Woolwich Polytechnic
School for Girls

Knowledge Organiser

Year 9 Term 3 booklet

Name: .....

Form: .....

Woolwich Polytechnic

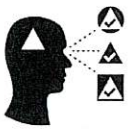
School for Girls

Contents:

English Key Knowledge - THUG

Section 1

Self-quiz for half a page:

Key word	Image	Meaning	Explanation/Example
Stereotype		a widely held but fixed and oversimplified image or idea of a particular type of person or thing.	*The dated stereotype that women should be homemakers and care givers to children, whereas men should go to work.*
Protagonist		the leading character or one of the major characters in a play, film, novel, etc.	*Starr is the protagonist of this novel*
Bias		a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly	
Cultural appropriation		the unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society.	
Perspective		The point of view of a narrative (whose eyes we see the narrative through).	*The story alternates in perspectives.*
Brutality		savage physical violence; great cruelty.	

For the second half, complete the tasks below:

Knowledge task: AO3 Context

1) Research the BLM movement and summarise what it is in no more than one paragraph.

2) Interview a family member or carer and find out what their view is on BLM. Do they have any of their own experiences to share?

English Key Knowledge - THUG

Section 2

Key word	Image	Meaning	Explanation/Example
Characterisation		The creation of a fictional character.	
Foreshadowing		A warning or indication of (a future event).	
Foreboding		a feeling that something bad will happen; fearful apprehension.	
Pathos		Argument linked to **emotion** and feelings.	
Ethos		Argument linked to **ethics** (what is morally right or wrong) and **credibility**	
Logos		Argument linked to **logic** and **facts** (The use of logical reasoning and facts.)	
Rhetoric		the art of effective or persuasive speaking or writing	
Advocate		publicly recommend or support. publicly recommend or support.	

Knowledge task: Application

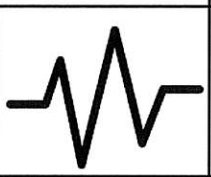
You are writing a letter to your headteacher, asking for lunchtime to be longer. Write a paragraph in which you include one of the elements of rhetoric: pathos, ethos or logos.

English Key knowledge - THUG

Section 3

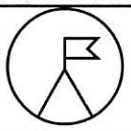
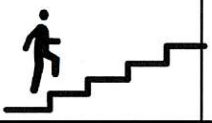
Subject terminology		Example (write your own example!)
Expert opinion:	an opinion from a knowledgeable person about the topic of the text.	
Adverbs:	words which give more information about the verb. Can be used to direct the reader's thinking.	
Simile:	A comparison using the words as or like.	
Metaphor:	Saying something is something it isn't literally.	
Repetition:	repeating words or phrases.	
Statistics:	numbers, dates and percentages.	
Factual language:	use of language which is fact based or written in such a way to suggest facts.	
Rhetorical Question	A question designed to make the reader think. It is used for effect.	
Emotive Language	Crafting of language in order to evoke an emotional reaction.	
Adjectives	words used to describe nouns (e.g. people, places, animals, objects, colours, shapes and sizes).	
Anecdote	Use of an everyday example or personal account/story to illustrate how it impacts upon people.	
Hyperbole	Exaggeration or being over the top.	

English Key knowledge - THUG
Section 4

Key word	Image	Meaning	Explanation/Example
Justice		the principle that people receive that which they deserve,	
Anguish		Deep mental or physical pain or suffering.	
Vital		Essential; absolutely necessary	*In medicine, our vital signs represent the essential elements we need to leave like our blood pressure, heart rate, oxygen levels etc.*
Comply		act according to someone's wishes or rules.	
Reckless		Doesn't think about the danger or consequences of actions	If you are *reckless*, you don't think or care about the consequences of your words or actions, like a *reckless* driver who speeds while texting,
Discredit		Cause to be distrusted or disbelieved	to cause mistrust or cast the accuracy of something into doubt. If you say that schooling is important to you, but you never study, your actions *discredit* you and your words.
Stance		The way you stand	
Solace		comfort offered to one who is disappointed or miserable	*If something eases your disappointment or grief, consider it a solace. If you're sad, you might find solace in music or in talking to your friends.*
Accountability		responsibility to someone or for some activity	*If you take responsibility for your own actions, you show accountability. Stepping up and admitting it when you break something shows accountability.*
Oppressed		subject to harsh treatment.	*To be oppressed is to be exploited or systematically harmed by others. People who have no freedom are oppressed.*

English Key Knowledge - THUG

Section 5

Key word	Image	Meaning	Explanation/Example
Climax		the most intense, exciting, or important point of something	
Exposition		The opening of a narrative.	*It normally establishes setting and introduces key characters*
Treacherous *(trech-er-us)*		(of ground, water, conditions, etc.) presenting hidden or unpredictable dangers.	*The journey was treacherous.*
Captivating		Very interesting	*Her stories were captivating*
Complex		not easy to analyse or understand; complicated or intricate. Consisting of many different parts	*The narrative structure is extremely complex*
Poignant *(poi-ny-ant)*		Creating a strong feeling of sadness or regret	*The novel was a poignant tale of love and loss*
Heart-wrenching		extremely sad or distressing.	*The girl's plight was extremely heart-wrenching.*

Knowledge task: Application

Write a review of THUG so far, using at least 3 of the key words above.

Maths

Week 5

Topic/Skill	Definition/Tips	Example
Sharing in a Ratio	**1. Add** the total parts of the ratio. **2. Divide** the amount to be shared by this value to find the value of one part. **3. Multiply** this value by each part of the ratio. Use only if you **know the total**.	Share £60 in the ratio 3 : 2 : 1. 3 + 2 + 1 = 6 60 ÷ 6 = 10 3 x 10 = 30, 2 x 10 = 20, 1 x 10 = 10 £30 : £20 : £10
Proportional Reasoning	Comparing two things using **multiplicative reasoning** and applying this to a new situation. Identify one multiplicative link and use this to find missing quantities.	
Unitary Method	Finding the **value of a single unit** and then finding the necessary value by **multiplying** the single unit value.	3 cakes require 450g of sugar to make. Find how much sugar is needed to make 5 cakes. 3 cakes = 450g So 1 cake = 150g (÷ by 3) So 5 cakes = 750 g (x by 5)
Ratio already shared	Find what **one part** of the ratio is worth using the **unitary method**.	Money was shared in the ratio 3:2:5 between Ann, Bob and Cat. Given that Bob had £16, found out the total amount of money shared. £16 = 2 parts So £8 = 1 part 3 + 2 + 5 = 10 parts, so 8 x 10 = £80

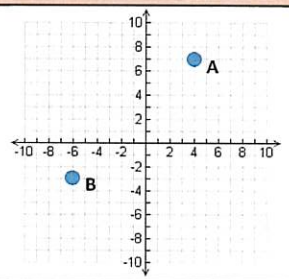
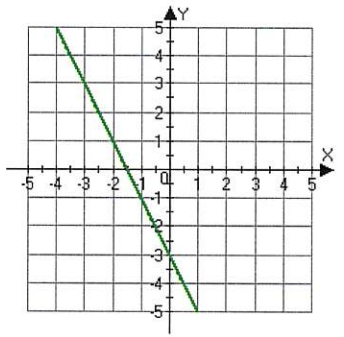
Maths

Week 2

Topic/Skill	Definition/Tips	Example
Solve	To find the **answer**/value of something **Use inverse operations** on both sides of the equation (balancing method) until you find the value for the letter.	Solve $2x - 3 = 7$ Add 3 on both sides $2x = 10$ Divide by 2 on both sides $x = 5$
Rearranging Formulae	**Use inverse operations** on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of $y = \frac{2x-1}{z}$ Multiply both sides by z $yz = 2x - 1$ Add 1 to both sides $yz + 1 = 2x$ Divide by 2 on both sides $\frac{yz+1}{2} = x$ We now have x as the subject.
Writing Formulae	**Substitute letters for words** in the question.	Bob charges £3 per window and a £5 call out charge. $C = 3N + 5$ Where N=number of windows and C=cost

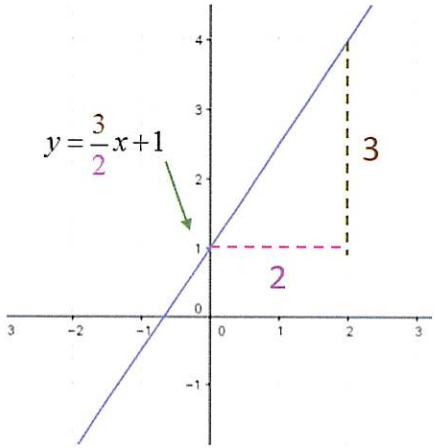
Maths

Week 3

Topic/Skill	Definition/Tips	Example
Coordinates	Written in **pairs**. The **first** term is the **x-coordinate** (movement **across**). The **second** term is the **y-coordinate** (movement **up or down**)	A: (4,7) B: (-6,-3) 
Midpoint of a Line	Method 1: **add the x coordinates and divide by 2, add the y coordinates and divide by 2** Method 2: Sketch the line and find the values half way between the two x and two y values.	Find the midpoint between (2,1) and (6,9) $\frac{2+6}{2} = 4$ and $\frac{1+9}{2} = 5$ So, the midpoint is (4,5)
Linear Graph	**Straight line** graph. The general equation of a linear graph is $$y = mx + c$$ where m **is the gradient** and c **is the y-intercept**. The **equation** of a linear graph can contain an **x-term**, a **y-term** and a **number**.	Example: y= -2x - 3 

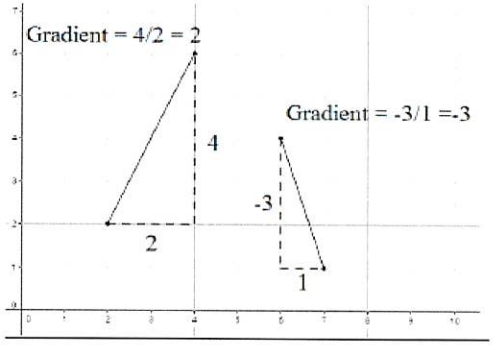
Maths

Week 4

Topic/Skill	Definition/Tips	Example
Plotting Linear Graphs	Method 1: **Table of Values** Construct a table of values to calculate coordinates. Method 2: **Gradient-Intercept Method** (use when the equation is in the form $y = mx + c$) 1. Plots the y-intercept 2. Using the gradient, plot a second point. 3. Draw a line through the two points plotted.	<table><tr><td>**x**</td><td>-3</td><td>-2</td><td>-1</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td>**y= x +3**</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table> 

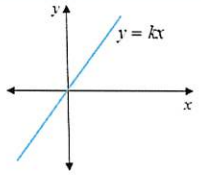
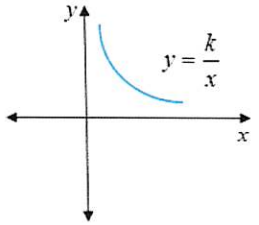
Maths

Week 5

Topic/Skill	Definition/Tips	Example
Gradient	The gradient of a line is how **steep** it is. **Gradient =** $$\frac{\textbf{Change in } y}{\textbf{Change in } x} = \frac{\textbf{Rise}}{\textbf{Run}}$$ The gradient can be positive (sloping upwards) or negative (sloping downwards)	
Parallel Lines	If two lines are **parallel**, they will have the **same gradient**. The value of m will be the same for both lines.	Y = 2x +3 and y = 2x +10 are parallel lines.
Perpendicular Lines	If two lines are **perpendicular**, the **product** of their **gradients** will always equal **-1**. The gradient of one line will be the **negative reciprocal** of the gradient of the other line.	Y = 2x + c and y = - ½ x + c are perpendicular lines.

Maths

Week 6

Topic/Skill	Definition/Tips	Example
Direct Proportion	If two quantities are in direct proportion, **as one increases**, the **other increases** by the **same percentage**. If y is directly proportional to x, this can be written as $\boldsymbol{y \propto x}$ An equation of the form $\boldsymbol{y = kx}$ represents direct proportion, where k **is the constant of proportionality**.	
Inverse Proportion	If two quantities are inversely proportional, **as one increases**, the **other decreases** by the **same percentage**. If y is inversely proportional to x, this can be written as $\boldsymbol{y \propto \frac{1}{x}}$ An equation of the form $\boldsymbol{y = \frac{k}{x}}$ represents inverse proportion.	
Using proportionality formulae	**Direct**: $\mathbf{y = kx}$ or $\mathbf{y \propto x}$ **Inverse**: $\mathbf{y = \frac{k}{x}}$ or $\mathbf{y \propto \frac{1}{x}}$	p is directly proportional to q. $P = kq$ p is inversely proportional to q. $p = \frac{k}{q}$

9.4 Conservation of mass

a Balancing equations

Step	What to do
1	Write down the given equation
2	Write down the number of atoms per element on both sides of the arrow
3	If you have more than one element on one side at more to balance the numbers
4	Count the numbers of elements on both sides of the arrows.
5	If balanced, you are completed. If still not balanced, add more to balance numbers. Repeat this step until the equation is balanced.

b Conservation of mass

The law of conservation of mass states that no atoms are lost or made in a chemical reaction. Instead, the atoms join together in different ways to form products

c Percentage yield equation

$$\text{percent yield} = \frac{\text{actual yield}}{\text{theoretical yield}} \times 100\%$$

d Percentage by mass equation

$$\text{Percent by mass} = \frac{\text{mass of solute}}{\text{mass of solution}} \times 100\%$$

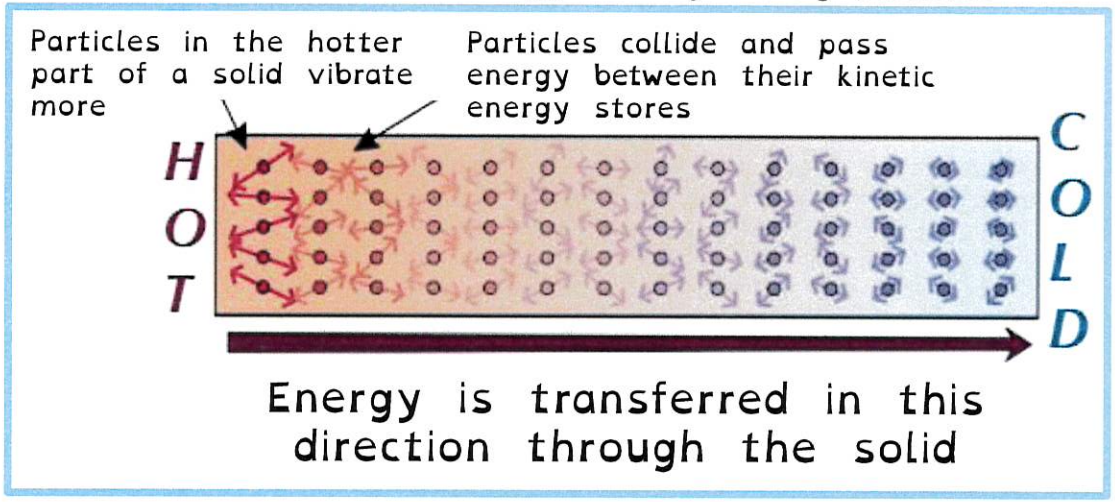
e

	Keyword	Definition
1	State symbols	The abbreviations used in balanced symbol equations to show if reactants and products are solids (s), liquids(l), gases (g) or dissolved in water (aq).
2	Law of conservation of mass	The total mass of products formed in a reaction is equal to the total mass of the reactants.
3	Relative atomic mass	The number of protons plus neutrons in the nucleus of an atom. Sometimes called the mass number.
4	Atomic number	The number of protons in an atom. Sometimes called the proton number.
5	Percentage yield	The actual mass of a product collected in a reaction divided by the maximum mass that could be formed in theory, multiplied by 100.
6	Relative formula mass	The total of the relative atomic masses, added up in the ration shown in the chemical formula of a substance.

Science
9.5 Radiation

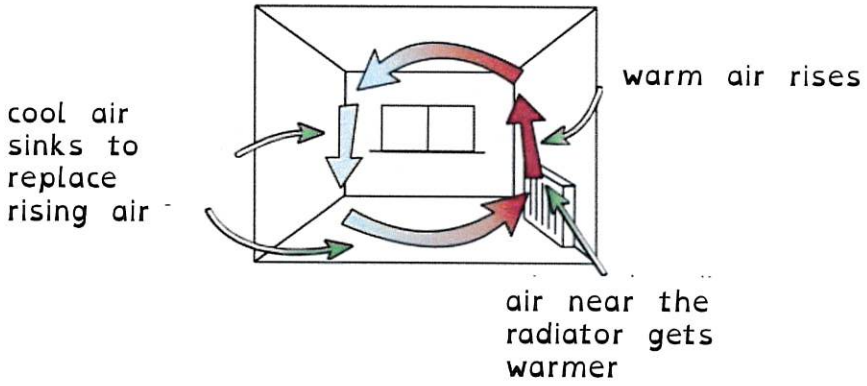
a Conduction

Conduction is the process where vibrating particles transfer energy to neighbouring particles



b Convection

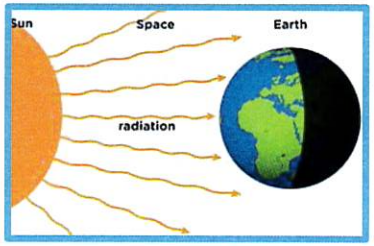
Convection is where energetic particles move away from hooter regions to cooler regions



When you heat a gas or liquid, the particles move faster and spread apart. This causes the density to decrease.

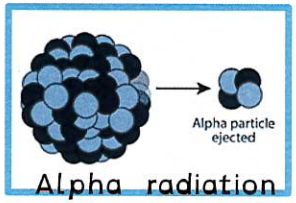
c Radiation

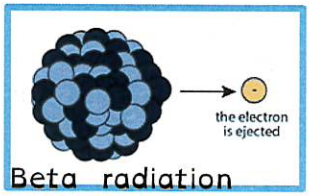
Heat can be transferred by **infrared radiation**. It is a type of **electromagnetic radiation** that involves waves.

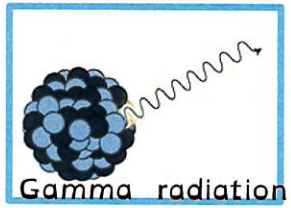


d Nuclear radiation

There are three types of nuclear radiation: 1) Alpha - a helium nucleus, two protons and two neutrons. 2) Beta - a fast moving electron. 3) Gamma - a high energy electromagnetic wave

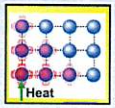




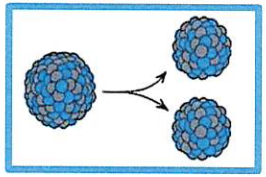
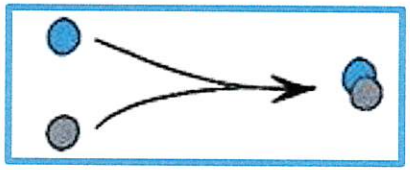


Science 9.5 Radiation

e

	Key word	Picture	Definition
1	Conduction		Particles with more heat energy vibrate faster. The vibrations pass onto the closer particles and pass on the heat energy.
2	Convection		Particles with more heat energy move faster. Faster moving particles spread out and become less dense. The less dense liquid or gas particles will rise up.
3	Radiation		Radiation energy travels in waves. This is how we feel the suns warmth. Radiation can travel in a vacuum.

g

Nuclear fission	Nuclear fusion
Splits heavy elements	Combines light elements
	
Nuclear fission is a type of nuclear reaction that is used to release energy from large and unstable atoms by splitting them into smaller atoms	Nuclear fusion is a type of nuclear reaction that is used to release energy from two light nuclei colliding at high speed and fuse to create a larger, heavier nucleus

f

Name	Picture	Symbol	Description	Speed	Penetrating power	Ionising ability	Stopped by:
Alpha		α $^{4}_{2}He$	2 protons 2 neutrons	Slow	Low	High	Paper
Beta		β or β^-	Same as an electron	Fast	Medium	Medium	Aluminium
Gamma		γ	An EM wave	Speed of light	High	Low	Lead/concrete

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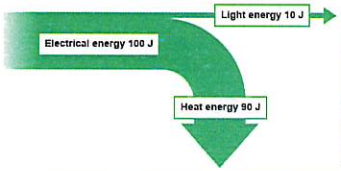
Science
9.6 Energy Resources

a Efficiency

Devices are designed to waste as little energy as possible. This means that as much of the input energy as possible should be transferred into useful energy stores. A very efficient device will waste very little of its input energy. A very inefficient device will waste most of its input energy.

$$\text{Efficiency} = \frac{\text{Useful output energy transfer}}{\text{Total input energy transfer}}$$

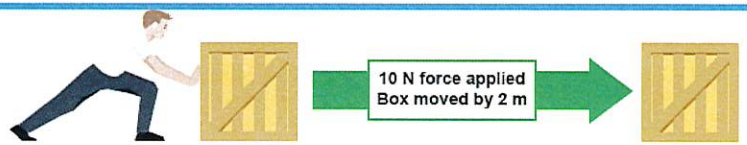


This is the Sankey diagram for a typical filament lamp. Most of the electrical energy is transferred as heat instead of light energy

b Work done

Work done is another way of saying energy transferred. Work can be done by kicking a ball a certain distance.
The amount of work done when a force acts on an object depends on two things:
1) the size of the force acting on the object
2) the distance through which the force causes the object to move

The equation used to calculate work done is:
Work done (J) = force (N) x distance (m)
W=F x d



c Power

Power is the rate of energy transfer, or the rate of doing work. It is measured in watts, W. One watt is equal to one joule transferred per second (J/s)

$$\text{Power(W)} = \frac{\text{Energy transferred (J) OR Work done (J)}}{\text{Time (s)}}$$

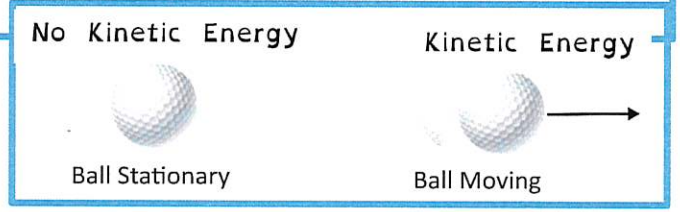
$$P = \frac{W}{T}$$

d Kinetic energy (E_k)

All moving things have kinetic energy, even very large things like planets, and very small ones like atoms. The amount of kinetic energy an object has depends upon:
1) the mass of the object
2) the speed of the object
The equation used to calculate work done is:

Kinetic energy = 0.5 x mass x (speed)^2

E_K = J
Mass = kg
Speed = m/s



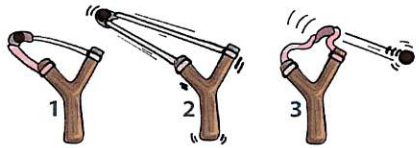
Science
9.6 Energy Resources

e Elastic Potential Energy

- Elastic objects can store elastic potential energy if they are stretched or squashed.
- When the object returns to its original shape, the stored elastic potential energy is released.
- We can use the following equation to calculate elastic potential energy

$E_e = 0.5ke^2$

Ee = elastic potential energy (J)
k = spring constant (N/m)
e = extension (m)



f Gravitational Potential Energy

The amount of gravitational potential energy an object has on Earth depends on its:
1) mass
2) height above the ground

The gravitational potential energy (GPE) of an object raised above the Earth's surface can be calculated using the equation:

GPE(J) = mass(kg) x gravitational field strength (N/kg) x vertical height raised (m)

g Renewable energy resources

Renewable Energy Resource	Advantages	Disadvantages
Wind turbines	Does not create pollution and cheap to run	Expensive to set up and wind does not always blow
Wave generators	Does not create pollution and cheap to run	Expensive to set up
Tidal generators	Does not create pollution and cheap to run and produce a lot of electricity once running	Very expensive to set up and could be hazardous to local wildlife
Hydroelectric power stations	Does not create pollution and cheap to run	Expensive to set up and output could be affected by drought
Solar cells	Does not create pollution and cheap to run	Not always sunny and output does not always outweigh initial cost to set up

Year 9 Art - Structures

Key Word	Definition	Example
Architecture	The art or practice of designing and constructing buildings	This includes residential housing, offices and company buildings, concert halls, religious buildings etc.
Brutalism	An architectural movement featuring large 'blocky' buildings made with concrete	Features of brutalist buildings include rough, unfinished surfaces, geometric shapes, heavy materials, straight lines, and small windows.
Gothic	An architectural movement featuring pointed arches and delicate decorative elements.	Many churches and cathedrals in Europe were built in this style in the 12th - 16th century
Art Deco	An architectural movement with features from the Art Deco art movement	Features include ornate geometric detailing, use of black, gold and silver, and decorative geometric windows
Urban	Relating to a town or city area	Opposite of rural areas
Atmospheric	Art which creates a distinctive mood	Dark, happy, confused, foggy, deep
Impasto	Technique of applying paint thickly	Van Gogh was famous for his impasto paintings
Ceramic	Objects created with clay and hardened by heat	Clay pots and vases are known as ceramics
Perspective	The illusion of space and distance in a 2D artwork	A flat artwork can be made to look 3D by using perspective
Proportion	The size of objects in an artwork compared with one another	The features of a face should all be the right size compared with the other features

Annotation guide

Your artist research pages should include the following information about the artist and their work:

When?
When was the work made? Is the work linked to an art movement?

How?
How does the artists' work link to your work or your theme? How could you create work like this?

Who?
What is the artists' name? Where were they from?

What?
What kind of artwork did the artist make? What kind of techniques or processes did they use?

Why?
What inspired the artwork? What is the main idea behind it? Can you name any inferences?

Opinion
Do you like the artists' work? Why or why not? Is it successful?

L1

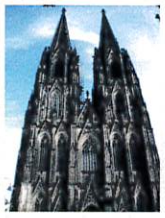
Artists & Movements

Barbara Hepworth

Henry Moore

John Piper

Gothic



Brutalism

Art Deco

Skills and techniques

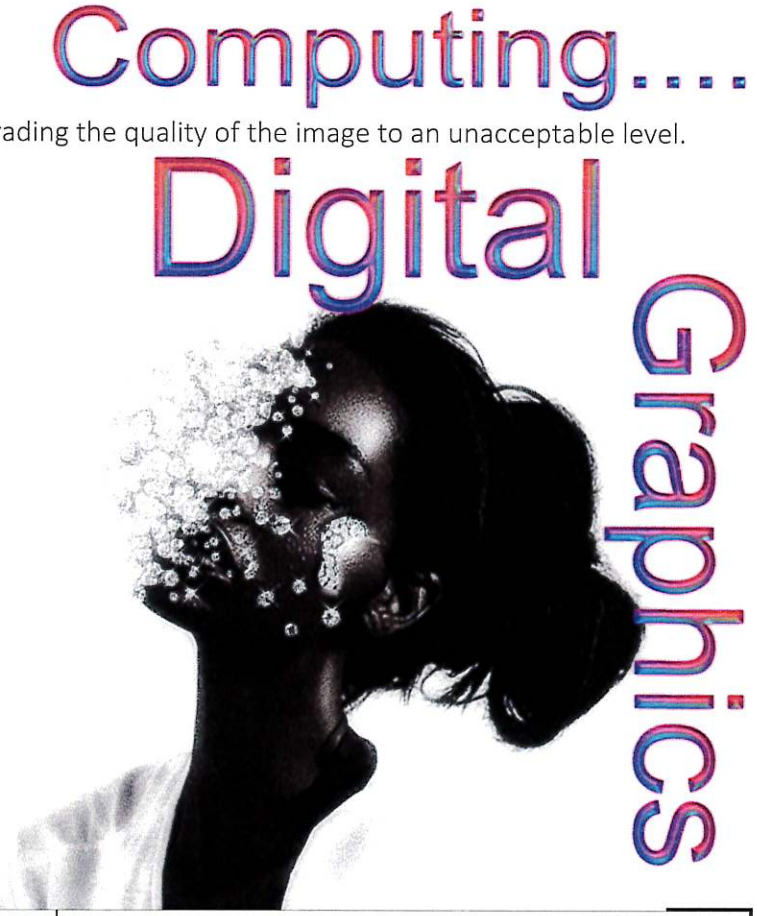
Tonal pencil shading, acrylic painting, modroc sculpture, chalk & charcoal drawing, artist response, artist analysis, clay, collaborative artwork

Homework

Your homework will alternate between self-quizzing and practical homework each fortnight. The below tasks will be set as practical homework:

1. **Create an interesting artist research page based on any sculpture artist. Your page should include annotation based on the guide to the left.**
2. **Create a tonal pencil or pen drawing of any building in the world that you love the style of.**
3. **Collect some materials destined for the recycling bin - plastic bottles (no glass), cardboard, egg cartons etc. Bring them in to school for your next double lesson!**

Section 1 - Key terms



- Compression: Gaining an accurate representation of data at a smaller file size, without degrading the quality of the image to an unacceptable level.
- Pixel: A singular square, it is the smallest unit that makes up a bitmap image.
- Lossless: A compression technique whereby the file size is reduced without a loss in quality.
- Lossy:. The objective is to retain quality and important detail in the image, while achieving smaller file size.
- Conventions: Genre-specific or normalised methods of representation; for example, bold, capitalised text on an advert.
- Composition: The layout of assets that constitute the overall image, such as text and images. Used to make the audience look or feel a certain way.
- White space: describes the absence of content can be used to draw the attention of the viewer towards a certain aspect by making it stand out against the background.
- Aspect ratio: Describes the proportionate relationship between the width and height of an image.
- Pixel resolution: The total number of pixels that make up an image.
- DPI: Dots per inch, a measure of image quality in print.
- PPI: Pixels per inch, a measure of the pixel density within a digital display.

Section 2- File Formats

File Format	Common Uses	Advantages	Disadvantages
Tagged Image File Format (TIFF)	Images within the printing and publishing industry.	Lossless compression – retains maximum amount of image data.	Large file size. Some websites don't support TIFF files.
Joint Photographic Experts Group (JPEG)	Storing photos on digital cameras, displaying photos on the Internet.	Small file size – ideal for web use and email. Widely supported on web.	Lossy compression method – some information will be lost each time the image is edited and saved.
Portable Network Graphic (PNG)	Web development, images also containing graphics.	Lossless compression. Supports full transparency. Supports full colour palette.	No support for animation. Files can be large.

Bitmap (BMP)	All images.	Lossless compression. Displays realistically.	Very large file size. Don't resize well.
Graphic Interchange Format (GIF)	Simple animations.	Widely supported online. Small file size. Easy to create.	256-colour palette, meaning colours outside this palette are replaced and can appear blocky.

Section 3

Intellectual Property

Intellectual property refers to unique creations such as artistic works, designs, names and images.

Copyright, patents, designs and trademarks are all types of intellectual property, which help to prevent people from stealing or copying your work.

Some companies are very protective over their intellectual property, because holding the exclusive rights to a product or brand allows them to legally remain the sole recipient of profits.

Copyright

Most images and photos will be protected by some sort of copyright, meaning that in order to use this image the owner of the copyright will need to give permission.

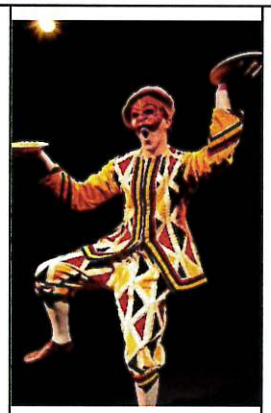
Generally, the creator of the work automatically owns the copyright; however, when an employee creates an image on behalf of their employer the copyright usually rests with the employer.

Some images found online are controlled by picture libraries that hold copyright or permission to sell rights to the images.

These images can be subject to additional restrictions that arise from contract terms, such as restrictions for commercial purposes. In this case it's always important to check the terms and conditions of use before using them within a project.

Within the UK, copyright lasts for the life of the creator plus an additional 70 years from the end of the year of their death.

Commedia Dell'Arte Knowledge Organiser - Drama

The Lazzi		An improvised comic dialogue or action especially associated with particular Commedia characters.
Comedy		A genre of theatre intended to make the audience laugh at the performance
Slapstick Comedy		A style of humour involving exaggerated physical activity that exceeds the boundaries of normal physical comedy. Slapstick often involves accidents or falls involving incapable use of ladders or work tools.

Stock Characters		A stereotypical fictional person or type of person whom audiences recognize for their key traits and characteristics.
Improvisation		Drama that is created spontaneously without any pre-planning.
Plots		The main events of a play.

20

Commedia Dell'Arte Knowledge Organiser - Drama

Commedia Dell'Arte		Very old type of theatre which can be traced back to 16th century in Italy. Troupes of Actors would travel around the country performing plays in market squares. The plays were often comedies and topics included mistaken identities and servants tricking their masters.
Physicality		The physical characteristics of a character and a skill used to perform which focuses on physical skills to help tell the story and portray your character.
Mask		Tell the audience who the character is, their social class and type, what they will do or won't do, and what their attitudes are.
Mime		Suggesting action, character, or emotion without words, using only gesture, expression, and movement.

Homework Task 1

Title : The Eatwell Guide

The Eatwell Guide is a healthy eating model showing the types and proportions of foods needed in the diet.

Section A:

Label the blank Eat Well guide sheet identifying the labels for each portion of the plate.

Section B:

Explain the process of coagulation. Use the upside-down Pineapple and crème anglaise recipe as your example when explaining the process.

Homework Task 2

Title : The Eatwell Guide

Section A

8 tips for healthier eating

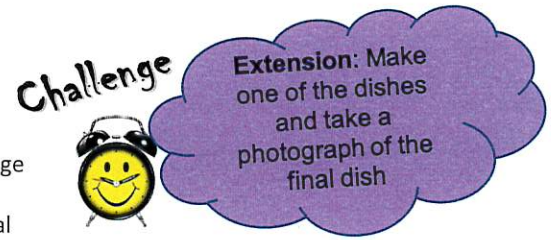
These eight practical tips cover the basics of healthy eating and can help you make healthier choices. Self quiz the 8 tips - (Once)

1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

Section B

Plan a menu for one school day that applies the principles of The Eatwell Guide and the 8 tips for healthier eating.

The challenge task is optional

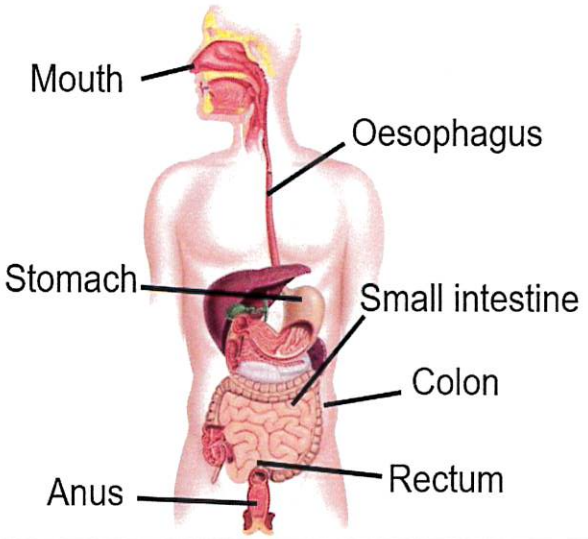


Homework Task 3

Title: Energy, nutrients and digestion

Section A

The body requires energy from food and drink. Our bodies release the energy and nutrients from food. The food passes down the Gastrointestinal tract (GI) tract as shown below. Draw the digestive system and label each of the body parts and the stages of digestion that occur at each part.



Section B

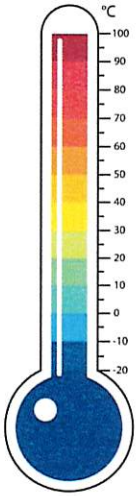
Calculate the energy and nutrients for the recipe of your last cook http://explorefood.foodafactoflife.org.uk – Copy out the results into your self quizzing books.

Homework Task 4

Title: Food hygiene

Section A: Draw out the Temp gage in your self quizzing books and add the information below to the thermometer:

5-63°C – the danger zone where bacteria grow most readily.
37°C – body temperature, optimum temperature for bacterial growth.
8°C – maximum legal temperature for cold food, i.e. your fridge.
5°C (or below) – the ideal temperature your fridge should be.
75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C. Remember to reheat food only once!



Section B

Create a poster highlighting the top tips for ensuring food is safe to eat. Include personal hygiene, safe storage, preparation and cooking of food. The best poster will be made into a real poster to be displayed in the food room (Prizes will also be given)

Prize Time

Homework Task 5

Title: Food hygiene

Allergen and food intolerance awareness
There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:

Self Quiz the following (Once):

Celery (and celeriac)
Cereals containing gluten
Crustaceans
Eggs
Fish
Lupin
Milk
Molluscs
Mustard
Nuts
Peanuts
Sesame
Soybeans
Sulphur dioxide

Section B

You made a Tikka Masala in your practical in lesson, can you list where each ingredient would be stored before you cook the meal (If it needs to be stored in a fridge explain where abouts in the fridge i.e top shelf, lower shelf etc) . Please include how you would store any left overs once cooked.

Explain your reason for your choice

Homework Task 6

Title: Ingredients functional characteristics

Self Quiz the following ingredient functions

Aeration: Incorporating air into a mixture.
Caramelisation: The chemical change of heated sucrose (sugar) to caramel, which produces flavour and browning.
Coagulation: The irreversible denaturation of protein molecules to thicken and set.
Denaturation: A change in the structure of protein molecules, resulting in their unfolding.
Dextrinisation: The reaction of dry heat on the surface of food which changes starch to dextrin, e.g. toast.
Gelatinisation: The process of thickening which takes place when a mixture of starch and liquid is heated.
Shortening: The effect caused when fat is rubbed into flour. The fat coats the flour particles, waterproofing them to prevent gluten formation.

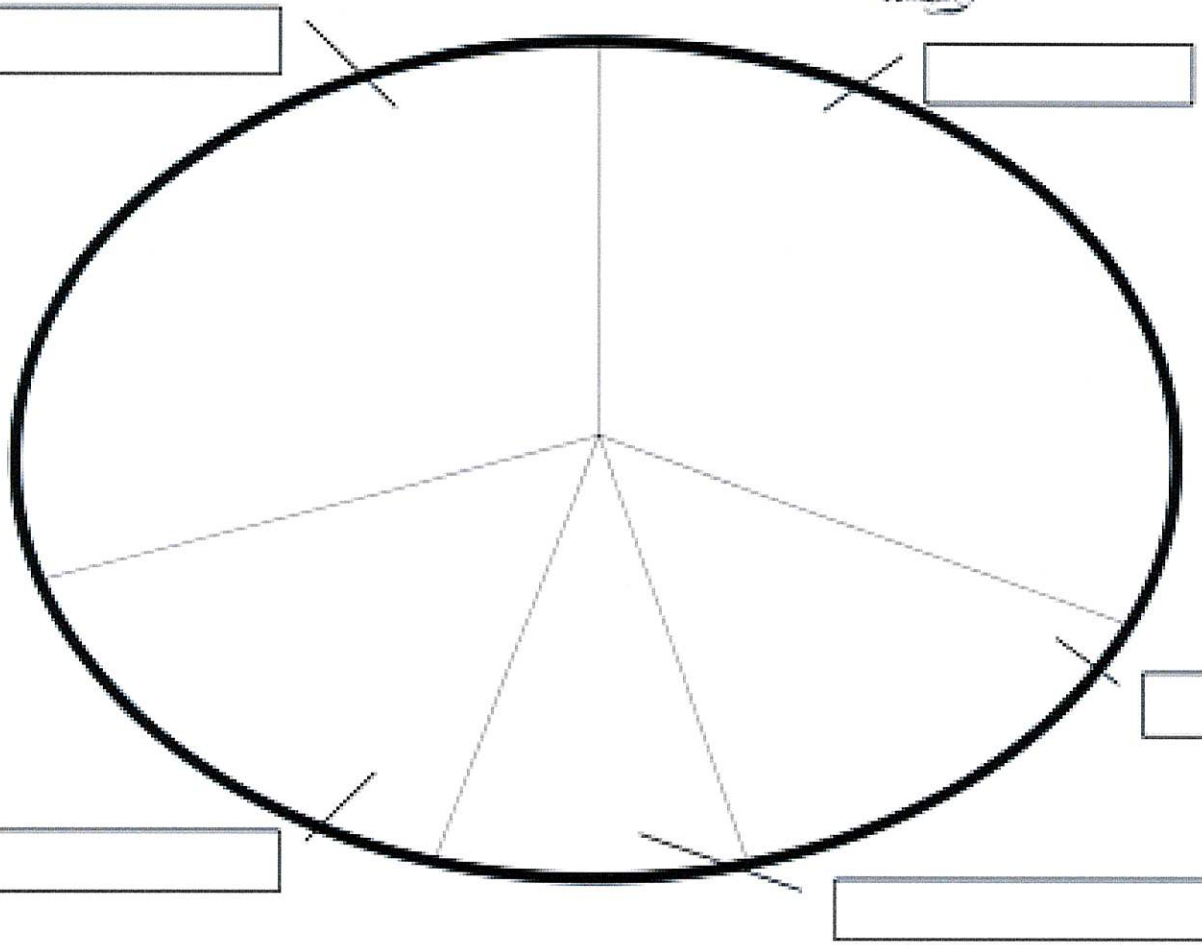
Section B
Complete a sensory analysis for all the dishes you have cooked in your Practical Lessons. Write a summary on which dish scored the highest vs lowest and explain why. (sheet will be given by class teacher)

The challenge task is optional

Maillard reaction
Foods which are baked, grilled or roasted undergo colour, odour and flavour changes.
This is primarily due to a group of reactions involving amino acids

Task: Take photographs of a food/ dish undergoing the Maillard reaction

The Eatwell Plate



Label the sections of the Eatwell Plate with one of the following labels:

Fruit and vegetables

Bread, rice, pasta, potatoes and other starchy foods

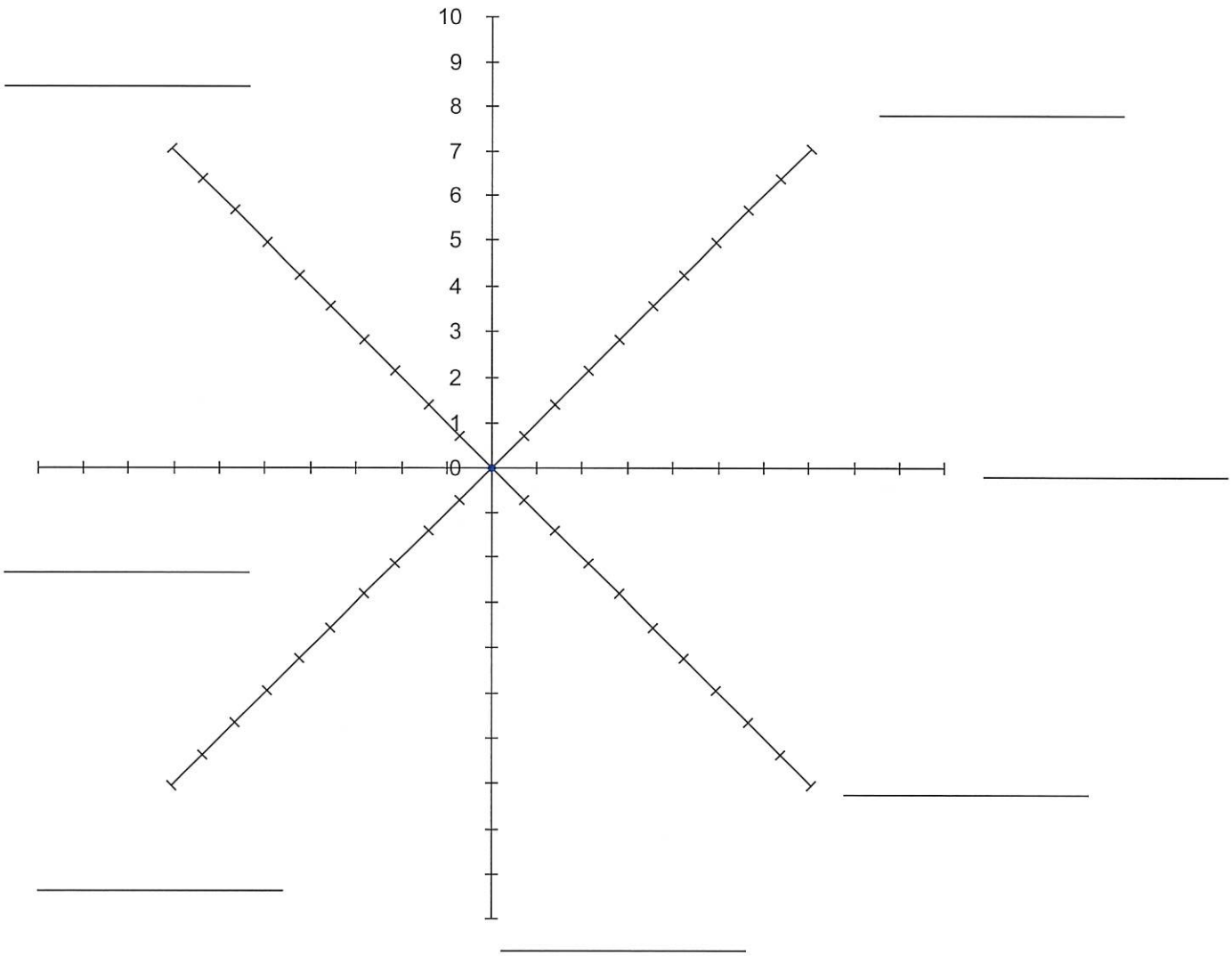
Meat, fish, eggs and beans

Milk and dairy foods

Foods high in fat and sugar

Draw and label some foods that could be included in each section.

Star chart/diagram



Analysis of Star Diagram

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Key for Star Diagram

EBC Year 9- Protest

Section 1	
Protest	To object publicly to something
Student Protests 2010	When university students across the UK protested about fees increasing.
Tampon Tax 2014	A protest which successfully ended the tax placed on sanitary products.
Strike	A type of protest when you refuse to go to work. When you go on strike you are not paid.
Union	An organisation that helps protects your rights at work.
The Miner's Strike	In 1984-85 many miners went strike because the government wanted to shut down the mines.
Winter of Discontent	A period of time, from 1978-79 when there were lots strikes from different types of jobs like nurses and waste removal people.
Margaret Thatcher	The Prime Minister during the Miner's Strike.
Arthur Skargell	The leader of the Miner's Union during the 1984 Miners Strike.

Section 2	
Black Lives Matter movement	An organisation that was set up in the USA in 2013 in response to unfair treatment of African Americans from the police. In the UK the organisation was set up 2016.
Institutional Racism	A type of racism that is rooted in the laws of a society.
Misogyny	Prejudice or a deep dislike against women
Sexism	Prejudice, discrimination or stereotyping of women.
Everyday sexism	Comments or unwanted attention that many women face everyday. Such as being harassed on the street.
Intersectionality	The idea that people go through different experiences because of their race, gender or sexuality but some oppressions and experiences may overlap

Section 3	
The Invasion of Afghanistan	In 2001 as a response to 9/11 the USA invaded Afghanistan which lasted until 2021. Britain also sent troops to Afghanistan.
The Iraq War	In 2003 the USA and Britain invaded Iraq. The invaded to try and find weapons of mass destruction.
2003 Stop the War Protest	In 2003 around 3 million people marched through London to against the war in Iraq.
Sit-in	A form of protest in which demonstrators occupy a place, refusing to leave until their demands are met.
Awareness	Protest hope to make many people aware of the problems facing different groups in society that they didn't realise about before. Protest these days use social media to do this.
Public opinion	An aim of protest is to help change people opinions about key issues.

Geography – Factfulness: Is what we think about the world wrong?

1. What is Factfulness?	
What is 'Factfulness' mean?	The stress-reducing habit of only carrying opinions for which you have strong supporting facts.
Who is Hans Rosling?	Hans Rosling is a Swedish Professor who argues the vast majority of human beings are wrong about the state of the world.
In what year did Hans Rosling publish his book titled 'Factfulness'?	2018

2. How can we measure development? (Link back to last year's Development topic in Year 8)	
What is the Brandt Line?	The Brandt Line was an imaginary line that was drawn onto a world map in the 1980s, suggesting that a north-south divide exists (rich north and poor south).
Development	The progress of a country in terms of economic growth, the use of technology, and the overall quality of life.
Infant mortality rate	The number of deaths of children under the age of 1 per 1,000 live births.
Child mortality rate	The number of deaths of children under the age of 5 per 1,000 live births.
Fertility rate	The number of live births per 1,000 women of childbearing age (usually ages 15 to 44).
Gross National Income (GNI)	This is a measure of wealth. GNI includes the total value of a country's goods and services. This measure includes all money made within the country, and any money made by the country overseas.

3. How can we categorise the world in terms of development?	
How many groups does Hans Rosling suggest we should categorise the world into?	Four
What measure of development does Hans Rosling use when categorizing countries?	Gross National Income (GNI) per capita. (Per capita means per person).
Low Income Countries	GNI per capita of less than $1,005
Lower Middle Income Countries	GNI per capita of $1,006-3,955
Upper Middle Income Countries	GNI per capita of $3,956-12,235
High Income Countries	GNI per capita of more than $12,235
Converging world	We are living in a 'converging world' where many poorer economies are catching up (or have already caught up) with wealthier economies.
Dichotomy	When something is split into two opposite groups e.g. the world split into 'rich' or 'poor'.

4. It's not all doom and gloom is it?	
Famine	Extreme hunger due to not having enough food.
Corruption	Dishonest or illegal behaviour, especially by powerful people.
Mass layoffs	When many employees lose their job at the same time, usually because there is not enough work for them to do and the company is struggling.
Acts of terror (terrorism)	Terrorism is the use of fear and acts of violence in order to intimidate societies or governments.
What is 'Positive News'?	Positive News is the first magazine that is dedicated to publishing news articles about what is going right in the world.

History – Term 3: How could the Holocaust Happen?

Section 1a – anti-Jewish Persecution

Antisemitism / anti-Semitism	Prejudice and discrimination against Jewish people
Pogroms	An organised massacre of a particular group, in particular, Jewish people
Persecution	Hostility and ill-treatment
Ghettos	A part of a city, especially a slum area, occupied by a minority group or groups
Demonise	Portray as wicked and threatening
Scapegoat	A person who is blamed for the wrongdoings, mistakes or faults of others

Section 1b – Nazi Ideology

Lebensraum (Living Space)	The Nazi belief that Germany needed more land to become a stronger country
Propaganda	Spreading information, which is often false or misleading, to persuade people to support a point of view or cause
Censorship	To limit and control the information a population
SS	The most important Nazi military organisation
Gestapo	The Nazi secret police
Aryan Race	The Nazis incorrectly identified a 'race' of people of German origin who they falsely believed were superior to other 'races'

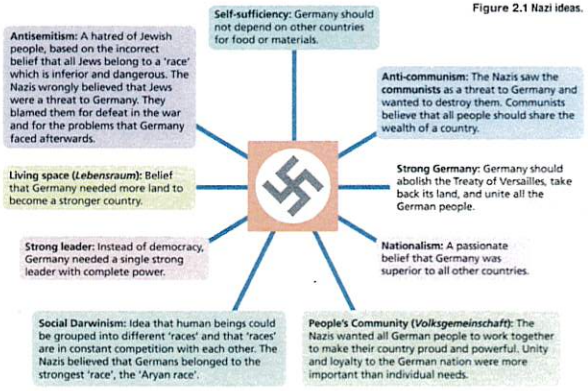


Figure 2.1 Nazi ideas.

Section 2 – Increasing Prejudice

Nuremburg Laws	A series of antisemitic and racist laws that stated that Jewish people could be defined by blood and were a 'race'
Dehumanise	To treat someone as though they are not human and to attempt to take away things that make them human
Juderäte	The name of the Jewish Councils that managed the ghettos. Their leaders are sometimes seen as controversial figures
Holocaust by Bullets	The mass murder of millions of Jewish people in Eastern Europe carried out through shootings
Einsatzgruppen	Groups of soldiers from the SS who's main job was to murder Jewish men, women and children
Babi Yar	In Kiev, Ukraine, the site of the murder of over 33,000 Jews
Concentration Camp	A place where a large number of people were kept as prisoners
Death Camp	6 sites set up by the Nazis, their purpose was for mass murder
Final Solution	The decision reached by Nazi leaders to pursue a policy of **genocide** (mass murder of a specific group or race)

History – Term 3: How could the Holocaust Happen?

What's the big story?

The Holocaust is one of the most difficult and shameful moments in European history. The term refers to the genocide (mass murder) of over six million Jews between the years 1941 and 1945.

The Holocaust is not something that Adolf Hitler decided to implement overnight, but it was the culmination (result) of a well-planned and systematic process of dehumanisation, one which involved a huge number of people at all different levels.

Building on pre-existing antisemitism in Europe, the Nazis began implementing anti-Jewish laws after they gained total control of Germany in 1933.

As time went on, Jews were forced to move to separate spaces - called ghettos - in towns and cities. The conditions in the ghettos were unsanitary, cramped and with a lack of food. Many died.

After 1941, attention turned to genocide. Over 2 million Jews were murdered in the 'Holocaust by Bullets' in the Nazi-occupied parts of the Soviet Union. Yet more were murdered in the specially created Death Camps that were set up specifically to maximise the number of people that could be murdered in one go.

Although the numbers affected by the Holocaust are huge, it's important to recognise that it is something that happened to individuals and there are some extraordinary examples of survival, resilience and resistance, a small number of which we will come across as we follow the journey and experience of Europe's Jewish population in the 1930s and 40s.

Section 3 – Responsibility, Resistance and Consequences	
Perpetrator	Someone who carries out or is responsible for an action or event
Collaborator	Someone who works with those carrying out an action or event and helps to make it happen
Bystander	Someone who knows something is happening but doesn't take part in it, nor do they do anything to stop it
Rescuer	Someone who rescues someone or a group of people from something
Resister	Someone who actively works to prevent something from happening
Active resistance	Using violence to fight against injustice
Passive resistance	Non-violent, peaceful resistance
Partisans	A member of an armed group formed to fight against an occupying force
Death Marches	Enforced marches of about 250,000 people from the camps in the East to Germany. These were carried out as the Nazis retreated from Allied forces
Memorials	A statue or structure put up to remember a person or event
Israel	The only Jewish state in the world. It was set up in 1948, and housed many Jewish survivors of the Holocaust. It is the site of a lot of conflict, even in today's world

FRENCH KO UNIT 10B: HOLIDAYS

	Français (French)	Anglais littéral (literal English)
1.	Salut, je m'appelle Moustapha ! L'année dernière j'avais le plaisir de visiter ma cousine, Flo, sur l'île de la Réunion.	Hi, I myself call Moustapha ! The year last I had the pleasure of visiting my cousin Flo, on the island of the Reunion.
2.	Chaque weekend, je suis all**é** en voiture **pour** visiter la ville avec ma cousine.	Each weekend, I am **gone** (went) by car **for/in order** to visit the town.
3.	En ville j'ai mang**é** de la cuisine traditionnelle, par exemple un repas épicé avec des saucisses.	In town I have **eaten** some cuisine traditional, for example a meal spicy with sausages.
4.	J'ai visit**é** la Réunion avec toute ma famille et nous avons voyag**é** par avion.	I have visit**ed** the Reunion with all my family and we have travell**ed** by plane.
5.	Nous avons visit**é** la campagne en taxi et nous avons voyag**é** à la montagne.	We have visit**ed** the countryside by taxi and we have travelled to the mountain.
6.	J'ai vu un grand volcan aussi, **qui** était magnifique !	I have seen a big volcano also, **who/which** was magnificent!
7.	Nous sommes rest**é**s dans la belle maison de mes grands-parents.	We are stay**ed** (we stayed) in the beautiful house of my grandparents.
8.	Il faisait vraiment chaud et il ne pleuvait jamais ! Il y avait beaucoup de soleil.	It made really hot and it rained never! There was a lot of sun.
9.	J'ai ador**é** ces vacances parce que c'était une expérience inoubliable.	I have lov**ed** these holidays because it was an experience unforgettable.

Vocabulary Mat

Use these words to help your French speaking and writing.

Opinions
à mon avis = in my opinion
je pense que = I think that
je crois que = I believe that
selon (moi)= according to (me)
Il me semble que = it seems to me that

Faire = to do/to make
je fais = I do
tu fais = You do
il/ elle fait = he/she does
on fait = one does/ we do
nous faisons = we do
vous faites = you do (plural)
ils/elles font = they do (m/f)

Être = to be
je suis = I am
tu es = you are
il/elle est = he/she is
on est = we are/ one is
nous sommes = we are
vous êtes = you are (plural)
ils/elles sont = they are (m/f)

c'est = it is
il y a = there is/ there are

Adjectives
petit(e) = small
grand(e) = big
bon(ne) = good
mauvais(e)= bad
facile = easy
difficile = difficult
intéressant(e) = interesting
nul(le) = rubbish
génial = great/brilliant
ennuyeux(euse)= boring
amusant(e) = funny/amusing

Comparatives
plus...que = more...than
moins...que = less... than
assez...que = as...as

Aller = to go
je vais = I go/ am going
tu vas = you go/ are going
il/elle va = he/she goes /is going
on va = we go/ are going
nous allons = we go / are going
vous allez = you go/ are going (plural)
ils/elles vont = they go/ are going (m/f)

Connectives
et = and
ou = or
mais = but
aussi = also
avec = with
puis = then
avant = before
après = after
pour = for/ in order to

Giving Examples
comme = like/as
également = equally
par exemple = by example
semblablement = similarly
de la même façon = in the same way
en comparaison avec = as compared with

Adverbs
très = very
trop = too much
beaucoup (de) = a lot (of)
un peu = a little
assez = quite

Prepositions
dans = in
sur = on (top of)
sous = under
devant = in front of
derrière = behind

Cause and Effect
parce que = because
donc = therefore
alors = so
à cause de = because of
ça veut dire que = this means that
comme résultat = as a result
cependant/ pourtant = however

Avoir = to have
j'ai = I have
tu as = you have
il/elle a = he/she has
on a = we have/ one has
nous avons = we have
vous avez = you have (plural)
ils/elles ont = they have (m/f)

Other useful words
c'était = it was
il y avait =there was/ were
ça sera = it will be
il y aura = there will be
il faut = it is necessary...
normalement = normally
généralement = generally
je voudrais = I would like

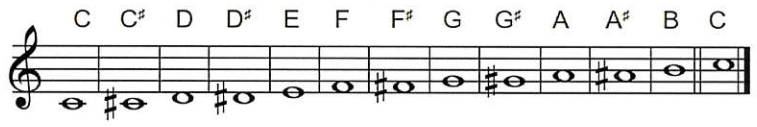
Year 9 Film Music Knowledge Organiser

A) Purposes of Film Music	
1.	To create a particular mood
2.	To represent a character (this is known as a **leitmotif**)
3.	To link one scene to another or smooth over visual cuts, providing continuity
4.	To show emotion
5.	To build suspense
6.	To represent a specific time period, country or place
7.	To suggest something is about to happen

B) Instruments and Common Associations (Musical Cliches)	
Woodwind	Natural sounds such as bird song, animals, rivers
Brass	Soldiers, war, royalty, ceremonial occasions
Tuba	Large and slow-moving things
Harp	Tenderness, love
Glockenspiel	Magic, music boxes, fairy tales
Timpani / Drums	War, fighting, thunder
Strings	Often used to portray emotions: passion, grief, fear etc.

C) Film Music Composers	
Bernard Hermann	Psycho; Vertigo; Taxi Driver
John Williams	Star Wars; Jaws; Harry Potter; Indiana Jones; Superman, E.T.
Jerry Goldsmith	Planet of the Apes; Star Trek: The Motion Picture; The Omen; Alien
Hans Zimmer	The Lion King; Gladiator; Dunkirk; Pirates of the Caribbean; No Time to Die
Danny Elfman	Mission Impossible; Batman Returns; Men in Black; Spider Man
James Horner	Titanic; Apollo 13; Braveheart; Avatar
Howard Shore	Lord of the Rings; The Hobbit

Year 9 Film Music Knowledge Organiser

D) Glossary	
1. Click Track	A click metronome heard by musicians through headphones as they record.
2. Cues	The parts of the film that require music. This is agreed between the director and the composer.
3. Diegetic	Music that is part of the action: the characters in the film can hear it.
4. Non-diegetic	Music that is not part of the action: the characters in the film cannot hear it. It is just for the audience.
5. Mickey Mousing	When the music fits precisely with a specific part of the action in a film.
6. Leitmotif	A short melody that is associated with a character or idea in a film.
7. Hit point	A precise moment where the timing of the music needs to fit with the action.
8. Underscore	Where music is played at the same time as the action or dialogue.
9. Orchestration	The choice of instruments used in a film
10. Dissonance	Clashing chords which create tension and suspense
11. Silence	The absence of sound; used for dramatic effect
12. Ostinato	A short repeated musical pattern
13. Repetition	A technique used in film music as a way of establishing a motif or idea
13. Chromaticism	A scale which uses all 12 notes in an octave 

Samba

Samba is a musical genre and dance style with its roots in Africa via the West African slave trade and African religious traditions. Samba is an expression of Brazilian cultural expression and is a symbol of carnival. Samba schools formed, bringing people together.

A. Key Words and Terms in Samba Music

CALL AND RESPONSE – one person plays or sings a musical phrase, then another person/group responds with a different phrase or copies the first one.
CYCLIC RHYTHM – a rhythm that is repeated over and over again.
IMPROVISATION – making up music as you go along, without preparation.
OSTINATO – a repeated pattern. Can be rhythmic or melodic; usually short.
PERCUSSION – Instruments that are mostly hit, scraped or shaken to produce sound. Samba uses many percussion instruments which together are called a **BATERIA**.
POLYRHYTHM – the use of several rhythms performed simultaneously, often overlapping each other to create a thick texture.
PULSE – a regular beat that is felt throughout music
RHYTHM – a series of notes of different lengths that create a pattern. Usually fits with a regular beat or pulse.
SYNCOPATION – accenting or emphasising the weaker beats of the bar (often a half beat (quaver) followed by a full beat (crotchet)) giving the rhythm an **OFFBEAT** feel.
SAMBISTA – the leader of a Samba band or ensemble, often signalling cues to the rest of the band of when to change sections within the music with an **APITO** (Samba whistle).

B. Form and Structure of Samba

Samba music often starts with an **INTRODUCTION** often featuring **CALL AND RESPONSE RHYTHMS** between the Samba Leader and ensemble. The main **Ostinato** rhythm of Samba is called the **GROOVE** when all the instruments of the Samba Band play their respective rhythms over and over again **(CYCLIC RHYTHMS)** forming the main body of the piece. The **GROOVE** is broken up by **BREAKS** - 4 or 8 beat rhythms providing contrast and MID SECTIONS – one or two instruments change the rhythm of their ostinato and the others stay the same or stop. Sometimes **BREAKS** and **MID SECTIONS** feature a **SOLOIST** who "shows off" their rhythms. The **SAMBISTA** must signal to the group when to change to a different section which is normally done with an **APITO** (Samba Whistle – loud!). A piece of Samba can end (this section is called the **CODA**) with either a **CALL AND RESPONSE** pattern or a pre-rehearsed ending phrase of rhythm. The **FORM AND STRUCTURE** of a piece of Samba may look like the following:

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

C. Texture of Samba Music

Texture varies in Samba music, often **MONOPHONIC** where a single rhythm is heard as in **CALL AND RESPONSE** sections, sometimes **POLYPHONIC** where sections of the Samba band play different rhythms **(OSTINATOS)** creating **CROSS-RHYTHMS** (when two rhythmic patterns that "conflict" with each other occur simultaneously) creating a thick texture of interweaving and interlocking rhythms – a **POLYRHYHM** or a **POLYRHYTHMIC TEXTURE.**

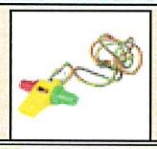
D. Dynamics of Samba Music

The dynamics of Samba music are normally **VERY LOUD** – it is music designed to be performed outdoors at carnivals and is played by large numbers of instrumentalists and to accompany dancers and processions with large audiences watching and listening. Sometimes, a **CRESCENDO** is used at the end of a piece of Samba music for dramatic effect.

E. Tempo of Samba Music

Samba music is generally **FAST** at around **104 bpm** and keeps a constant tempo to assist the dancers or processional nature of the music. Sometimes the **SAMBISTA** (Samba leader) uses **(TEMPO) RUBATO** – tiny fluctuations in tempo for expressive effect.

F. Instruments, Timbres and Sonorities of Samba

SURDO	REPINIQUE	TAMBORIM	CHOCOLO	RECO-RECO	APITO	AGOGO BELLS	CAIXA DE GUERRO
							

Musical knowledge 2: rhythm notation

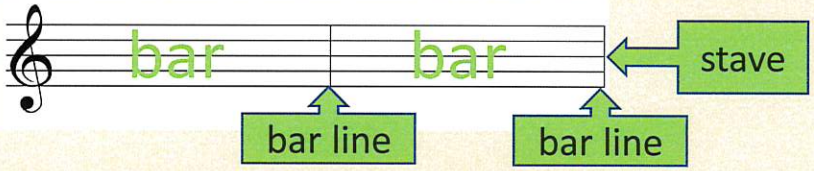
Definitions

1. Pulse = the underlying count in the music. Like a heartbeat. You clap/dance to this. You *feel* it rather than *hear* it.

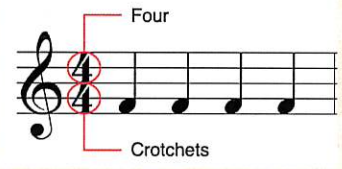
2. Rhythm = long and short notes, and the gaps between them:

Bars and time signatures

1. Notes on the **stave** are divided up into **bars** by **bar lines.**

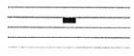
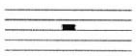
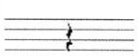
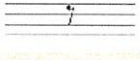


2. The **time signature** = two numbers at the start of the music. It tells us **how many beats are in a bar: how we count in the piece.**
3. The top number tells us how many **beats** are in a bar. The bottom number tells us what sort of beats they are.



How to read rhythms

1. **These are the basic types of notes.** American note names are more logical: here, the UK names are in brackets.

Note/Rest Name	Note Symbol	Rest Symbol	Note/Rest Value (Length)
Whole Note/Rest (Semibreve)			4 beats
Half Note/Rest (Minim)			2 beats
Quarter Note/Rest (Crotchet)			1 beat
Eighth Note/Rest (Quaver)			1/2 beat

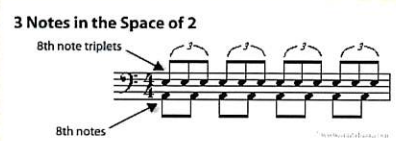
Pairs or 4s of quavers are beamed together. Remember each blob is a note.

2. **Rhythms** can be made up of **any combination of notes or rests,** as long as each bar adds up correctly.
3. **A dot after a note adds on half as much again:**

 = 3 beats

 = 1½ beats

4. **A triplet** squeezes three notes into the time it normally takes to play two:



DESCRIBING MUSIC USING 'MAD T-SHIRT'

MELODY

Register/tessitura – high or low
Range – wide or narrow
Sequence?
Ascending/descending
Scalic or **broken chord** movement
Conjunct or **disjunct**
Ornaments
Melodic ostinato

ARTICULATION

How are the notes being played?
Staccato
Legato
Slurred
Pizzicato/arco
Tremolo
Accents

DYNAMICS

Pianissimo
Piano
Mezzopiano
Mezzoforte
Forte
Fortissimo
Crescendo
Diminuendo
How do the dynamics *change*?

TIME/TEMPO

Metre: beats in a bar
Simple metre: 2/4, 3/4, 4/4, 5/4
Compound metre: 6/8, 12/8
Tempo: fast or slow
Accellerando/ rallentando
Rubato

STRUCTURE

How many sections/what order
Which sections are the same
Binary form: AB
Ternary form: ABA
Ritornello form: ritornello and episodes
Rondo form: ABACADA etc
Sonata form: exposition/ development/recapitulation
12-bar blues
Pop song structure: intro/verse/chorus/bridge/ outro

HARMONY

Major/minor
Diatonic/chromatic
Consonant/dissonant?
Modulations
Cadences: perfect/imperfect plagal/interrupted
Harmonic rhythm: how often chords change
Drone/pedal note
Atonal: music with no key/tonal centre, usually sounds v clashy
Modal: based on a scale of specific tone/semitone gaps. Often heard in folk/eastern music

INSTRUMENT

Strings: violin/viola/cello/double bass/harp
Woodwind: flute/oboe/clarinet/bassoon/pic colo
Brass: trumpet/horn/ trombone/tuba
Percussion: timpani/snare/ cymbals (and many others)
Voices: soprano/alto/tenor/bass
Keyboards: piano/harpsichord/ organ/synthesiser
Rock/pop: electric/acoustic guitar/ bass guitar, drumkit, loops/samples

RHYTHM

Duration: long or short notes?
Even or **uneven** rhythms
Dotted rhythms
Triplets
Syncopation
Cross-rhythm
Polyrhythm
On a particular beat of the bar
Rests/pauses
Rhythmic ostinato

TEXTURE

Thick/thin
Simple/complex
Monophonic
Polyphonic
Homophonic
Heterophonic (unusual)
Counter-melody
Parallel/contrary motion
Unison
Imitation
Call & response

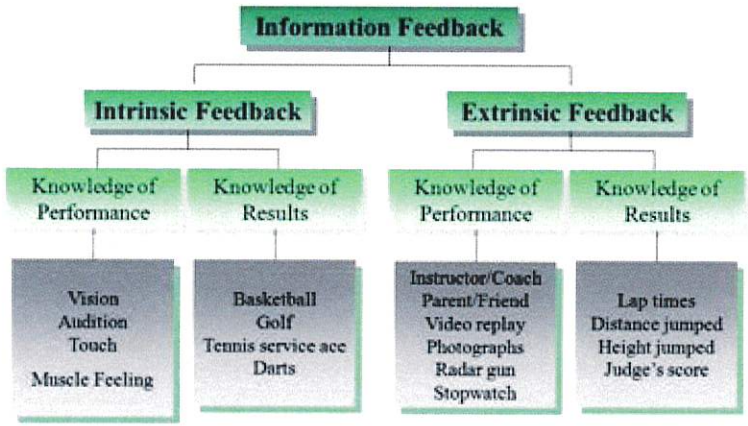
1. Knowledge of results:

This focuses on the end of the performance, for example the end result. It could be position (1st 2nd 3rd etc...), score, if you win or lose.

2. Knowledge of performance

This focuses on how the sports person did during the performance and not what the result is. For example a basketballer may be performing excellent passes but shots may not be as good

3. Types of feedback	
Intrinsic feedback	When you notice that you have made a mistake and can attempt to correct it yourself
Extrinsic feedback	When others can give you guidance on how to perform better. This could be, verbal, visual, manual or mechanical



4.

Feedback	Key features
Positive feedback	- Given to someone when the performance or movement is correct. - The feedback can be intrinsic or extrinsic - Extrinsic example; person of the match - Intrinsic example; feeling good when you have completed a successful shot at goal
Negative feedback	- Given when a movement is incorrect or the performance was poor - The feedback can be intrinsic or extrinsic - Intrinsic example; the lift does not feel even when weight lifting - Extrinsic example; someone else corrects the technique when it is wrong