	Reparations

Key Dates		
1	Nov 1918	Kaiser abdicates and armistice is signed
2	Jan 1919	Spartacist Uprising
3	June 1919	Treaty of Versailles is signed
4	March 1920	Kapp Putsch
5	Jan 1923	Invasion of the Ruhr
6	Jan-Nov 1923	Hyperinflation
7	Sep 1923	Passive resistance ended
8	Nov 1923	Munich Putsch

Key People		
1	Fredrich Ebert	Weimar Republic's first president
2	Rosa Luxemburg	Leader of the Spartacists
3	Karl Liebknecht	Leader of the Spartacists
4	Wolfgang Kapp	Rightwing politician
5	General Ludendorff	WW1 national hero
6	Commissar Kahr	Prime Minister of Bavaria

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Huish Episcopi Academy Year 10 Geography Knowledge Organiser Unit 2 The living world

Ecosystems and biomes		
1	Ecosystem	A natural environment and includes the plants and animals that live in an area
2	Biotic	The living parts of an ecosystem
3	Abiotic	The non-living parts of an ecosystem
4	Nutrient cycle	How nutrients move between the stores in an ecosystem
5	Stores	Litter, soil and biomass
6	Producers	The plants that exist in an ecosystem
7	Decomposers	Break down dead matter
8	Temperate forest	The forests found in the UK with climates that are not too hot or cold
9	Tundra	The cold climate found below the poles with little life
10	Savannah	Grasslands found in Africa with clear wet and dry seasons
11	Polar	The extreme cold environment found at the north and south pole
12	Latitude	The position of ecosystems is determined by where they are located in planet earth

The tropical rainforest		
1	Forest floor	The lowest level where only 2% of sunlight reaches
2	Under canopy	The second level, shaded by the canopy
3	Canopy	Third level where most life is found
4	Emergent	Very tall trees that break through the canopy
5	Infertile soil	Because nutrients are removed so quickly by the plants
6	Leaching	When nutrients are washed out of the soil
7	Soil erosion	When roots no longer hold the soil together it washes away
8	Drip tip leaves	So rainfall can be shed quickly
9	Epiphytes	Plants that grow on other plants (air plants)
10	Buttress roots	Large, wide roots that stabilise tall trees
11	Deforestation	When trees are cut down for economic gain
12	Transpiration	Evaporation from plants and leaves that means the forest makes its own rain.

La familia		
1	abuelo/a (m/f)	grandfather/grandmother
2	bebé (m)	baby
3	cariño (m)	affection, love
4	familia (f)	family
5	hermano/a (m/f)	brother / sister
6	hijo/a (m/f)	daughter / son / child
7	madre / mamá (f)	mother, mum
8	marido (m)	husband
9	mujer (f)	woman, wife
10	padre / papa (m)	father, parent, dad
11	primo /a (m/f)	cousin
12	tío/a (m/f)	uncle / aunt
13	-astro	step-
14	mi(s)	my (plural)

Soler – always followed by an infinitive		
1	suelo	I usually
2	solemos	we usually
3	solía	I used to usually
4	solíamos	we used to usually

¿Cómo te llevas con tu familia?		
1	discutir	to argue, discuss
2	llevarse bien/mal	to get along well, bad
3	confiar en*	to rely on, to trust
4	cuidar*	to look after
5	pelearse*	to fight, argue
6	separarse*	to separate, split up
7	juntarse	to get together / meet
8	conocer, conocerse	to know, to meet

Key irregular verbs (already conjugated)		
1	dije	I said
2	quise	I wanted
3	vine	I came
4	podría	I, he, she could
5	debería	I, he, she should
6	era	(I, she, he, it, one) was, used to be
7	eras	you sg were, used to be
8	iba	(I, she, he, it, one) went, used to go
9	ibas	you sg went, used to go
10	había	there was, there were
11	tenía	(I, she, he, it, one) had, used to have
12	tenías	you sg had, used to have

Regular verb endings - preterite tense		
	-ar verbs	-er/ir verbs
I	-é	-í
you	-aste	-iste
he/she	-ó	-ió
we	-amos	-imos
you (pl)	-asteis	-isteis
they	-aron	-ieron

Key irregular verbs - preterite tense		
	hacer – to do	ir – to go
I	hice	fui
you	hiciste	fuiste
he/she	hizo	fue
we	hicimos	fuimos
you (pl)	hicisteis	fuisteis
they	hicieron	fueron

High frequency verbs		
1	tengo	I have
2	soy	I am*
3	estoy	I am*
4	voy	I go
5	hago	I do/make

Photo description		
1	hay	there is, there are
2	se puede ver	one can see
3	a la derecha	to the right, right hand
4	a la izquierda	to the left
5	en el primer plano	in the foreground
6	en el segundo plano	in the background
7	en el centro	In the centre
8	en el fondo	in the background

Adverbs		
1	normally	normalmente
2	generally	generalmente
3	quickly	rápidamente
4	slowly	lentamente
5	especially	especialmente
6	immediately	inmediatamente
7	truly	verdaderamente
8	currently	actualmente
9	really	realmente
10	originally	originalmente

To make an adverb in Spanish, take the adjective, change it to the feminine, and add **-mente.** E.g. lent**o** – lenta – lenta**mente**

Regular verb endings - imperfect tense		
	-ar verbs	-er/ir verbs
I	-aba	-ía
you	-abas	-ías
he/she	-aba	-ía
we	-ábamos	-íamos
you (pl)	-abáis	-íais
they	-aban	-ían

Irregular verbs- imperfect tense			
There are only 3!	ir – to go	ser – to be	ver – to see
I	iba	era	veía
You	ibas	eras	veías
he/she	iba	era	veía
we	íbamos	éramos	veíamos
you (pl)	ibais	erais	veíais
they	iban	eran	veían

Meal times		
1	breakfast	el desayuno
2	lunch	el amuerzo
3	dinner	la cena
4	snack	la merienda

Key verbs		
1	encontrar	to find
2	olvidar	to forget
3	tomar	to take, to have (food)
4	pedir	to ask/request
5	viajar	to travel
6	sorprender	to surprise
7	enamorarse*	to fall in love
8	equivocarse*	to be wrong
9	sentir, sentirse*	to regret, to feel
10	abrazar	to hug
11	conversar	to chat, talk
12	descrubrir	to discover
13	conocer	to meet
14	chatear	to chat
15	romper	to break, to break up
16	amar	to love
17	casarse	to get married
18	considerar	to consider
19	creer	to believe
20	vestir(se)	to dress (oneself)
21	entender	to understand
22	llevar	to wear, carry
23	llorar	to cry
24	significar	to mean

HEA Year 10 French Knowledge Organiser –la famille et les amis

1. Family relatyionships	
• S'excuser	To apologise
• s'exprimer	to express oneself
• se fier à	to rely on
• sentir; se sentir	to feel
• séparer, se séparer	to separate
• se soucier	to show concern for
• fier/fière	proud
• pareil/pareille	similar
• même si	even if
• s'amuser	to enjoy oneself
• s'entendre	to get on
• ensemble	
• heureux/heureuse	happy, lucky, fortunate
• patient(e)	patient
• sérieux/sérieuse	serious, important
• strict/stricte	strict
• triste	sad
• quand	when
• ne … jamais	never, not ever
• ne … rien	nothing
• fidèle	faithful, loyal
• inquiet/inquiète	worried, anxious
• sévère	severe, strict, harsh
• cependant	however
• ne … plus	not anymore, no longer
• rire	to laugh
• j'ai horreur de	I really hate
• je pense que	I think that
• je suis fan de	I am a fan of
• je trouve que	I find that
• anniversaire (m)	birthday
• école	school
• fête (f)	festival, party

2. My birthday	
• Venir de + infinitive	To have just
• aller	to go
• boire	to drink
• chanter	to sing
• croire	to believe
• dire	to say
• entendre	to hear
• faire la fête	to party
• finir	to finish
• partir	to leave
• prendre	to take
• recevoir	to receive
• rester	to stay
• ouvrir	to open
• pouvoir	to be able
• télécharger	to download
• argent (m)	money
• anniversaire (m)	birthday
• baskets (fpl)	trainers
• jeu (m)	game
• fatigant	tiring
• génial	great
• Passionnant	exciting

3. How to deal with difficult friendships	
• agir	To act
• combattre	to fight
• éviter de	to avoid
• expliquer	to explain
• menacer	to threaten
• raconter	to tell
• refuser de	to refuse
• fier*, fière	proud
• dépendre (de)	to depend (on)
• essayer de	to try
• cravate (f)	tie
• élève (m, f)	pupil, student
• portable	mobile phone
• victim (m, f)	victim

4. Generation gap	
• défendre	To defend, to forbid, to ban
• garder	to keep
• foyer	home
• inquiétude (f)	anxiety
• quotidien	daily
• elle-même	herself
• malgré	despite
• couper, se couper	to cut, to switch off
• travailler	to work
• égalité (f)	equality
• droit (m)	right
• progrès (m)	progress
• dur	hard, difficult
• injuste	unfair
• à mon avis	in my opinion
• encore	again, yet, still
• pire	worse

HEA Year 10 French Knowledge Organiser – la famille et les amis

5. Memories about friends and family	
Se souvenir de	To remember
• nous avions	we used to have
• vous aviez	you used to have
• ils/elles avaient	they used to have
• nous étions	we used to be
• vous étiez	you used to be
• ils/elles étaient	they used to be
• j'avais	I used to have
• tu avais	you used to have
• il/elle avait	he/she used to have
• j'étais	I used to be
• tu étais	you used to be
• il/elle était	he/she used to be
• il/elle me manque	I miss him/her
• manquer	to miss
• s'entendre	to get on
• se rappeler; rappeler	to recall, remind; to remember
• mort(e)	dead
• il y a (number) ans	(number) years ago

6. Future plans and dreams	
• adopter	to adopt
• j'aurai	I will have
• j'ai envie de	I want to
• je serai	I will be
• appareil (m)	device
• métier (m)	job
• âgé(e)	old
• quand je serai/aurai	When I am/have
• espèrer	to hope
• habiter	to live
• me marier	to get married, to marry
• penser	I'm thinking of
• rencontrer	to meet
• rêver de	I dream of
• traiter	to treat, handle, deal with
• j'aimerais	I would like
• je vais +INF	I'm going to +verb
• je veux	I want to
• je voudrais	I would like
• avenir (m)	future
• enfant (m)	child
• quelqu'un	someone
• bien-payé	well-paid
• riche	rich
• seul(e)	alone
• qui	who
• dans dix ans	In 10 years

7. For or against marriage?	
• perte (f)	loss, waste
• fidèle	loyal, faithful
• Profond(e)	deep
• de l'/d'un autre côté	on the other hand
• d'un côté*	on one hand
• en ce qui me concerne	as far as I'm concerned
• il me semble que	it seems to me that
• pourtant	yet, nonetheless
• je dirais que	I would say that
• il vaut mieux	it's better
• certains disent que	some people say that
• avoir le droit de	to have the right to
• amour (m)	love
• argent (m)	money
• mariage (m)	marriage, wedding
• partenaire (m, f)	partner
• essentiel	essential
• important	important
• avant de + INF	before + verb
• sans (+ INF)	without (+ verb)
• aujourd'hui	today

8. To stay in touch with people	
• ils me manquent*	I miss them
• il vaut mieux + INF*	It's better to
• courrier (m)*	mail
• inconvénient (m)*	disadvantage, inconvenience
• auparavant*	previously, before, formerly
• lorsque*	when
• couper	to switch off
• manquer	to miss
• recevoir	to receive
• rester	to stay
• email (m)	email
• lettre (f)	letter
• voisin, voisine (m,f)	neighbour
• grâce (f) à	thanks to
• en contact (m)	in contact, in touch

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Huish Episcopi Academy Year 10 German Knowledge Organiser – die Freizeit (Free Time)

Beschreib deine Familie – Describe Your Family		
1	Mein Bruder, der (Stefan) heiβt,	My brother, who is called (Stefan),
2	Meine Schwester, die (Suzi) heiβt,	My sister, who is called (Suzi)
3	Meine … die (Suzi und Stefan) heiβen,	My…. Who are called (Sizu and Stefan)
4	(er/sie) hat	(he/she) has
5	(sie) haben	(they) have
6	braune/schwarze Haare	Brown/black hair
7	blonde / rote Haare	Blonde/ red hair
8	lange/ kurze Haare	Long/short hair
9	blaue / grüne / braune Augen	Blue / green / brown eyes
10	braune/schwarze Haare	Brown/black hair
11	er/sie ist	He/she is
12	sie sind	They are
13	glücklich	Happy
14	freundlich,	Friendly
15	traurig	Sad
16	lustig	funny
17	komisch	Strange
18	locker	Laid-back, relaxed
19	böse	Angry
20	ehrlich	Honest
21	ernst	Serious
22	Feliβig	Hard-working
23	unabhängig	independent
24	süβ	Sweet

Beziehungen - Relationships		
1	Ich habe eine gute Beziehung zu…	I have a good relationship to…
2	Ich verstehen mich gut mit…	I get on well with…
3	…mein**er** + feminine (i.e.Mutter)	…my + feminine (i.e. mother)
4	…mein**em** + masculine (i.e. Vater)	…my + masculine (i.e. father)
5	…mein**en** + plural (i.e. Eltern)	…my + plural (i.e. parents)
6	wir streiten uns oft	We often argue with eachother
7	wir lachen viel zusammen	We laugh a lot together

Vorbilder – Role Models		
1	(…) ist ein gutes Vorbild	(…)is a good role model
2	gegen (Rassismus) kämpfen	To fight agains (racism)
3	die Homophobie, die Transphonie	Homophobia, transphobia
4	Minderheiten unterstützen	To support minorities
5	(Mobbing) erleben	To experience (bullying)
6	die Diskriminierung	Discrimination
7	schwul, lesbisch	Gay, lesbian
8	nicht binär	Non-binary
9	behindert	Disabled
10	die Ausbildung	Education, training
11	das Recht, die Rechte	The right
12	der Unterschied	The difference
13	(…) ist mir wichtig	(…) is important to me

Huish Episcopi Academy Year 10 German Knowledge Organiser – die Freizeit (Free Time)

Feste - Festivals		
1	vom... bis zum...	From... until...
2	am (ersten/zweiten/dritten) (Oktober)	On the (first/second/third) (October)
3	es dauert (ein Tag/zwei Wochen)	It lasts (one day/2 weeks)
4	man trägt traditionelle Kleidung	People wear traditional clothing
5	man lacht viel	People laugh lots
6	man feiert (mit Freunden)	People celebrate (with friends)
7	Oktoberfest	Beer festival in Munich
8	Heilger Abend	"Holy Night" (Christmas Eve)
9	Weihnachten	Christmas
10	(m) Weihnachtsmarkt(-märkte)	Christmas market (markets)
11	Eisfasching	Winter tradition: people swim in an ice-cold lake in Berlin
12	Geschenke	Presents/gifts

Meiner Meinung nach... - in my opinion...		
1	Ich finde den Markt/das Fest…	I find the market/festival...
2	teuer	expensive
3	schlecht	bad
4	denn das macht Spaß	because it's fun
5	denn es ist bunt	Because it's brightly coloured
6	denn es interessiert mich (nicht)	Because it (doesn't) interest(s) me
7	denn es gibt zu viele Leute	Because there are too many people
8	denn es ist zu laut	Because it is too loud
9	denn ich mag (das Essen/die Natur)	Because I like (the food/nature)

Letztes Jahr – Last Year (Festivals in the Past)		
1	Letzten Sommer/Winter....	Last summer/winter
2	bin ich nach (Deutschland) gefahren	I went to (Germany)
3	Ich habe (Oktoberfest) besucht	I visited (Oktoberfest)
4	Es war wirklich prima!	It was really great!
5	Ich habe (Wurst) gegessen	I ate (sausage)
6	Mein Vater hat (Bier) getrunken	My dad drank (beer)
7	Es gab (viele Menschen)	There was/were (lots of people)
8	Ich habe/wir haben..	I/we... (past)
9	...gefeiert	celebrated
10	...gelacht	laughed
11	...gesungen	sang
12	...getanzt	danced

Partyzeit! - Party time!		
1	(m) Geburtstag	birthday
2	(m) Silvester	New Year's Eve
3	(m) Anfang	Start
4	(m) Kuchen	Cake
5	(nt) Neujahr	new year
6	es hat Spaß gemacht	it was fun

Huish Episcopi Academy Year 10 Music Knowledge Organiser Area of Study 1: Forms and Devices

Section 1: Periods of Music

Baroque era (1600-1750)	Classical era (1750-1810)	Romantic era (1810-1910)
• Harpsichord • Ornaments • Terraced dynamics • Basso continuo • Small orchestra (mostly strings, plus some wind) • Suite, sonata, oratorio, chorales, trio sonata • **Bach, Handel, Vivaldi**	• Slightly larger orchestra • Piano introduced • Alberti bass • String quartets • Symphony, solo sonata, solo concerto • Balanced, regular phrases • **Haydn, Mozart, Beethoven**	• Lyrical, expressive melodies • Large orchestra • Wider range of dynamics • Richer harmonies and use of chromatic chords • Programme music • Opera symphony • **Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner**

Section 2: Cadences

Cadences
The two chords at the end of a phrase

Perfect	**V-I**	Strong ending – sounds 'finished'; a musical full stop.
Plagal	**IV-I**	Sounds finished but 'softer'; Amen.
Imperfect	**I-V, ii-V, vi-V**	Sounds unfinished.
Interrupted	**V-vi**	Moves to an unexpected chord; 'surprise'.

Section 3: Form and Structure

BINARY **A B**
Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

TERNARY **A B A**
Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO **A B A C A**
A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

MINUET AND TRIO **II: AB: II II:CD :II AB**
The minuet was a type of graceful dance from the 17-18th century, and was often used as the 3rd movement in symphonies in the Classical era. The minuet had two repeated sections, the trio had two new repeated sections, with a return to the minuet at the end (no repeat).

VARIATIONS **A a A A 𝄋**
The main theme (tune) is repeated and developed a number of times in a variety of different ways.

STROPHIC **A A A**
A simple form where the song uses the same melody over and over.

Section 4: Devices

Repetition	A musical idea is repeated exactly.
Imitation	An idea is copied in another part.
Sequence	Repetition of an idea in the same part at a higher/lower pitch.
Ostinato	A short, repeated pattern or phrase.
Drone	A long held or constantly repeated note(s).
Arpeggio/ broken chord	The notes of a chord played individually.
Alberti bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era.
Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
Syncopation	Off beat accents.
Conjunct	Notes that move in steps.
Disjunct	Notes that move in leaps/ intervals.
Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Section 5: Scales and Chords

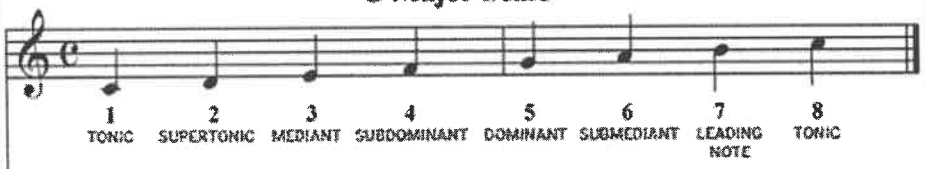
Scales and chords

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/ PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

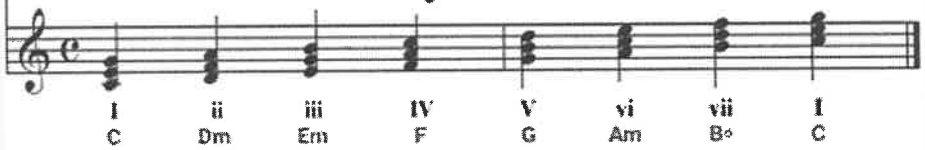
Primary chords I, IV, V

Secondary chords ii, iii, vi, vii

C Major Scale



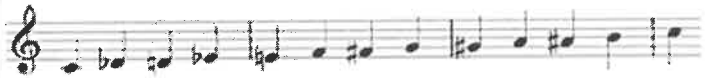
C Major Triads



C Major Scales

A Minor (Harmonic) Scale

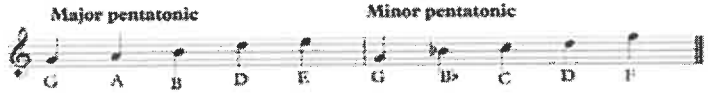
Chromatic Scale on C



Blues Scale in C

Major pentatonic

Minor pentatonic



Huish Episcopi Academy – Year 10 Drama GCSE Knowledge Organiser – Spring Term		
Section A: Costume & Sound Terminology		
1	Fit	How the costume fits the actor, eg tight, oversized
2	Condition	Conveys info about a character's circumstances eg, scruffy=poor
3	Fabric	What a costume is made of. Can indicate social status, eg a wealthy character=silk dress
4	Accessory	Something you wear or have in addition to clothing because it is decorative or useful
5	SFX	Acronym for Special Effect used for Make-up/Lighting etc
6	Diagetic	Sound expected as part of the story
7	Non-Diagetic	Sound that doesn't exist within the world of the play
8	Volume	How loud or quietly the sounds are played/performed
9	Recorded	Pre-made sound effects produced digitally
10	Live	Sounds made either on stage or off stage by actors
Section B: Performance Skills		
1	Projection	How loud or quiet your voice is
2	Pitch	How high or low (deep) your voice is
3	Pace	The speed an actor delivers their lines or performs actions
4	Emphasis	The stress placed on certain words or phrases in dialogue
5	Tone	The emotion heard in your voice
6	Gesture	Movements of the hands/arms that express ideas/emotions
7	Eye Contact	Looking direct into another character's eyes or avoiding this
8	Facial Expression	Movement of facial muscles to convey emotions/reactions
9	Posture	The way an actor holds and positions their body
10	Body Language	Non-verbal communication conveyed through movement

Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.2.a – Components of fitness

UNIT NUMBER.1	TITLE OF SUBTOPIC/OBJECTIVE			
1	Cardiovascular endurance / stamina	The ability to continue exertion while getting energy from the aerobic system used to supply the body with energy.	Running, cycling, swimming and aerobics.	Cooper 12 minute run Multi stage fitness test
2	Muscular endurance	The ability to move your body and muscles repeatedly without fatiguing.	***Example in sport:*** cross country running, cycling, swimming, rugby and football	Press up test Sit-up test
3	Speed	The ability of the body to move quickly	***Example in sport:*** athletics, swimming, squash, football and basketball.	30m sprint test
4	Strength	The ability of a muscle to exert a force over a short period of time.	***Example in sport:*** *Rugby scrum*	Grip strength dynamometer test 1 repetition max (RM)
5	Power	*The ability to exert a maximal force in as short a time as possible. Power = strength x speed*	***Example in sport:*** triple jump, games such as rugby, sprinting and throwing	Standing jump test Vertical jump test
6	Flexibility	The range of movement about a joint.	***Example in sport:*** gymnastics, dance, games such as hockey and football, tennis and table tennis.	Sit and reach test
7	Agility	The ability to change direction at speed; nimbleness	***Example in sport:*** trampolining, gymnastics, netball, rugby, volleyball and basketball	Illinois agility test
8	Co-ordination	The ability to move two or more body parts under control, smoothly and efficiently.	***Example in sport:*** Activities include Dance, racket sports, team games and martial arts.	Wall throw test
9	Reaction time	The time it takes to initiate an action or movement, or the time it takes to make a decision to move.	***Example in sport:*** start of a race, the return of serve in a racket sport and team games	Ruler drop test
10	Balance	The ability to stay upright or stay in control of body movement.	***Example in sport:*** Gymnastics, dance and Games such as rugby, netball and hockey	'Stork stand' test

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1b: Different types of sport clothing and equipment

UNIT NUMBER.5a Equipment needed for specific sports		
1	Participation equipment	Balls, rackets, bats, ropes
2	Fitness-related equipment	Dumb bells, kettle bells, ropes, machines
3	Travel–related equipment	Kayak, bicycles
4	Scoring-related equipment	Goal posts, hoops, try posts, nets

UNIT NUMBER.5b Protection and safety equipment used in sports		
1	Mouthguard	Used in multiple sports to protect teeth such as rugby, boxing, American Football aand hockey.
2	Helmet/head guard	Used for head protection and preventative method for concussion. Used in sports such as rugby, cycling and baseball.
3	Gloves	Protects hands from impact or blisters. Used in sports such as Football, golf and boxing.
4	Goggles	Shields the eys from debris and injury. Used in sports such as swimming and skiiing.
5	Shinpads/guards	Protects the shins from impact. Used in sports such as football, hockey and cricket.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1b: Different types of sport clothing and equipment

UNIT NUMBER.5c People with disability and assistive technology		
	Assistive technology definition	Any tool or device that enhances the ability of individuals with disabilities to perform tasks and increase their independence.
1	Wheelchair	Provide mobility for individuals with limited or no ability to walk.
2	Prosthetic limbs	Replace missing limbs to enhance mobility and functionality.
3	Hearing aids	Amplify sound for individuals with hearing impairments.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1b: Different types of sport clothing and equipment

UNIT NUMBER. 5d: Facilities	
Indoor facilities	Outdoor facilities
Sports hall	Pitches
Gyms	Climbing walls
Squash court	Mountain bike trails
Swimming pools	Lakes
Gymnastics pits	Rivers

UNIT NUMBER.5e Performance analysis		
1	Smart watches	Tracks real-time fitness data like steps, heart rate, and distance
2	Heart rate monitor	Measures heart rate to optimize training intensity and monitor health
3	GPS	Monitors athletes' location, speed, and routes during activities
4	Smartphone fitness apps	Used for communication, performance tracking, and accessing fitness apps or video reviews during training or events

UNIT NUMBER.5f Equipment officials need		
1	Whistle	Used to start or stop play and signal infractions.
2	Stopwatch	For timing the duration of games or specific actions.
3	Scorecard/notebook	To record points, fouls, or other important game data.
4	Uniform	Distinctive clothing worn to signify the official's role and maintain neutrality.
5	Communication headset	Allows referees to communicate with each other during the game.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1b: Different types of sport clothing and equipment

UNIT NUMBER.5g Aerodynamic and Compression clothing		
1	Aerodynamic clothing	Reduces the force of air moving past it.
2	Compression clothing	Fits tightly around the skin and helps blood flow to the areas covered by the clothing.

UNIT NUMBER. 5h: Aerodynamic and Compression clothing benefits	
Aerodynamic clothing	Compression clothing
Reduced drag	Improved blood circulation
Improved speed	Faster recovery
Energy efficiency	Reduced muscle vibration
Enhanced comfort	Temperature regulation
Better performance in timed sports	Enhanced proprioception

Huish Episcopi Academy GCSE – Product Design – KO - Core Knowledge – Natural & Manufactured Timbers

1. Hardwoods

1	Hardwoods	This wood comes from trees that lose their leaves during autumn.		
2	Hardwood	Trees are slow-growing and therefore less amounts are available, which makes it more expensive		
	Material	**Appearance**	**Properties**	**Uses**
3	Oak	Moderate brown colour with close, straight grain.	Oak is a tough and durable hardwood, it polishes well.	High quality furniture, doors, skirting and staircases.
4	Beech	Is pink-tinted, closely grained.	Is a very tough and durable material and is smooth to finish.	It is popular with products that require a hardwearing and robust material.
5	Mahogany	Is a dark red/ brown with very close grain.	It cuts and polishes easily and gives a deep finish.	Popular for furniture and cabinet making.
6	Ash	Light coloured, smooth-grained.	Durable, flexible and attractive timber.	Ideal for tool handles. It is also makes good oars, flooring, hockey sticks and rackets.
7	Balsa	White to oatmeal in colour with high silky lustre.	It is buoyant and provides very efficient insulation against heat and sound.	Used in crafts such as model aircraft.

2. Softwoods

1	Softwoods	Come from evergreen trees, possibly bearing pinecones and needles, not leaves.		
2	Softwoods	Grow quicker and in more locations. They are readily available and less expensive.		
	Material	**Appearance**	**Properties**	**Uses**
3	Pine	Is a pale-yellow coloured wood with darker brown grain.	It is lightweight, easy to work.	For construction and furniture products.
4	Larch	Is a darker shade with brown grain.	It is water resistant and durable.	Used for exterior cladding and boats.
5	Spruce	Light, yellowish-white to reddish-white.	It is flexible and durable.	Used for sounding boards in pianos and construction.

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3. Natural timber availability

1	Stock forms	Hardwoods and softwoods are available in a variety of forms including plank, board, strip, square and dowel.
2	Sawing and seasoning	Natural timbers need to be cut at the sawmill and seasoned before use. Many are planed and cut to standard sizes ready for sale.

4. Finishes for hardwoods and softwoods

1	Surface finishes	can be aesthetic and functional. High-traffic areas like floors might require a hard-wearing and sealing finish like polyurethane, which can be oil or water based, and matt, semigloss or high gloss finish.
2	Enhancement finishes	Waxes and oils are popular to provide enhancement of the natural grain in the wood.
3	Preservative finishes	Stains and varnishes help to add colour to natural wood, and even change colours to match colour schemes. Preservatives are sometimes used to provide protection and ensure the wood is long-lasting

5. Manufactured board

1	Man-made	Like MDF, plywood and chipboard are all manufactured boards		
2	Man-made boards	Are made from wood fibres, normally collected from recycled wooden materials, bonded together with resins to form sheets.		
	Material	**Appearance**	**Properties**	**Uses**
3	MDF	Light brown, it has no grain.	MDF is easy to work.	It is popular for interior DIY furniture.
4	Chipboard	Is made from small 'chips' of timber bonded together	It is a strong material which will withstand pressure	Kitchen worktops can be made using chipboard with an additional veneer applied
5	Plywood	Plywood has a variety of facing layers so its appearance changes	It is made from layers of wood, bonded together at an angle of 90 degrees to increase strength and rigidity.	Sometimes, the facing layers can be high quality, e.g. birch, to provide a better aesthetic finish.

6. Finishes for manufactured boards

1	Veneers	Man-made boards like plywood are often finished depending on the visibility of the veneers.
2	Stains / Paints	MDF can be stained to match other natural woods, or it can be painted.
3	Veneers	Chipboard can look unattractive and is normally finished with a veneer e.g. a melamine layer.
4	Sprays / Varnishes	Face veneers / MDF can be finished using a spray-on lacquer or a paint-on varnish.

Huish Episcopi Academy Year 10 D&T - Knowledge Organiser – Skills Based Projects

1. Mock NEA		
1	Skills based projects	In year 10 students in Product Design & Textiles undertake a series of skills-based projects. The projects are effectively a series of mini coursework tasks. This prepares students for the coursework element of the course in year 11 which is worth 50% of the final grade awarded. Homework's set will link to the current project being undertaken and set weekly. Homework's will also link to the core content The tasks set will take approximately 1 hour.

Huish Episcopi Academy Year 10 D&T - Knowledge Organiser – Skills Based Projects

1. Mock NEA		
1	Skills based projects	In year 10 students in Product Design & Textiles undertake a series of skills-based projects. The projects are effectively a series of mini coursework tasks. This prepares students for the coursework element of the course in year 11 which is worth 50% of the final grade awarded. Homework's set will link to the current project being undertaken and set weekly. Homework's will also link to the core content The tasks set will take approximately 1 hour.

Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 3

1. New and emerging technologies

1	**Automation**	Involves the use of automatic equipment in manufacturing
2	**Robotics**	Robots can be programmed to carry out automated tasks.
	Advantages of automation and robotics • Increased efficiency and productivity • Fewer errors and greater accuracy • Reduced labour costs	**Disadvantages of automation and robotics** • Expensive to set up and maintain • Replaces human labour • Requires highly skilled workers to operate equipment
3	**CAM**	Computer aided manufacture, CAM machines manufacture designs, for example an embroidery machine
4	**CAD**	Computer aided design, allows users to draw designs and model products.
	Advantages of CAD and CAM • More accuracy • Offers views of 3D models from all angles • Increase speed and efficiency	**Disadvantages of CAD and CAM** • Can be difficult to learn • Expensive software and equipment • Requires maintenance
5	**Flexible manufacturing systems**	(FMS) consists of CNC machines that work alongside a production line that can be programmed to perform different tasks depending on manufacture requirements.
6	**Lean manufacturing**	Minimises waste in the manufacturing process, saving money and resources.
7	**Just in time production**	(JIT) a process were stock arrives just in time for manufacture reducing the need for warehouse storage.
	Advantages of JIT • Minimises stock levels and the need for warehouse space • Stock is less likely to go out of date • Reduces the risk of losing money through stolen or damaged stock	**Disadvantages of JIT** • Lack of stock if the supplier delays • Increased transport costs due to more frequent deliveries • Little room for production mistakes

2. Scales of production

1	**Scales of production**	Products are made using different types of production. The method depends on the type of product being made.
2	**One off production**	Products made to meet specific customer requirements, production can be time consuming and costly.
3	**Batch production**	A specific quantity of a product is made, this is useful when making small quantities.
4	**Mass production**	Used to produce large quantities of identical products quickly. The production process is broken down into different tasks sometimes called a sub assembly.
5	**Continuous production**	This production method runs 24 hours a day 7 day a week. Identical products are made without interruption.

3. Production aids and QC

1	**Reference points**	A reference point or datum, is a point where all measurements are taken, increasing accuracy.
2	**Templates, jigs and patterns**	Tools to help improve the accuracy of repetitive designs. Patterns are templates that can be used in textiles.
3	**Quality control**	Used to check the quality of a product against a set of standards.
4	**Quality assurance**	Quality assurance is the process for preventing quality failures involved in all stages of a product's development: production, testing, packaging, and delivery.
5	**Tolerance**	The margin of error that is considered acceptable to not affect the products functionality.
6	**Tailors chalk**	Used to mark out fabric and can be erased.
7	**Pattern master**	A tool used when drafting or altering patterns for drawing straight or curved lines, adding seam allowance and marking grainlines.

Huish Episcopi Academy - Year 10 Food Preparation & Nutrition Knowledge Organiser: Unit.2 Carbohydrates and Food Science

1. Carbohydrates

1.	Macronutrient	Carbohydrates are a macronutrient - (Protein and Fat & oils are also macronutrients).
2.	Energy	Carbohydrates is needed for providing us with energy. They make up a third of our diet. We get 50% of our energy each day from carbohydrates.
3.	1g of Carbs =	4Kcal (3.75) of energy, Fat = 9Kcal Protein = 4 Kcal
4.	Protein 'sparer'	Carbohydrate acts as a protein sparer. If the diet is low in carbohydrate, then protein is used as an energy source. Carbohydrate should stop the use of protein as an energy source so that the protein can continue its primary function for growth and repair.
5.	3 Groups	Carbohydrates can be divided into 3 groups: sugars, starches and dietary fibre.
6.	Sugar	Sugars are the simplest form. They are easily broken down by the body. Absorbed quickly into the blood stream. Providing an instant burst of energy.
7.	Starches	A complex carbohydrate – Known as polysaccharides. They are made up of many simple sugars (glucose) joined together.
8.	Dietary Fibre	A Complex carbohydrate – Known as a polysaccharide. Found in cell walls of vegetables, fruits, pulses and cereal grains.

2. Excess and deficiency of sugars & starches and dietary fibres

1.	Eating too much sugar is bad for us.
2.	A diet rich in sugar will cause tooth decay and a gain in weight.
3.	A lack of carbohydrate in the diet would cause weight loss, lack of energy and severe weakness. But this is unusual.
4.	Some people choose to follow diets that reduce the amount of carbohydrates they eat.
5.	A diet rich in cereals can reduce the body's ability to absorb iron and calcium. The cereal can bind with the minerals making them less likely to be absorbed in the intestines.
6.	A deficiency of dietary fibre can contribute towards constipation. This could lead to an increased risk of bowel cancer.

Diagram A - Starchy Carbohydrate - Section of the Eat Well Guide

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3. Type of Carbohydrates

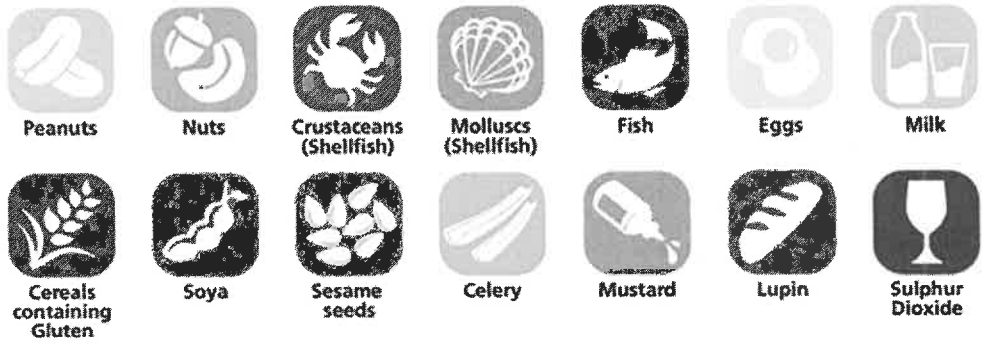
Type of Carbohydrate:	Molecule:	Sources:	Food Items:	How does the body use the energy?
Simple Carbohydrates	Monosaccharide	Glucose	Ripe Fruits and vegetables	The body quickly digests these simple carbohydrates, making blood sugar levels rise quickly, providing a short burst of energy.
		Fructose	Fruits, vegetables and honey	
		Galactose	Milk from mammals	
	Disaccharide	Maltose	Barley, syrups, hot drink powders, confectionary	
		Sucrose	Sugar	
		Lactose	Milk and milk products from mammals	
Complex Carbohydrates	Polysaccharide	Starch	Cereals and cereal products, starchy vegetables	The body slowly digests these complex carbohydrates, making blood-sugar levels rise slowly, providing a slow and steady release of energy.
		Pectin	Some fruits and vegetables	
		Dextrins	Formed when starchy food is baked or toasted. E.g. Toast	
		Fibre/Non-Starch Polysaccharide (NSP)	Wholegrain cereals and fruits and vegetables with skin on.	

Huish Episcopi Academy Year 10 – Food Preparation and Nutrition – Food Science

4. Food Science

1	Dextrinisation	Is when foods containing starch are broken down into dextrin by dry heat (for example baking, grilling, toasting)
2	Dextrinisation	Dextrinisation occurs when the heat breaks the large starch polysaccharides into smaller molecules known as dextrins which produce a brown colour.
3	Dextrin	Dextrin adds a sweet taste to baked goods.
4	Caramelisation	Occurs when food products containing sugar come into contact with heat.
5	Caramelisation	Causes changes to a food's colour and also to its flavour. (buttery, toasty or even a nutty flavour to food)
6	Caramelisation	When sucrose (table sugar) is heated above its melting point (about 180 degrees) it undergoes physical changes (it darkens and turns from clear to dark amber) and chemical changes to produce caramel.
7	Caramelisation	Caramelisation happens because water is released from the sugar as it is heated. The water is released as steam
8	Gelatinisation	When starch is mixed with water and heated, the starch granules swell and eventually rupture, absorbing liquid, which thickens the mixture.
9	Gelatinisation	Stirring will prevent lumps forming. On cooling, if enough starch is used, a gel forms. Gelatinisation occurs between 75°C and 87°C
10	Raising Agents	Raising agents include anything that causes rising within foods and are usually used in baked goods. Raising agents can be:
11	Raising Agents	biological, e.g. yeast;
12	Raising Agents	chemical, e.g. baking powder, baking soda
13	Raising Agents	mechanical, e.g. adding air through or steam, example: beating or folding, whisking, sieving, creaming or rubbing in.
14	Fortification	Means adding micronutrients (vitamins and minerals) to food that were usually not originally in the food.

Diagram B – The 14 Allergens



5. Different types of Flour

White	Usually contains 75% of the grain and most of the bran and wheatgerm are removed.
Brown	Usually contains about 85% of the original grain and some of the bran and wheatgerm are removed.
Whole meal	Made from the whole wheat grain.
Malted wheat grain	Brown or whole meal flour with malted grains added after milling.
Wheatgerm	White or brown flour with at least 10% made up of wheatgerm added during milling.
Strong	Contains a higher gluten content to make a range of different breads, pizzas and crumpets.
Plain	Contains a lower gluten content and used to make biscuits, pastry, sauces, pancakes, batters and Yorkshire puddings.
Self-raising	Baking powder is added as part of the milling process and mainly used to make cakes and scones.

Huish Episcopi Academy Year 10 – Food Preparation and Nutrition – Cooking with Fats

6. Method of transferring heat to food and the scientific procedure

Wheat	Wheat is a good source of starchy carbohydrate, found in the endosperm. It is also a good source of protein and provides us with a range of vitamins and minerals.
Wheat	If the wheat still has the bran it will provide dietary fibre in the form of non starch polysaccharides (NSP).
Wheat	B vitamins are found in the bran layers. Flour sold in the UK is fortified with calcium, iron and B vitamins.
Alternative flours	Around the world there are flours which are not made from wheat. Some of the less common types include flour made from coconut, potato, peas and chickpeas. Other grains such as rye, oats and spelt are also used.
Fortification	Wheat flour (apart from wholemeal) is fortified with iron, thiamin and niacin, and all flours (except wholemeal and some self-raising varieties) with calcium. It is a legal requirement to fortify flour in the UK. 85% of flour in the UK is milled from wheat that is grown in the UK.

7. The Process of Milling

1	The harvested grain is delivered to the mill, where it is cleaned and conditioned.
2	The wheat is blended with other types of wheat to make different kinds of flour – this is called 'gristing'. The grist is passed through a series of fluted break rolls, rotating at different speeds, designed not to crush the wheat but shear it open to separate the white inner portion from the outer skins.
3	The fragments are then separated by the sieves and the white particles are channeled through a series of smooth 'reduction' rolls for final milling into white flour. The outer skins are now blended to make different types of flour.
4	The percentage of the grain used in producing flour is known as the extraction rate, which in turn affects the nutritive value of the flour milling.

Diagram C - Wheat Grain

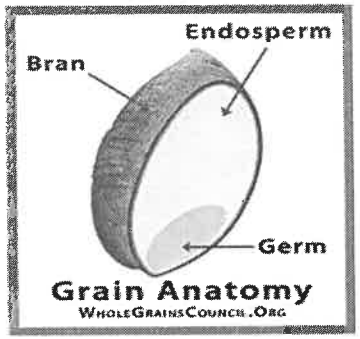


Diagram D – Intestine Lining

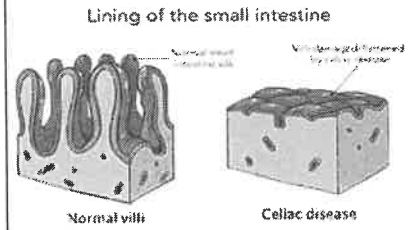
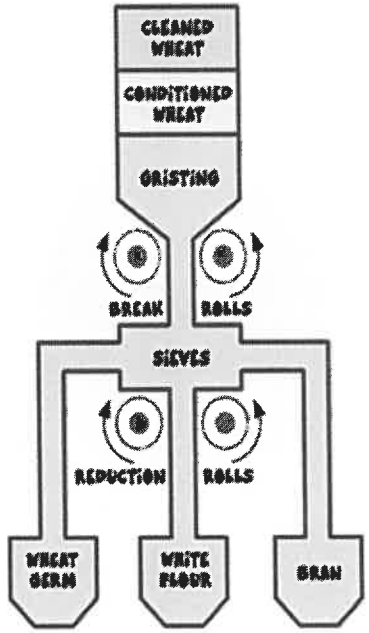


Diagram E - The process of Milling



8. Coeliac Disease

Coeliac disease	Coeliac disease is an autoimmune condition.
Coeliac disease	This is where the immune system – the body's defence against infection – mistakenly attacks healthy tissue.
Coeliac disease	In coeliac disease, the immune system mistakes substances found inside gluten as a threat to the body and attacks them. This damages the surface of the small bowel (intestines), disrupting the body's ability to absorb nutrients from food.
Coeliac disease	Gluten is found in wheat, barley and rye. Symptoms can include: fatigue, diarrhoea, abdominal pain, indigestion, vomiting, bloating and itchy rashes.

1.4 Making the business effective – Key Terms

Key word	Definition
Limited liability	The level of risk is limited to the amount of money that has been invested in the business or promised as investment
Assets	Items you own, such as a house or car
Incorporated	A business that is registered as a company, so the business and the owners are separate in the eyes of the law
Unlimited liability	The level of risk foes beyond the amount invested, so the personal assets of the business owner can used to pay off the business's debts
Unincorporated	A business that is not registered as a company, so the owners and the business are the same body in the eyes of the law
Sole trader	A type of unincorporated business that is owned by just one person
Partnership	A business that is owned by a group of two or more people who share the financial risk, the decision-making and the profits
Private limited company	An incorporated business that is owned by shareholders
Shareholders	Investors who are the part-owners of a company. They invest in the business in return for a share of the profits and voting rights at the AGM
Franchise	When one business gives another business permission to trade using its name and products in return for a fee and share of its profits
Franchisor	An established business that gives permission to an entrepreneur to trade using its name and products
Franchisee	An entrepreneur who pays a fee to trade using the named and products of an established business

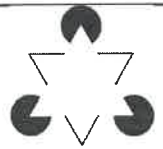
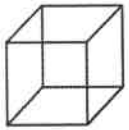
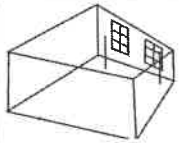
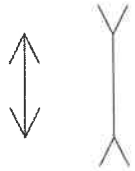
Business plan	A document that outlines how an entrepreneur is going to set up a new business

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Perception

Perception Terms		
1	Ambiguity	Being able to be interpreted or understood in more than one way.
2	Appetite	A desire to meet a physical need. Most often it refers to the desire to eat food.
3	Behaviour	The way a person, group or species acts in response to a situation or stimulus.
4	Binocular Depth Cues	Sensory information that allows perception of depth or distance and is received from **both eyes.**
5	Context	The surroundings for an event, thought or memory which enable these things to be more fully understood (E.g A classroom is a context with boards/teacher etc.)
6	Convergence	Depth perception cue related to the extent that eyes have to turn inward in order to focus on images/objects.
7	Cultural	The way of life, especially the customs, beliefs and behaviours of a particular community of people at a particular time
8	Depth Cue	Ways of perceiving depth or distance – can be binocular or monocular.
9	Expectation	Beliefs or feelings about what it is that we will experience.
10	Fiction	When an object, colour or movement is perceived but is not actually there. E.g Kanisza Triangle
11	Height in plane	Distant objects are seen or shown as being higher in the visual field in relation to items that are nearer.
12	Inference	Reaching a conclusion based on the information you have before you and your past experiences. Our inferences are not always correct as we may not have the 'whole picture'.
13	Innate	Inborn or genetic, rather than learned.
14	Leamed	Abilities or characteristics that are gained through experience rather than being present at birth.
15	Linear perspective	When parallel lines appear to converge or join together at some point in the distance.
16	Misinterpreted depth cue	When binocular or monocular depth cues are not understood accurately.
17	Monocular Depth Cue	Ways of perceiving depth or distance that will work with just one eye.
18	Motion Parallax	Close objects in our visual field seem to move more/faster than objects that are further away in our visual field.

Perception Terms		
19	Nature	Refers to the argument that characteristics and behaviours are genetically influenced.
20	Nurture	Refers to the argument that characteristics and behaviours are influenced by upbringing, environment and experiences.
21	Occlusion	When an object covers part of other objects in our visual field, this makes it appear to be closer to us than the partly covered objects.
22	Perception	How we organise, interpret and make sense of the sensory information that we receive from the world around us.
23	Perceptual set	A tendency or inclination to observe some aspects of sensory information from the world around us, but to not notice other aspects of it.
24	Relative size	The larger objects in the visual field appear to be closer than the smaller objects.
25	Retinal disparity	The difference between the sensory information received through each eye which is the result of the slightly different angles they have of the world. The more disparity the closer an image/object is.
26	Sensation	Information from the world around us that we receive through our sense organs.
27	Size constancy	Being able to perceive an object as being the same size, regardless of whether it is nearby or far away.

Illusions named in the specification

	**Kanisza Triangle**	**Fiction**
	Rubin Vase	Ambiguity
	Ponzo Illusion	Misinterpreted depth cue
	Necker cube	Ambiguity
	Ames room	Misinterpreted depth cue
	Muller Lyer Illusiuon	Misinterpreted depth cue (the fins suggest an inside or outside of a wall)

1.4.1 Threats to computer systems and networks		
1	Malware	Software designed to harm, exploit, or otherwise compromise a computer system. Examples include viruses, worms, and trojans.
2	Social Engineering	A tactic used by cybercriminals to trick people into revealing confidential information, such as passwords, by pretending to be someone trustworthy.
3	Phishing	A type of social engineering attack where attackers send fraudulent messages (often emails) to trick individuals into revealing sensitive information, like login credentials or credit card numbers.
4	Brute-Force Attacks	Brute-force attacks involve trying many different passwords or keys until the correct one is found. This method relies on computational power to guess passwords.
5	Denial Of Service Attacks	A Denial of Service (DoS) attack aims to make a computer or network service unavailable to its intended users by overwhelming it with a flood of internet traffic.
6	Data Interception And Theft	When unauthorised individuals capture and steal data as it is being transmitted over a network.
7	SQL Injection	SQL injection is a code injection technique that exploits vulnerabilities in an application's software by inserting malicious SQL statements into an entry field for execution.

1.4.2 Identifying and preventing vulnerabilities		
1	Penetration testing	A simulated cyber attack against a computer system to check for exploitable vulnerabilities.
2	Anti-malware	Anti-malware software is designed to detect, prevent, and remove malicious software from computers and networks.
3	Firewalls	A network security device that monitors and controls incoming and outgoing network traffic based on predetermined security rules.
4	User access levels	User access levels define the permissions and access rights of different users within a system, ensuring that users can only access data and functions necessary for their role.
5	Passwords	Secret words or phrases used to authenticate a user's identity and grant access to a system or service.
6	Encryption	The process of converting data into a coded format to prevent unauthorised access. Only those with the correct decryption key can read the data.
7	Physical security	Protecting computer hardware and data from physical threats, such as theft, vandalism, and natural disasters.

1.5.1 Operating systems		
1	Operating systems	Software that manages computer hardware and software resources and provides common services for computer programs. Examples include Windows, macOS, and Linux.
2	User	Anyone who interacts with a computer system or software application.
3	Memory management and multitasking	The process of controlling and coordinating computer memory, assigning blocks to various running programs to optimise performance. Multitasking allows multiple processes to run simultaneously on a computer.
4	Peripheral management and drivers	Involves controlling external devices (peripherals) like printers, keyboards, and mice. Drivers are software that allow the operating system to communicate with these devices.
5	User management	Creating and managing user accounts, setting permissions, and ensuring users have the appropriate access to resources.
6	File management	The process of organising, storing, and keeping track of files on a computer system.

1.5.2 Utility software		
1	Utility software	Utility software helps manage, maintain, and control computer resources. Examples include antivirus programs, disk cleanup tools, and backup software.
2	System software	System software includes the operating system and all utility programs that manage computer resources at a low level.
3	Encryption software	Encryption software is used to encrypt and decrypt data, ensuring that sensitive information is protected from unauthorised access.
4	Defragmentation software	Reorganises the data on a hard drive so that files are stored in contiguous sections, improving access speed and efficiency.
5	Data compression software	Reduces the size of files, making them easier to store and transmit. Examples include ZIP and RAR formats.

Huish Episcopi Academy Year 10 Health and Social Care Knowledge Organiser Spring 1 Component One

A Component 1 Human Lifespan Development

1	Reassurance	The action of removing someone's doubts or fears.
2	Voluntary	Working, done, or maintained without payment.
3	Community	A group of people living in the same place or having a particular characteristic in common.
4	Faith	Strong belief in the teachings of a religion.
5	Professional	Relating to or belonging to a profession.

B Component 1 Human Lifespan Development

1	Multiagency	Two or more agencies working together.
2	Multidisciplinary	Several different types of professionals working together.
3	Support	Informal / formal examples of sources of advice and information.
4	Assistance	Support e.g. domiciliary care that can help out with daily tasks to ensure they don't impact on health.
5	Security	The state of being free from danger or threat.

C Component 1 Human Lifespan Development

Task 1 – PIES growth and development through life stages
Describe and explain:

- how an individual's PIES characteristics grow and develop through the life stages of **adolescence** and **middle adulthood**
- how the PIES characteristics have changed from **adolescence** to **middle adulthood**.

D Component 1 Human Lifespan Development

Task 2 – Impact of different factors on PIES growth and development through the life stages
Describe and explain:

- how the factors of **gender roles and expectations** and **housing needs, conditions and location** impact the PIES growth and development of individuals in **adolescence** and **middle adulthood**
- the reasons why there is a difference in the impact of the factors between the given life stages.

Component 1 Human Lifespan Development

Case study 1
Dmitri, aged 25, has recently qualified as a civil engineer and moved jobs from the company where he completed his training to a position in a new company. This involves travelling for 45 minutes more each day than he did previously.
He has a wife and two young children. His wife works long hours at the local hospital.
At work Dmitri has responsibility for several workers. Although he is enjoying the challenges in his new job, which have boosted his self-esteem, he is struggling with some of his co-workers who have been in the company a long time and are much older than him. Dmitri is very resilient, and this will help him deal with the issues in his life.
When Dmitri is not at work, he attends his local church. There he meets people who he enjoys talking to. He has a good relationship with the priest who is a similar age to him.
Dmitri's parents live close by, and they have a good relationship with their grandchildren. Dmitri and his family visit his parents several times a week. They usually have a meal with them at the weekend and the grandchildren sometimes sleep over at their grandparent's house on those nights.

Case study 2
Judith aged 59, has recently retired from work as a pharmacist at her local hospital. She is finding the change difficult and has realised she has no friends outside of her old workplace. She has taken a drop in income to retire, and this has caused her to worry about her ability to cope financially. She is becoming increasingly anxious about her situation and her negative disposition means she is struggling to cope.
At work she was an active member of the 'social committee' who organised nights out for the department. Her friends who still work in the department have invited her to continue going to the nights out, but she does not feel comfortable doing so. She is worried that she will not be welcomed by some of the colleagues who used to work for her, and as a result she is feeling socially excluded.
Judith is Jewish and has been an active member of her place of worship in the past, but as her position at work become more time consuming, she stopped going as often. She feels that the congregation, who are mostly older than her, would not understand the problems she is having because of her retirement. The rabbi (religious leader) is new
to the area, and she does not feel confident introducing herself to him due to her low self-esteem.

E Task 3a –Identify the life events for Dmitri and Judith

- **Describe and explain how each of their life events has impacted on their growth and development physically, intellectually, emotionally and socially.**

F Task 3b - How have Dmitri and Judith adapted to their life events.

- **Describe and explain the sources and types of support they both have received.**
- **Describe their character traits and how they influenced how Dmitri and Judith coped with their life event. Compare each of the above.**