

*Care to Learn  
Learn to Care*



**Scott**

Scott Medical and Healthcare College

**Sport  
Science**

**Geography**

**History**

**Childcare**

**Health and Social**

**Name:**

**Tutor:**

**Half Term 2 2023-24**

**9**

**Psychology**

**PE/Sport**

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## Book Pride

1	2
<ul style="list-style-type: none"><li>• No dates and titles are underlined</li><li>• Work is <b>very untidy</b></li><li>• Extended writing tasks are <b>incomplete</b></li><li>• SPaG errors being repeated</li></ul> <p>Show more <b>PRIDE</b> in your learning. Be proud to learn and be proud of your work.</p>	<ul style="list-style-type: none"><li>• Some dates and titles are underlined</li><li>• Work is <b>untidy</b></li><li>• Extended writing tasks are <b>short</b></li><li>• SPaG errors being repeated</li></ul>
3	4
<ul style="list-style-type: none"><li>• Most dates and titles are underlined</li><li>• Work is <b>usually</b> neat and well presented</li><li>• Extended writing tasks are <b>good</b></li><li>• SPaG is usually correct</li></ul>	<ul style="list-style-type: none"><li>• All dates and titles are underlined</li><li>• Work is <b>exceptionally</b> neat and well presented</li><li>• Extended writing tasks are <b>outstanding</b></li><li>• SPaG is consistently correct</li></ul> <p>You are <b>RESILIENT</b>. You always show <b>PRIDE</b> in your work.</p>

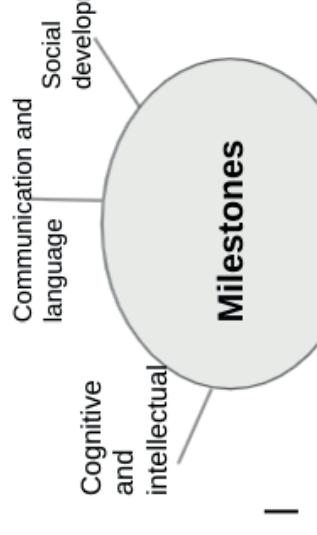
## Child Development Knowledge Organiser: Half Term Two

### Different jobs in child care

- ★ Working in nurseries and pre-schools.
- ★ Playworker – working in an out of school club.
- ★ Registered Childminder.
- ★ Hospital Play Specialist.
- ★ Teaching Assistant.
- ★ Learning Support Assistant.
- ★ School counsellor.
- ★ Speech-language therapist.
- ★ Paediatric nurse.
- ★ Occupational therapist.
- ★ School teacher.
- ★ Child psychologist.
- ★ Social worker.

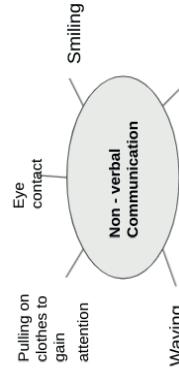
### Understand the Characteristics of children's development from birth to 5 years old.

### Factors that affect growth and development



### Some of the People who use milestones

Nursery staff / Parents and carers / Doctors / Speech and language therapists / Health Visitors



### Key Terms

**Growth** - an increase in size and mass  
**Proportion** - Considered in comparison to something else

### Key Terms

**Holistic** - Parts that are interconnected  
**Development** - the process of developing or being developed

**Babbling** - A stream of sounds babies can make before they can say actual words  
**PIES** - Physical / Intellectual / Emotional / Social

**Consistent** - Something that remains the same over time  
**Circumference** - The distance around something in childcare the babies head

### Developmental milestones

Young Children's development is usually measured by early years professionals (such as nursery staff and childminders). They might observe children's development by observing them. They will then use development milestones, such as the department for education's version, which is called early years outcomes. This enables them to see whether children's development is progressing as they would expect.

**Fine motor skills** - smaller muscles in the hands

Running  
Holding a pen or paintbrush

Using a spoon and fork  
Catching a ball

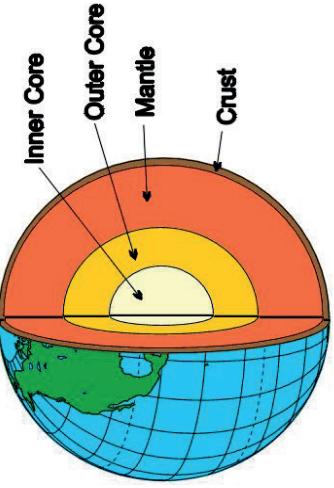
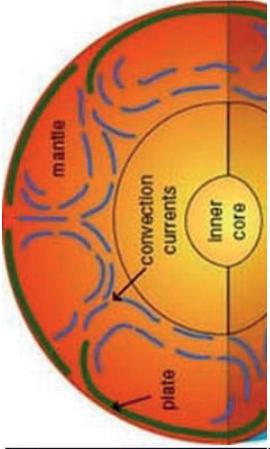
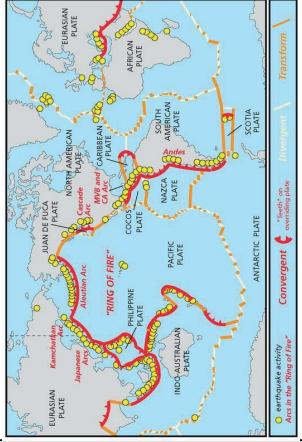
Doing up buttons or zips  
Climbing stairs

Threading a bead  
Dancing

**Communication and language** - Developing the ability to talk

<p><b>Week 1</b></p> <ol style="list-style-type: none"> <li>What is a milestone?</li> <li>Describe what a child psychologist does.</li> <li>Explain what a Gross motor skill is.</li> <li>Why might a child not follow the normal milestones?</li> <li>What does PLIES stand for ?</li> <li>What does PLIES stand for ?</li> <li>What is growth ?</li> <li>Name three non- verbal forms of communication.</li> </ol>	<p><b>Week 2</b></p> <ol style="list-style-type: none"> <li>Why is it important for children to have consistent growth ?</li> <li>What is social development ?</li> <li>Give two examples of social development.</li> <li>What are milestones?</li> <li>Explain what fine motor skills are.</li> <li>What are PLIES ?</li> <li>What is the role of a health visitor ?</li> <li>When measuring a child how would you measure the child's head ?</li> </ol>
<p><b>Week 3</b></p> <ol style="list-style-type: none"> <li>Describe what babbling is like for a baby ?</li> <li>After babbling, what will the child do next with their language development ?</li> <li>What is the role of a teaching assistant?</li> <li>What does cognitive development mean ?</li> <li>Why is it important to support a child's intellectual development ?</li> <li>Describe what Holistic means ?</li> <li>Explain how you can tell a child is developing ?</li> <li>Name three non-verbal forms of communication.</li> </ol>	<p><b>Week 4</b></p> <ol style="list-style-type: none"> <li>Give three examples of Gross motor skills.</li> <li>Why is a health visitor's role important ?</li> <li>How can you support a child's social development ?</li> <li>Name 2 reasons a child goes to nursery</li> <li>What is the role of a play worker ?</li> <li>Why do childminders need to be registered ?</li> <li>Name three ways you support a child's intellectual development.</li> <li>What are milestones ?</li> </ol>
<p><b>Week 5</b></p> <ol style="list-style-type: none"> <li>Give three examples of fine motor skills.</li> <li>What does emotional development mean ?</li> <li>What is the role of an occupational therapist ?</li> <li>If a child is crying how can you comfort them as a parent ?</li> <li>Why is it important to observe and record a child's development ?</li> <li>Why is developing a child's social skills important ?</li> <li>Name 2 reasons why it's important for a child to go to school ?</li> <li>If a child is not reaching their milestones what can be done to help them ?</li> </ol>	<p><b>Week 6</b></p> <ol style="list-style-type: none"> <li>Why is it important for a child to understand their emotions?</li> <li>What is the role of a GP?</li> <li>Name one benefit of a child watching TV</li> <li>Name one negative of a child watching TV</li> <li>Does every child grow at the same rate ? Explain your answer.</li> <li>List all five of the milestones</li> <li>If a child is having a tantrum what can you do to stop it?</li> <li>After babbling, what will the child do next with their language development ?</li> </ol>

## Geography Year 9 Half Term 2:Tectonic hazards

Session	Key terms	Specific knowledge	Geographical Concepts
1. <b>Structure of the earth</b>	<p><b>The crust</b> – the rocky outer layer</p> <p><b>The mantle</b> – the semi-solid middle layer</p> <p><b>The core</b> - the innermost layer which is divided into an inner core and outer core</p> <p><b>Magma</b> - semi molten rock (liquid rock) underground</p> 	<p>The inner core is in the centre and is the hottest part of the Earth. It is solid and made up of iron and nickel with temperatures of up to 5,500°C.</p> <p>The outer core is the layer surrounding the inner core. It is a liquid layer; also made up of iron and nickel.</p> <p>The mantle is the thickest section of the Earth at approximately 2,900 km. The mantle is made up of semi-molten rock called magma.</p> <p>The crust is the outer layer of the Earth. It is a thin layer between 0 - 60 km thick. The crust is the solid rock layer upon which we live.</p>	
2. <b>Plate tectonics</b>	<p><b>Tectonic plates:</b> a large irregularly shaped slab of rock in the crust</p>	<p>The crust is split into major fragments called <b>tectonic plates</b>. There are 2 types: <b>Oceanic</b> (thin and younger but dense) and <b>Continental</b> (old and thicker but less dense). These plates move and where they meet you get tectonic activity (volcanoes and earthquakes).</p> <p><b>Distribution of earthquakes and volcanoes</b> The majority of earthquakes and volcanoes are found along plate margins. The Ring of Fire is a chain of earthquakes and volcanoes around the Pacific Ocean. One exception is Hot Spots, which form when a magma plume reaches the crust. This process created the island of Hawaii.</p>	

### Week 1 Questions

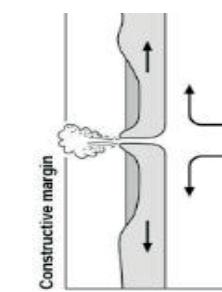
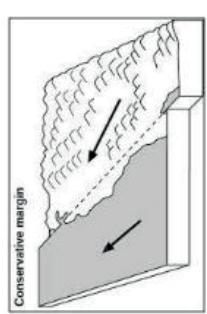
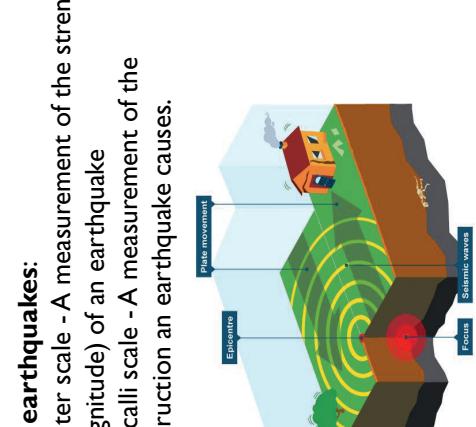
- What is the crust?
- What is the mantle?
- What is the core?
- What is the temperature of the inner core?
- What is the composition of the mantle?
- How thick is the crust?
- What is magma?
- Which is the thickest part of the earth's structure?

### Week 2 Questions

- What are tectonic plates?
- Name the two types of tectonic plates
- Which type of tectonic plate is more dense?
- What is the name of the chain of earthquakes and volcanoes around the Pacific Ocean?
- Why do plates move?
- Where does the heat come from that drives convection currents?
- Where do convection currents happen?
- What is the term for semi molten rock underground?

## Geography Year 9 Half Term 2:Tectonic hazards

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Session	Key terms	Specific knowledge	Geographical Concepts
<b>3.Plate margins</b>	<b>Plate margins</b> <b>Constructive:</b> Plates move apart, creating new land in the gap. Cause volcanoes <b>Destructive:</b> Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes <b>Conservative:</b> Plates slide past each other, cause earthquakes	 	<b>Plate tectonics:</b> <ul style="list-style-type: none"> <li>The earth's crust is made up of 7 major tectonic plates and several small ones.</li> <li>There are two types of plate - Oceanic (under oceans) and continental (under land or continents)</li> <li>Where the plates meet is called a <b>plate margin/boundary</b></li> <li>Earthquakes occur at these margins.</li> <li>Some earthquakes occur with Volcanoes some occur without.</li> <li>The processes that cause earthquakes are different to the ones that cause volcanoes.</li> </ul>
<b>4.Characteristics of earthquakes</b>	<b>Characteristics and formation of Earthquakes</b> <b>Seismic wave:</b> energy released from an earthquake <b>Fault plane:</b> a line of weakness in which a earthquake occurs <b>Focus:</b> the point in the crust where the earthquake is created <b>Epicentre:</b> the point on land directly above the focus		<b>How do earthquakes form?</b> <ul style="list-style-type: none"> <li>On a <b>conservative Plate margin</b> the two plates move in opposite directions.</li> <li>The margins of the plates are not smooth which causes friction so pressure builds up.</li> <li>A threshold is reached and the pressure is released as seismic waves.</li> <li>The seismic waves cause the earthquake.</li> <li>An example is the San Andreas fault in USA.</li> <li>Shallow earthquakes often cause more damage than deep earthquakes</li> </ul>
<b>Week 3 Questions</b>		<b>Week 4 Questions</b>	
<ol style="list-style-type: none"> <li>What is a plate margin?</li> <li>What do the plates do at constructive plate margins?</li> <li>What do the plates do at destructive plate margins?</li> <li>What do the plates do at conservative plate margins?</li> <li>Why do plates move?</li> <li>Where does the heat come from in convection currents?</li> <li>What are the two types of tectonic plates?</li> <li>Which plate is more dense?</li> </ol>		<ol style="list-style-type: none"> <li>What is the term for the waves of energy released from an earthquake?</li> <li>What is the term for the line of weakness where an earthquake occurs?</li> <li>What is the focus?</li> <li>What is the epicentre?</li> <li>What is the term used for the strength of an earthquake?</li> <li>How can we measure the strength of an earthquake?</li> <li>What do plates do at a conservative boundary?</li> <li>Which hazard happens at a conservative boundary?</li> </ol>	

## Geography Year 9 Half Term 2: Tectonic hazards

Session	Key terms	Specific knowledge	Geographical Concepts
<b>5</b> <b>Nepal, 2015 (LIC)</b>	<b>Date:</b> 25 April 2015 <b>Magnitude:</b> 7.9 <b>Epicentre:</b> 50miles NW of Kathmandu <b>Plate margin:</b> Indo-Australian plate colliding with the Eurasian plate	<p><b>Primary effects</b> 9000 killed, 20,000 injured, 8 million people affected - most people were killed by collapsing buildings. Widespread damage to buildings and roads, including 7000 schools destroyed which affected children's education. Hospitals were overwhelmed, adding to the casualties. Power and water were cut off. It is estimated that the total costs was US\$5 billion damage</p> <p><b>Secondary effects</b> Landslides/avalanches cut off villages Mt Everest avalanche killed 19 people Flooding from rivers blocked by landslides.</p>	<p><b>Immediate responses:</b> Overseas aid e.g. Oxfam Aid including helicopters for search and rescue on Mt Everest, where 19 people died in an Avalanche. 300,000 people migrated from Kathmandu to friends/family for support/shelter</p> <p><b>Long-term responses:</b> Roads repaired, landslides cleared, flood lakes drained. International conference for technical/financial help. Indian border blockage caused fuel/medicine shortages</p>
<b>6</b> <b>Chile Earthquake, 2010 (HIC)</b>	<b>Date:</b> February 2010 <b>Magnitude:</b> 8.8 <b>Epicentre:</b> Shallow focus (35km) <b>Plate margin:</b> Destructive - Nazca Plate subducting beneath the South American plate	<p><b>Primary effects</b> 500 killed, 120,000 injured, 800,000 people affected. Significant destruction of buildings and infrastructure. Power, water and communications cut. US\$30 billion damage.</p> <p><b>Secondary effects</b> Communities cut off by landslides Coastal towns devastated by tsunami Chemical plant fire near Santiago forced evacuations</p>	<p><b>Immediate responses:</b> Swift and effective response by emergency services Key roads repaired within 24 hours Most power and restored within 10 days US\$60 million national appeal built 30,000 emergency wooden shelters</p> <p><b>Long term responses:</b> Strong economy reduced the need for foreign aid Government reconstruction plan to rebuild 200,000 homes Full recovery in 4 years</p>
<b>Week 5 Questions</b>			<b>Week 6 Questions</b>
1. Is Nepal an LIC or HIC? 2. What was the magnitude of Nepal earthquake? 3. What was the date? 4. Which plate margin did Nepal happen on? 5. How many people were killed? 6. Name the secondary effect which killed 19 people Give an example of an immediate response to Nepal 7. Give an example of a long term response to Nepal 8. How long did it take Chile to make full recovery?			1. Is Chile a LIC or HIC? 2. What was the magnitude of Chile? 3. What was the date? 4. Which plate margin did Chile happen on? 5. How many people were killed? 6. How much money was lost in damage? 7. How long did it take to repair key roads? 8. How long did it take Chile to make full recovery?

## Geography Year 9 Half Term 2:Tectonic hazards

Session	Key terms	Specific knowledge	Geographical Concepts
7.	<b>Risk:</b> the chance of a natural hazard happening and affecting people.	<p>There are three major factors which can increase the risk to people:</p> <ol style="list-style-type: none"> <li>1. <b>Physical factors</b> - the <b>magnitude</b> of the event and the type of event</li> <li>2. <b>social factors</b> - the number of people living in an area near to a hazard (proximity)</li> <li>3. <b>economic factors</b> - the vulnerability of people affected by an event - this is also linked to poverty</li> </ol>	<p><b>Why are LIC's more at risk?</b></p> <p><u>Lack of services:</u> Typically, people in LIC's are more at risk from natural hazards due to the lack of health care, lack of emergency services.</p> <p><u>Poor infrastructure:</u> Many people in LIC's live in poorly built houses and therefore are more vulnerable to hazards.</p> <p><u>Population density:</u> Often LIC cities have a high population density (lots of people living in cramped conditions)</p> <p><u>Warning systems:</u> LIC's often do not have access to news or telephone lines to receive warnings and therefore experience greater loss of life.</p> <p><u>Education:</u> Some people in LIC's have poor access to education and therefore are not aware of how to act in the event of a hazard, leading them to be more vulnerable.</p>
8.	<b>Reducing risk and living with risk</b>	<p><b>Reducing the risks from tectonic hazards</b></p> <ul style="list-style-type: none"> <li>• <b>Monitoring:</b> Using scientific equipment to detect warning signs. Seismometers measure earth movement. Volcanoes also give off gases which can be monitored.</li> <li>• <b>Prediction:</b> Using historical evidence and monitoring, scientists can make prediction about when a tectonic hazard may occur, this can allow evacuation before event</li> <li>• <b>Protection:</b> Designing buildings that will withstand tectonic hazards.</li> <li>• <b>Planning:</b> Avoid building in at risk areas. Training for emergency services and planned evacuation routes and drills.</li> </ul>	<p>Identification numbers for helicopters to identify which buildings are damaged and which are not</p> <p>Rolling weights on roof</p> <p>Lattice work steel cage to stabilise building</p> <p>Rubber shock absorbers between foundations and building above ground</p> <p>Lattice work steel foundations into the BEDROCK</p> <p>Safe open areas for people to gather</p> <p>Reinforced lift shafts with tensioned cables</p> <p>Shutters that come down automatically</p> <p>Helicopters to identify which buildings are damaged and which are not</p>

### Week 7 Questions

1. What does risk mean?
2. Are HIC's or LIC's more at risk from natural hazards?
3. Name a physical factor which could increase risk to a hazard
4. Name a social factor which could increase risk to a hazard
5. What is the term for a large number of people living in a small area?
6. Why does the infrastructure in LIC's make them more vulnerable to hazards?
7. How long did it take Chile to make full recovery?
8. Name the secondary effect which killed 19 people in the Nepalese earthquake?

### Week 8 Questions

1. What does monitoring mean?
2. Define prediction
3. What is the term for designing buildings that withstand tectonic hazards?
4. Define planning
5. Name one way in which buildings can be more earthquake proof
6. How does a lattice framework on the outside of a building help to reduce risk?
7. What does risk mean?
8. Name a physical factor which could increase risk to a hazard

## **Health and Social Care Knowledge Organiser: Foundation Skills Half Term 2**

<b>Being Admitted to Hospital</b> Three main ways to be referred to hospital - Emergency Department: transfer to a ward - GP referral: Admission Letter - Other health referral: eg from a dentist  Pre-assessment for admittance.  Admission to the ward - important information taken	<b>Time Spent in Hospital</b> Reasons to stay in hospital eg surgical procedure, tests, receiving treatment, having a baby.  Life on a ward - What happens during your stay, ward routines.  How to make a hospital bed.	<b>Discharge from Hospital</b> Hospital discharge policy, Patient Advice and Liaison Service (PALS). Type of discharge - Minimal or complex. Care plans. Transport.
<b>Ongoing Support at Home</b> Types of care provided in the home and who is involved in your assessment.  Care Plan and what support someone would need at home.	<b>Virtual Care Home</b> What goes on in a care home to support individuals with their health and wellbeing: - Creative Activities - Infection Control - Exercise (Armchair workouts)	<b>Diet &amp; Nutrition</b> - Eatwell Guide - Important Nutrients - Consequences of an unbalanced diet - Malnutrition; Obesity, Heart disease, Tooth Decay, Type 2 Diabetes, Osteoporosis, Cancer, High blood pressure, High cholesterol. - Food Allergies and Intolerances
<b>Life Changing Events</b> Types of Life Events: - Expected eg Parenthood - Unexpected eg Redundancy  How life events impact on our PIES.	<b>Working with Children</b> - Special Educational Needs and Disabilities (SEND). - Support for children under 5 - Assessment (Early years framework) - Support available including professionals  <b>Working with young vulnerable adults</b>	<b>Dementia</b> Types of Dementia: - Alzheimers - Vascular - Lewy Bodies - Fronto-temporal  Signs and symptoms of dementia. Support for dementia.
		<b>Youth Offending Team</b> Who they are and what they do. - professionals such as social workers, police officers, probation officers, education welfare officers. - Reasons young people commit crimes - How we can help - Restorative Justice

## Questions

<p><b>Week 1</b></p> <ol style="list-style-type: none"> <li>What is a stroke?</li> <li>Which professional would be first on scene if you suspect someone was having a stroke?</li> <li>Who might refer you to the hospital?</li> <li>Give three pieces of information that would be needed when you are admitted to hospital?</li> <li>Give two pieces of information that would be in your admission letter?</li> <li>What is a pre-admission assessment for?</li> <li>If you are undergoing surgery why might you be told to not eat or drink before a time period beforehand?</li> <li>On first admission onto a ward give two examples of actions a nurse would need to take?</li> </ol>	<p><b>Week 2</b></p> <ol style="list-style-type: none"> <li>Who might refer you to the hospital?</li> <li>What is a pre-admission assessment for?</li> <li>What is the difference between an inpatient and an outpatient?</li> <li>Give two examples of a daily routine that happens when staying in hospital?</li> <li>There are two types of discharge from hospital, what are these called?</li> <li>Why might someone need a care plan before being discharged from hospital?</li> <li>What professionals might be involved in your care when you are first home from the hospital?</li> <li>Give an example of what someone might need help with when first at home?</li> </ol>	<p><b>Week 3</b></p> <ol style="list-style-type: none"> <li>Give two examples of a daily routine that happens when staying in hospital?</li> <li>Give an example of what someone might need help with when first at home?</li> <li>All older people have the right to Experience a good home life, be treated with d _____ and r _____, and have access to quality care and treatments.</li> <li>Give an example of how arts-based activities could help an elderly person in a care home?</li> <li>Give two examples of other activities that could be done in a care home?</li> <li>What is reminiscence therapy?</li> <li>Give one benefit of reminiscence therapy in a care home?</li> <li>Give two examples of items that could be put in a reminiscence box?</li> </ol>	<p><b>Week 4</b></p> <ol style="list-style-type: none"> <li>Give two examples of other activities that could be done in a care home?</li> <li>Give one benefit of reminiscence therapy in a care home?</li> <li>Why are elderly people living in care homes more susceptible to infections?</li> <li>What is important for staff to do throughout the day to prevent germs spreading?</li> <li>Give an example of the benefit of exercise for elderly people who live in care homes?</li> <li>What type of exercise could someone do who has reduced mobility?</li> <li>What is the name of the guide informing people of what a balanced diet is?</li> <li>What is malnutrition?</li> </ol>	<p><b>Week 5</b></p> <ol style="list-style-type: none"> <li>Give an example of the benefit of exercise for elderly people who live in care homes?</li> <li>What type of exercise could someone do who has reduced mobility?</li> <li>What part of the body does Dementia affect?</li> <li>Give one example of a type of Dementia?</li> <li>Give one example of a sign of Dementia?</li> <li>What is a life event?</li> <li>Give an example of an expected life event?</li> <li>Give an example of an unexpected life event?</li> </ol>	<p><b>Week 6</b></p> <ol style="list-style-type: none"> <li>Give one example of a sign of Dementia?</li> <li>Give an example of an unexpected life event?</li> <li>What does SEND stand for?</li> <li>Give an example of what a child will be assessed on in the Early Years Framework?</li> <li>Give an example of a professional who might be involved in the support of a child with SEND needs?</li> <li>Give two examples of who a Social Worker might work with?</li> <li>What is the term given for a child who is in care?</li> <li>Give an example of how a Social Worker might support an adult with mental health problems?</li> </ol>
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<p><b>Week 7</b></p> <ol style="list-style-type: none"> <li>1. Give two examples of who a Social Worker might work with?</li> <li>2. Give an example of an unexpected life event?</li> <li>3. Who does the Youth Offending Team (YOT) deal with?</li> <li>4. Name two professionals who might be part of the YOT?</li> <li>5. Give an example of why a young person may commit a crime?</li> <li>6. What is restorative justice?</li> <li>7. If a young person does not want to participate in the restorative justice process what will they have to do instead?</li> <li>8. What is electronic monitoring?</li> </ol>	<p><b>Week 8</b></p> <ol style="list-style-type: none"> <li>1. Name two professionals who might be part of the YOT?</li> <li>2. Give an example of why a young person may commit a crime?</li> <li>3. Give one example of a type of Dementia?</li> <li>4. What professionals might be involved in your care when you are first home from the hospital?</li> <li>5. Give an example of a secondary care service?</li> <li>6. Why does PPE need to be changed between each interaction with patients?</li> <li>7. What does development refer to?</li> <li>8. How many lifestages are there?</li> </ol>
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Week One: Women in Nazi Germany			
<b>Key Dates</b>	<b>1933-1936:</b> The Nazis wanted women to stay at home rather than go to work <b>1937+:</b> Women were needed to go back into work (whilst men became soldiers in preparation for war).	<b>1933:</b> The Law for the Encouragement of Marriage	<b>1936:</b> Women doctors, civil servants and teachers were forced to leave their jobs.
<b>Key Facts</b>			
1. Hitler wanted women to help <b>increase the birth rate</b> in Germany. It had been decreasing from 1900 (2 million births a year) to 1933 (1 million births a year) and Hitler could not allow this to continue. 2. It was important the birth rate increased for the survival of the Nazi dictatorship. Hitler wanted to <b>ensure future generations of Nazis</b> . 3. The Nazis also believed that the role of a woman was <b>to be a housewife</b> . They were not expected to work and were encouraged to give up their jobs. 4. Hitler and the Nazi's policies towards women can be summed up in the <b>3Ks: Kinder (children), Kuche (Kitchen) and Kirche (Church)</b> .	5. The <b>Law for the Encouragement of Marriage</b> gave a 1000 mark loan to couples who married and had children. However, they would only receive the money if the woman gave up work. The couple could also keep 25% of the loan if they had a child. 6. <b>Divorce laws</b> were changed so that men could divorce their wives if they could not have children. 7. Medals called the <b>Motherhood Cross</b> were introduced. They were awarded to women who had 4 (bronze), 6 (silver) and 8 (gold) children. 8. A programme called ' <b>Lebensborn</b> ' was introduced to encourage single women to have children with an SS soldier. 9. Women were expected to have a <b>traditional appearance</b> in Nazi Germany. They should wear modest clothing (no trousers) with their hair tied back or in a bun/plaits. Women should not diet or smoke so that they can be in top health to carry children. 10. From 1937, the Nazis had to change their policies on working women due to the expanding German economy and men joining the army. Women had to take part in a <b>compulsory 'duty year'</b> - This was where women had to enter employment for a year. They would help on a farm, or in a family house in return for a bed and board but no pay. 11. 1933 saw 5 million women working but by 1939 7 million women were working.	11. 1933: The Law for the Encouragement of Marriage 12. 1936: Women doctors, civil servants and teachers were forced to leave their jobs.	
<b>Self Quizzing Questions</b>			
1. What did Hitler want women to help increase in Germany? 3. What job role were women expected to have in Nazi Germany? 5. How much was the loan given to couples with the Law for the Encouragement of Marriage? 7. What did women need to do to receive a Motherhood Cross medal?	2. Why was increasing the birth rate so important to the Nazis? 4. What were the 3Ks? 6. How much of the loan could the couple keep per child that they had? 8. What kind of appearance were women expected to have in Nazi Germany?		
Week Two: Youth Policies in Nazi Germany			
<b>Key Words</b>	<b>Key Dates</b>		
<b>Indoctrinated:</b> Brainwashed. <b>Racial Hygiene:</b> The idea that races should be kept pure and should not mix. <b>Eugenics:</b> The idea that the human race can be improved by controlling who breeds with who (selective breeding).	<b>1936</b> - It was made compulsory for all young people to join the youth groups. <b>1939</b> - 7 million members of the youth groups. Harsher punishments were introduced for those who did not join.		

### **Key Facts**

1. Hitler wanted young people to be **loyal Nazis** and **prepared for their future roles** (girls were to be mothers and boys were to be soldiers). To ensure this, the young people would need to be **indoctrinated** with Nazi ideas.
2. Young people were required to join Youth Movements. Boys would join the **Hitler Youth**. Girls would join the **League of German Maidens**.
3. The boys' youth groups focused on **military and physical training**. For the military training they would practise skills useful to troops like map reading. They also trained how to shoot guns, as well as there being specialist training for the navy and airforce. For physical training the boys would go camping, hiking, and run sports competitions. There were harsh punishments for refusing orders.
4. The girls' youth groups focused on **motherhood and physical training**. For motherhood training, young girls would be taught to cook, iron and sew. They would receive racial hygiene lessons and were taught child care. Their physical training also included camping, hiking and marching.
5. In schools, all teachers had to join the **Nazi Teachers League** so that only teachers loyal to the Nazi party could teach.
6. Textbooks were rewritten to fit Nazi History, as well as Mein Kampf being used as a textbook. The **curriculum was changed to fit Nazi ideals**, meaning that students received eugenics lessons. 15% of the curriculum was dedicated to PE.
7. All lessons would begin and end with students saluting Hitler.

### **Self-Quizzing Questions**

1. What did the Nazis believe were the future roles of young boys and girls?
3. What was the name of the main youth group that girls would join?
5. What type of motherhood training would the girls do in their youth group?
7. What did all teachers have to join in Nazi Germany?

### **Week Three: Youth Opposition**

#### **Key Facts**

- Edelweiss Pirates:** An alternative youth group for working class young people.
- Swing Movement:** An alternative youth group for middle class young people.
1. Some German children created **alternative youth groups** in opposition. The two most common were the Edelweiss Pirates and the Swing Youth.
  2. The **Edelweiss Pirates** were not a specific united group but were a loose band across many cities (and had many names).
    - a. They tended to be working class youths.
    - b. They were easily recognisable by their badges, for example the Edelweiss flower, or a skull and crossbones.
    - c. They wore clothes which were considered outlandish (and were often inspired by American fashion), such as checked shirts, dark short trousers and white socks.
    - d. They listed to swing music and drew anti-Nazi graffiti on walls.
    - e. They created no-go areas for the Hitler Youth in their cities.
  3. The **Swing Youth** mainly rebelled against the order and discipline of the Nazis.
    - a. It consisted mainly of middle class youths.
    - b. They took part in activities that were frowned upon by the Nazis, e.g. Swing dances. They loved swing music.
    - c. Swing boys often grew their hair long and the girls wore make-up, using bright colours on their lips and nails.

### Self-Quizzing Questions

1. What were the two youth groups created in opposition to the Nazi youth groups?
3. What made the members of the Edelweiss Pirates easily recognisable?
5. What did members of the Edelweiss Pirates create in their cities for the Hitler Youth?
7. What were the Swing Youth rebelling against in Nazi Germany?
2. From which social class did the Edelweiss Pirates primarily come from?
4. What type of clothing did the Edelweiss Pirates wear?
6. From which social class did the Swing Youth primarily come from?
8. What type of activities did the Swing Youth take part in?

Week Four: Jewish Persecution	
<p><b>Key Words</b></p> <p><b>Kristallnacht:</b> Night of Broken Glass.</p> <p><b>Embassy:</b> The official residence or offices of an ambassador.</p> <p><b>Final Solution:</b> The codename for the genocide of the European Jews.</p> <p><b>Genocide:</b> The deliberate killing of a large number of people from a particular religion.</p> <p><b>Wannsee Conference:</b> The conference that planned the Final Solution.</p> <p><b>Displaced Person:</b> Someone who is forced to flee his or her home.</p> <p><b>Concentration Camps:</b> These were labour camps where prisoners had to work.</p> <p><b>Extermination Camps:</b> These were camps created to kill people sent to them.</p>	<p><b>Key Dates</b></p> <p><b>1933:</b> The first concentration camp, Dachau, was built.</p> <p><b>1935:</b> Nuremberg Laws</p> <p><b>7th November 1938:</b> A 17-year-old Polish Jew shot a German,</p> <p><b>8th November 1938:</b> Joseph Goebbels, used the incident to stir up trouble against the Jewish in Germany.</p> <p><b>9th-10th November 1938:</b> Gangs smashed and burned Jewish property and attacked Jews.</p> <p><b>August 1941:</b> The concentration camp, Auschwitz, was built.</p> <p><b>1942:</b> The Wannsee Conference was held to plan the killing of the Jewish people in Europe.</p> <p><b>1942-1944:</b> Jewish prisoners begin to arrive at Auschwitz.</p>
<p><b>Key Facts</b></p> <p><b>1933:</b> Nazis organised a boycott of Jewish businesses, books by Jewish authors were publicly burnt, Jewish civil servants, lawyers and teachers were sacked, race science lessons were introduced which taught that Jews were subhuman.</p> <p><b>1935:</b> The <b>Nuremberg Laws</b>. These formalised anti-Semitism into the Nazi state by stripping Jews of German citizenship, outlawing marriage and sexual relations between Jews and Germans, taking away from Jews all civil and political rights.</p> <p><b>1938:</b> Jews could not be doctors, Jews had to add the name Israel (men) or Sarah (women) to their name, Jewish children were forbidden to go to school.</p> <p><b>9th-10th November 1938: Kristallnacht.</b> The SS organised attacks on Jewish homes, businesses and synagogues in retaliation for the assassination of the German ambassador to France by a Jew.</p> <ol style="list-style-type: none"> <li>a. During Kristallnacht, gangs smashed windows and shops of Jewish people.</li> <li>b. The official figures are: 814 shops, 171 homes and 191 synagogues were destroyed. 100 Jewish people were killed and 20,000 were rounded up and sent to concentration camps.</li> </ol> <p>In 1941 Hitler decided that the way to deal with the 'Jewish problem' was to mass murder the Jewish people. This led to the Wannsee Conference where Heydrich and others planned the '<b>Final Solution</b>', the Nazis codename for the mass murder of Jewish people.</p> <ol style="list-style-type: none"> <li>c. Jewish people were put into train carriages and transported to concentration camps where the people were divided into those who would be killed on arrival and those who were forced to carry manual work.</li> <li>d. Those sent to the gas chambers were killed using Zyklon B.</li> <li>e. 6 million Jewish people were killed during the Holocaust.</li> </ol> <p><b>Self-Quizzing Questions</b></p> <ol style="list-style-type: none"> <li>1. What did the Nazis do to Jewish businesses in 1933?</li> <li>2. What was the name of the 1935 laws introduced that stripped the Jewish of their citizenship and limited who they could marry?</li> <li>3. Where were Jewish children forbidden to go from 1938?</li> <li>4. What event took place in November 1938 that included attacks on Jewish homes and businesses?</li> <li>5. How many Jewish people were killed during Kristallnacht?</li> <li>6. How many Jewish people were sent to concentration camps after Kristallnacht?</li> <li>7. What was the codename given to the Nazi's plan to mass murder all the Jewish people?</li> <li>8. How many Jewish people were killed during the Holocaust?</li> </ol>	

Week Five: Minority Policies		
<p><b>Key Words</b></p> <p><b>Minorities:</b> Groups who made up only a small section of Germany.</p> <p><b>Undesirables:</b> People who Hitler did not want in Germany as he saw them as worthless and expensive. Some were sterilised so that they could not have children.</p> <p><b>Eugenics:</b> The idea that the human race can be improved by controlling who breeds with who (selective breeding).</p> <p><b>Racial Hygiene:</b> The idea that races should be kept pure and should not mix.</p> <p><b>Anti-Semitic:</b> Anti-Jewish.</p> <p><b>Aryan Race:</b> Hitler's 'Master Race'. They were shown as blonde, blue eyed, tall and athletic.</p> <p><b>Sterilisation:</b> A surgery to ensure that a person cannot have children.</p>	<p><b>Key Dates</b></p> <p><b>July 1933: Sterilisation Law</b> allowed the Nazis to sterilise people with certain illnesses and chronic alcoholism. There was a mass round up of tramps and beggars.</p> <p><b>1936:</b> The workshy, tramps and homosexuals were rounded up and sent to concentration camps</p> <p><b>1938:</b> Gypsies were rounded up and sent to concentration camps.</p> <p><b>1939:</b> Nazis began to exterminate the mentally ill in a euthanasia programme.</p>	
<p><b>Key Facts</b></p> <ol style="list-style-type: none"> <li>1. Hitler believed that the German people (particularly the Aryans) were the strongest and the superior race because of their intelligence and ability to work hard therefore this was how the Nazis chose to show them in Propaganda.</li> <li>2. WWII had created a shortage of German men to father future children. However he also had to prevent the Aryan race from being weakened by mixing their blood with non-Aryan races.</li> <li>3. So he needed to solve this problem by selective breeding and killing the undesirables. These <b>undesirables included anyone who was seen as a burden on the community; the workshy, severely disabled, mentally handicapped, tramps, beggars, alcoholics and homosexuals.</b></li> <li>4. Hitler also had a particular fear of the <b>Gypsies</b> as he saw them as non-Aryans, homeless and workshy. There were only about 30,000 Gypsies in Germany but Hitler was determined to ensure they did not mix with the Aryans. Like the Jewish people they had many of their rights taken away, they were not allowed to marry German people and lost their German citizenship. Many were put in concentration camps.</li> <li>5. The <b>Euthanasia Programme</b> was introduced by the Nazis to kill the mentally ill people of Germany. This included babies, children and teenagers (around 6000 were killed). They were mainly killed by starvation or lethal injection. It was stopped due to public protests (but restarted in secret during WWII).</li> <li>6. The <b>Sterilisation Programme</b> was introduced so that Nazis could make sure non-Germans and 'undesirables' did not have children. From 1934-1935, 320,000-350,000 men and women were stopped from ever having children.</li> </ol>	<p><b>Self-Quizzing Questions</b></p> <ol style="list-style-type: none"> <li>1. What was the name given to Hitler's 'Master Race'?</li> <li>2. How was Hitler's 'Master Race' shown as in the Nazi propaganda?</li> <li>3. What type of people did the Nazis label as 'undesirable'?</li> <li>4. What does the term 'eugenics' mean?</li> <li>5. Why did Hitler and the Nazis dislike and fear Gypsies?</li> <li>6. What rights did Hitler and the Nazis take away from the Gypsy people?</li> <li>7. Who did the Nazi Euthanasia Programme target?</li> <li>8. Who did the Nazi Sterilisation Programme target?</li> </ol>	
<p><b>Key Words</b></p> <p><b>Assassination:</b> The murder of a prominent person, usually for political reasons.</p> <p><b>Putsch:</b> A violent attempt to overthrow the government.</p>	<p><b>Key Dates</b></p> <p><b>November 1938:</b> Maurice Bavaud's Plot.</p> <p><b>November 1939:</b> Georg Elser's Beer Hall Bomb.</p> <p><b>March 1943:</b> The Brandy Bomb Plot.</p> <p><b>July 1944:</b> The July Plot.</p>	

## **Key Facts**

1. **Maurice Bavaud's Plot:** A Swiss student, named Maurice Bavaud, bought a pistol and began to stalk Hitler across Germany. He had a chance to shoot Hitler on November 9th 1938 when Hitler and other Nazi leaders marched through Munich. He had his pistol tucked into his pocket but before he could draw and take aim, the swastika-waving crowd raised their arms in a Nazi salute and blocked his view. He was arrested trying to leave Germany and confessed under interrogation that he had plotted to kill Hitler. He was executed by guillotine.
2. **Beer Hall Bomb:** Georg Elser was a German carpenter and communist. He believed Hitler's regime would lead Germany to war and financial ruin. He knew that Hitler would give a speech at Munich's Beer Hall on the anniversary of the Beer Hall Putsch. He spent months building a bomb with a timer. He placed the bomb in a hollowed out pillar next to the platform where Hitler would speak. Elser planned his bombing to perfection but Hitler began (and therefore finished) his speech early. Hitler left the building minutes before the bomb exploded. It killed 8 other people. Elser was caught and put in the concentration camps.
3. **The Brandy Bomb:** A bomb, hidden as a parcel of brandy bottles for Hitler, was placed on Hitler's plane. It had a 30 minute fuse. The bombers were surprised when they discovered that Hitler's plane had flown and landed safely. They were able to retrieve the bomb and discovered that a defective fuse had stopped the bomb from detonating and blowing up the plane.
4. **The July Plot:** Stauffenberg (a German colonel) placed a briefcase filled with explosives near Hitler at his hidden command post (the Wolf's Lair) during a conference. Stauffenberg left the room under the pretence of making a phone call. The bomb detonated however the briefcase was moved moments before so Hitler only received minor injuries. Four other men died. Stauffenberg and his conspirators were rounded up and executed.

## **Self-Quizzing Questions**

1. How did Maurice Bavaud plan to assassinate Hitler?
3. Where did Georg Elser hide the bomb he built to assassinate Hitler?
5. Where was a bomb hidden in the Brandy Bomb assassination attempt?
7. Where did Stauffenberg hide a bomb in the July Plot to assassinate Hitler?

## **Week Seven: Women and Youth Groups Revision**

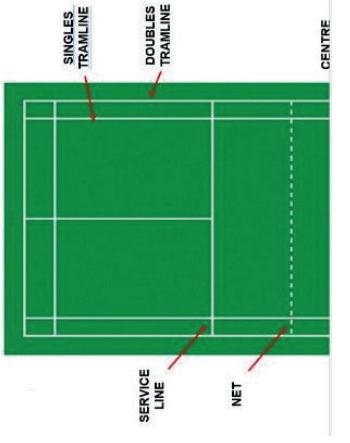
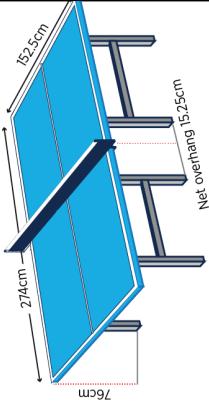
## **Self-Quizzing Questions**

1. What did Hitler want women to help increase in Nazi Germany?
2. What were the 3Ks?
3. How much was the loan given to couples with the Law for the Encouragement of Marriage?
4. What was the criteria for receiving a Motherhood Cross medal?
5. What was the name of the main Nazi youth group that the girls would join?
6. What was the name of the main Nazi youth group that the boys would join?
7. What did all teachers have to join in Nazi Germany?
8. What were the two youth groups created in opposition to the Nazi youth groups?

## **Week Eight: Jewish and Minority Group Persecution Revision**

## **Self-Quizzing Questions**

1. What did the Nazis do to Jewish businesses in 1933?
2. What was the name of the 1935 laws introduced that stripped the Jewish of their citizenship and limited who they could marry?
3. What event took place in November 1938 that included attacks on Jewish homes and businesses?
4. How many Jewish people were killed during Kristallnacht?
5. What was the name given to Hitler's 'Master Race'?
6. What rights did Hitler and the Nazis take away from the Gypsy people?
7. What type of people did the Nazi Euthanasia Programme target?
8. What type of people did the Nazi Sterilisation Programme target?

Term 2: Sport Understanding	
Week 1: Badminton	Week 2: Table Tennis
<p><b>Principle of the game:</b> Badminton can either be played as singles or doubles, but no matter which you are playing all matches are played over a best of 3 format. Players will play until 21 points, unless they have only beat their opponent by 1 point, at this point they will keep playing until one player becomes 2 points clear.</p> <p><b>Rules of the game:</b></p> <ul style="list-style-type: none"> <li>- A point is scored on every serve, and the winner of the point then gets the next serve.</li> <li>- Between games players must swap ends/sides with their opponent.</li> <li>- A point is scored if the shuttlecock hits the ground in the opponent's half of the court, this includes if it lands on the lines.</li> <li>- If you hit the shuttlecock onto your opponent's side of the court but it goes beyond the lines then they will receive a point.</li> <li>- Serving: Serves must be hit from or below waist height, and both players must stay stationary until the serve is made. Serves take place on the right hand side of the court when their score is even, and left for odd. For doubles this is also the case but players on the same team must also rotate which side they are playing on.</li> <li>- Court: Singles is played on a long and thin court, doubles is played on a short and wide court.</li> </ul> 	<p><b>Principle of the game:</b> The aim of the game is simple; hit the ball over the net onto your opponent's side. The ball should bounce once on the opponent's side of the table. A point is won by you if your opponent is unable to return the ball or if they hit the ball before it bounces on their side of the table (unless the ball has already cleared the table).</p> <p><b>Rules of the game:</b></p> <ul style="list-style-type: none"> <li>- Scoring: Winner is the first to 11 points but if the score is 10-10, then the game continues until one of the players has gained a lead of 2 points. Points are won irrespective of who has served and matches can be the best of 3, 5 or 7 games – or any odd number you like!</li> <li>- Serving: The ball must first bounce on your side and then on your opponent's side of the table, if the ball touches the net and goes over, or flies off the table without bouncing on your opponent's side, you lose the point, there are no second serves. The ball should rest freely on the open palm of the server, above the level of the table. In singles you can serve from anywhere and to anywhere on the table and you must change servers every 2 points. If the score reaches 10-10 change server every point.</li> <li>- You can't place your non paddle hand on the table in the game, if you do so you will forfeit the point that is being played for and it will go to your opponent.</li> <li>- You are not allowed to volley (hit it before it bounces) the ball in table tennis.</li> <li>- If you hit the ball in a rally or on a serve and it bounces back over the net after hitting your opponent's side of the table (due to extreme spin), without your opponent touching it, that is your point.</li> </ul> 

- Questions:**
- 1) How many points are played in a single game of badminton?
  - 2) What occurs if a player is only winning by 1 point?
  - 3) What happens after the first game has finished in the best of 3 format?
  - 4) Explain 1 example of how a point can be won in badminton.
  - 5) What must happen during a serve?
  - 6) What side of the court do serves take place on if the score is even?
  - 7) What side of the court do serves take place on if the score is odd?
  - 8) What are the differences in the court size for a singles and doubles game?
  - 9)

- Questions:**
- 1) What is the aim of table tennis?
  - 2) How many points is a game played to?
  - 3) Explain how serving occurs in table tennis.
  - 4) Are there second serves in table tennis?
  - 5) What will happen if you place your non paddle hand on the table at any point?
  - 6) What is volleying and are you able to do it in table tennis?
  - 7) What happens if spin on your serve makes the ball return to your side of the table?
  - 8) Identify one way to score a point in table tennis.

## Week 3: Volleyball

### Principle of the game:

A volleyball game consists of two teams of six players each, separated by a net. The six volleyball court positions are setter, middle blocker, outside hitter, opposite hitter, libero and serving specialist.

### Rules of the game:

- Only 6 players on the floor at any given time: 3 in the front row and 3 in the back row.
- Points are made on every serve for the winning team of the rally (rally-point scoring).
- Players may not hit the ball twice in succession (a block is not considered a hit).
- Ball may be played off the net during a volley and on a serve.
- A ball hitting a boundary line is in.
- A ball is out if it hits an antennae, the floor completely outside the court, any of the net or cables outside the antennae, the referee stand or pole, or the ceiling above a non-playable area.
- It is legal to contact the ball with any part of a player's body.
- It is illegal to catch, hold or throw the ball.
- A player cannot block or attack a serve from on or inside the 10-foot line.
- After the serve, front-line players may switch positions at the net.
- Matches are made up of sets; the number depends on level of play.
- Examples of rule violations: Stepping on or across the service line when serving while making contact with the ball, failure to serve the ball over the net successfully, ball-handling errors and contacting the ball illegally (double touching, lifting, carrying, throwing, etc), touching the net with any part of the body while the ball is in play and blocking a ball coming from the opponent's court and contacting the ball when reaching over the net if your opponent has not used 3 contacts AND has a player there to make a play on the ball.

### Questions:

- 1) How many players make up one volleyball team?
- 2) Can the ball be played off of the net?
- 3) Provide 2 examples of where the ball would be out of play in volleyball.
- 4) What parts of the body can you use to hit the ball with?
- 5) What are matches made up of?
- 6) What happens if the ball hits a boundary line?
- 7) What happens if the ball hits the antennae?
- 8) Provide 2 examples of rule violations.

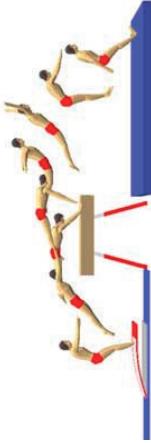
## Week 4: Gymnastics

### Principle of the game:

There are three primary types of gymnastic competitions: artistic, rhythmic and acrobatic. Each is a separate sport. Artistic gymnastics are generally known as just "gymnastics." Men and women's gymnastics include two common events, the floor exercise and the vault. Otherwise, the sport varies for male and female competitors. Men compete in six events, and women compete in four. The various events require muscular strength, balance, flexibility and coordination.

### Types of events:

- |                    |                   |
|--------------------|-------------------|
| - Female events... | - Balance Beam.   |
| - Male events...   | - Uneven Bars.    |
| - Female events... | - Floor.          |
| - Male events...   | - Vault.          |
| - Female events... | - Pommel Horse.   |
| - Male events...   | - Parallel Bars.  |
| - Female events... | - Still Rings.    |
| - Male events...   | - Horizontal Bar. |
| - Female events... | - Floor.          |
| - Male events...   | - Vault.          |



### Rules of the game:

- Floor: The floor exercise area is a square with 12 metre sides, and major competitions must provide a springboard surface. Two judges are assigned to watch the boundary lines, while three or more judges are used to score the gymnasts on their routines. And in men's events, a male gymnast must use all four corners of the square.
- Vault: Gymnasts are expected to land cleanly, with no hops or steps, and within a set landing zone on the landing mat. They must also demonstrate good technique and execution. Falling or stepping on landing incurs deduction, as will lack of height off the table, or distance from the table. Gymnasts (both male and female) show one vault in Qualification, Team Final, and All Around Final.

### Questions:

- 1) What are the 3 types of gymnastics competitions?
- 2) What is artistic gymnastics generally known as?
- 3) How many events do men perform in?
- 4) How many events do women perform in?
- 5) What 4 main components of fitness do gymnasts require to be successful?
- 6) Explain the number of judges used during floor routines and their different roles.
- 7) Where do gymnasts need to land during a vault?
- 8) What can cause a deduction in vaulting?

Week 5: Athletics	Week 6: Alternative Provisions
<p><b>Principle of the game:</b></p> <p>Athletics is made up of various different events that athletes can take part in. The events are split into 3 categories, these are: track events, field events and combined events.</p> <p>Decathlon - includes ten events in the following order, for the first day: 100m, long jump, shot put, high jump, 400m. The second day events are 110m hurdles, discus throw, pole vault, javelin, 1500m.</p> <p>Heptathlon - includes seven events in the following order, for the first day: 100m hurdles, high jump, shot put and 200m. The second day events are long jump, javelin and 800m.</p> <p>Events and their conditions:</p> <ul style="list-style-type: none"> <li>- Running events: <ul style="list-style-type: none"> <li>- Sprints (100m, 200m, 400m)</li> <li>- Middle distance (800m, 1500m)</li> <li>- Long distance (3000m steeplechase, 5000m, 10000m)</li> <li>- Hurdles (110/100m, 400m)</li> <li>- Relays (4x100m) - running race in which athletes compete as a team, passing a baton from one runner to the next.</li> </ul> </li> <li>- Jumping: <ul style="list-style-type: none"> <li>- Long jump - field event where the athlete attempts to jump the longest into a sand pit.</li> <li>- High jump - field event in which the athlete attempts to jump over the highest bar.</li> <li>- Triple jump - field event where the athlete attempts to hop, skip and jump the longest distance.</li> <li>- Pole vault - an athletics event in which a competitor leaps over a bar using a flexible pole.</li> </ul> </li> <li>- Throwing: <ul style="list-style-type: none"> <li>- Discus - athletes attempt to throw a heavy disc object far as they can.</li> <li>- Shot put - the athletes throw a heavy metal ball for maximum distance.</li> <li>- Javelin - throwing a spear-like implement as far as possible.</li> <li>- Hammer throw - a heavy weight at the end of a wire is thrown for distance.</li> </ul> </li> </ul>	<p><b>Alternative Provisions:</b></p> <p>Alternative provisions provide individuals with the opportunity to take part in meaningful learning activities that can improve self-esteem that has a healthy impact on their life. The overall purpose of these activities is to develop the physical and mental health of individuals.</p> <p><b>OAA: Outdoor Adventurous Activities</b></p> <p>By taking part in OAA participants are able to attempt both mental and physical challenges. They will be encouraged to work in a team at times and will have the opportunity to develop problem solving skills. Some examples of activities include:</p> <ul style="list-style-type: none"> <li>- Orienteering, Hashing, Climbing, Abseiling and Mountain biking.</li> </ul> <p>These activities present with various challenges. For example some individuals may have to overcome fears and feelings of anxiety in order to participate.</p> <p><b>Water sports:</b></p> <p>Water sports are activities that are carried out on water or within the water. The popularity of water sports have risen in recent years, with trends such as paddleboarding becoming a weekly activity for some. Whilst water sports are popular, for some they may simply not have access to the facilities or equipment which would enable them to participate. Some examples of water sports are:</p> <ul style="list-style-type: none"> <li>- Canoeing, Kayaking, Paddleboarding, Sailing and Surfing.</li> </ul> <p><b>Boxing and Taekwondo:</b></p> <p><b>Combat sports</b> - A combat sport, or fighting sport, is a contact sport that involves one-on-one contact. In many combat sports one contestant beats the other by scoring more points than their opponent.</p> <p><b>Boxing</b> - Boxing is a sport where two participants, matched in weight and ability, the contestants try to land blows hard and often with their fists. This allows them to gain points and therefore beat their opponents. Rounds last 3 minutes, and fights can range from 3 to 12 rounds.</p> <p><b>Taekwondo</b> - Taekwondo is a full contact sport which involves punching and kicking. This combat sport originated in Korea and has been an official Olympic sport since 2000.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1) What is a decathlon?</li> <li>2) State 2 events included in a decathlon.</li> <li>3) What is a heptathlon?</li> <li>4) State 2 events included in a heptathlon.</li> <li>5) What are the conditions of a relay race?</li> <li>6) How does an athlete perform a triple jump?</li> <li>7) State 2 throwing events.</li> <li>8) What is shot put?</li> </ol> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1) What are alternative provisions?</li> <li>2) What does OAA stand for?</li> <li>3) State 3 examples of OAA.</li> <li>4) Identify 2 things that participants may need to overcome in order to participate in OAA.</li> <li>5) What are water sports?</li> <li>6) Identify 2 examples of water sports.</li> <li>7) What are combat sports?</li> <li>8) Describe the sport boxing.</li> </ol>

## Week 7: Tennis

### **Principles of the game:**

Tennis is a recreational and competitive game played in singles and doubles formats. Singles is the most commonly recognised way of playing tennis, with two players competing against each other. It can be played as an informal game or as a competitive, scored match. Doubles involves two teams of two players competing against each other, so relies on teamwork and tactics to be successful.

The aim of the game is to win points by hitting a tennis ball across the net and into your opponents court to force your opponent to make an error and be unable to return the ball back.

### **Scoring:**

To begin a tennis match, a coin must be tossed, usually by the umpire. The winner then decides who serves first and at which end they would prefer to start the game. At the beginning of a game both players begin with 'love' (zero) points, the below set scoring system is then used:  
No points - 'Love' / 1st point - '15' / 2nd point - '30' / 3rd point - '40' / 4th point - 'Game'

### **Rules**

A match must start with a coin toss to decide who serves first and which side they want to serve from.

After each point, the server will alternate either side on the baseline.

The server must hit their serve from behind their baseline.

If the first serve is called out, then the server may take advantage of a second serve. If the second serve fails then a 'double fault' is called and the point is lost.  
If the serve hits the net but travels over and into the service area, then a 'let' is called and the server may take the serve again without penalty.

To receive a serve, the player is allowed to stand where they wish but they must allow the ball to bounce once first.

If a player touches the net, distracts their opponent or impedes them in any way, the umpire will award the point to the other player.

Throughout a game, the ball is allowed to hit the lines to be awarded in. Anything outside of the lines and the ball is out.

### **Questions:**

- 1) What is the aim of tennis?
- 2) How many points is a game played to?
- 3) Explain how serving occurs in tennis.
- 4) Are there second serves in tennis?
- 5) What will happen if you touch the net?
- 6) What happens if the ball lands on a line?
- 7) What happens if the ball touches the net on the serve?
- 8) Identify one way to score a point in tennis.

## Week 8: Lacrosse

### **Principles of the game:**

Lacrosse is a contact team sport played with a lacrosse stick and a lacrosse ball. Players use the head of the lacrosse stick to carry, pass, catch, and shoot the ball into the goal. The sport has four versions that have different sticks, fields, rules and equipment: field lacrosse, women's lacrosse, box lacrosse and intercrosse.

### **Start/stop of play**

All play is started and stopped by the sound of a whistle

### **Scoring:**

Shooting the ball with a stick so that it passes wholly over the goal line scores a goal. 'Own goals' can be scored if the ball comes off the defender's stick or body. Goals may only be scored from the attacking half of the pitch. No player may enter the goal crease but may reach in with the stick to recover the ball.

### **Fouls**

No stick or body contact  
No intentional ball off body  
No dangerous propelling (passing or shooting through or 'blind')  
No dangerous follow through with stick (following pass/shot)  
No entry into goal crease  
No trapping/guarding ball (but momentary 'rake' is allowed)  
Maximum 4 second possession of the ball by a player (which cannot be increased by throwing/rolling to oneself)  
No defending the goal by standing in the 5m space in front of goal

### **Penalty for fouls**

Free position to nearest opponent  
Offender is placed 3m behind player and all others 3m away

### **Questions:**

- 1) What instrument starts and stops a match in lacrosse?
- 2) What does the term 'own goal' mean in lacrosse?
- 3) Where on a lacrosse playing field can a goal be scored?
- 4) Can you name a foul in lacrosse?
- 5) What equipment do we use to help us score in lacrosse?
- 6) What reason allows us to enter the goal crease in lacrosse?
- 7) How many players on each side in a lacrosse match?
- 8) When there is a penalty foul, how many metres must the defender stand away from the attacker?

Physical and Health Education		Basketball			
Football		Basketball			
Week 1&2		Week 3&4			
<p>Regulation football is played by two teams of 11 players.</p> <p>Each player has a specific <b>position on the pitch</b>:</p> <p><b>Goalkeeper</b> - The goalkeeper role is to protect the goal and try to stop the ball crossing the goal keeper line. They are allowed to use any part of their body including hands (within their own penalty box).</p> <p><b>Right back &amp; Left back</b> - The right/left back is also known as a fullback and is considered a defensive spot. Positionally it is found on the right/left side of the centre back and in the defensive third of the pitch. The right/left backs primary role is to break up and stop the attack from the opposite team. This will increase the likelihood of them not conceding a goal.</p> <p><b>Centre Back</b> - The centre backs primary role is to defend the goal. They will focus on stopping the strikers/towards from scoring. Positionally they are found in the middle of the defensive third and in between both fullbacks</p> <p><b>Right &amp; Left midfielder</b> - The right/left midfielder has the responsibility of attacking the opposition's goal by creating chances and scoring. Also they need to help the right/left back in defending duties in stopping the opposition attack.</p> <p><b>Centre midfielder</b> - The centre midfielders are positionally found in the middle of the pitch but have to help the team attack by moving the ball into the final end of the pitch. But also they need to defend by being on the goal side of the ball and helping the defenders.</p> <p><b>Striker/forwards</b> - The role of a striker is to score goals. They are positionally found in the top third of the pitch where they can be close enough to the opposition's goal to score.</p>	<p><b>Sportsmanship</b></p> <p>Sportsmanship means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat.</p> <p><b>Throw-ins</b></p> <p>A throw-in is awarded to the opponents of the player who last touched the ball when the whole of the ball passes over the touchline. How to take a throw in:</p> <ul style="list-style-type: none"> <li>• Stand facing the field of play, both feet on the ground</li> <li>• Throw the ball with both hands from behind and over the head from the point where it left the field of play</li> </ul> <p>All opponents must stand at least 2 m from the point on the touchline where the throw-in is to be taken.</p> <p><b>Tactics</b></p> <p>Tactics create a playing system that links a team's formation to a particular style of play such as <b>attacking or counterattacking, slow or quick tempo, short or long passing, teamwork or individualistic play</b>. Tactics are usually dictated by the leadership such as the manager and team captain.</p>	<p><b>Scoring:</b></p> <ul style="list-style-type: none"> <li>• If a shot is successfully scored from outside of the three-point line, three points are awarded.</li> <li>• If a shot is successfully scored from inside of the three-point line, two points are awarded.</li> <li>• If a team is awarded a technical foul then they will receive between one and three free shots. Each shot scored will be awarded with one point.</li> </ul>	<table border="1"> <tr> <td> <p><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>1) How many players is a basketball team made up of on the court?</li> <li>2) What is the role of a point guard?</li> <li>3) What two skills does a point guard require?</li> <li>4) What is the role of a shooting guard?</li> <li>5) What skill does a shooting guard require?</li> <li>6) What is the role of a small forward?</li> <li>7) What is the role of a power forward?</li> <li>8) What is the role of a centre?</li> </ul> </td><td> <p><b>Week 4:</b></p> <ul style="list-style-type: none"> <li>1) What is the role of a small forward?</li> <li>2) What is the role of a power forward?</li> <li>3) What is the role of a centre?</li> <li>4) What position would the tallest player on the court play?</li> <li>5) Explain the purpose of an attacking screen.</li> <li>6) How many points are awarded when a player scores from outside of the three-point line?</li> <li>7) How many points are awarded when a player scores from within the three-point line?</li> <li>8) How many shots are awarded if a team receives a technical foul?</li> </ul> </td></tr> </table>	<p><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>1) How many players is a basketball team made up of on the court?</li> <li>2) What is the role of a point guard?</li> <li>3) What two skills does a point guard require?</li> <li>4) What is the role of a shooting guard?</li> <li>5) What skill does a shooting guard require?</li> <li>6) What is the role of a small forward?</li> <li>7) What is the role of a power forward?</li> <li>8) What is the role of a centre?</li> </ul>	<p><b>Week 4:</b></p> <ul style="list-style-type: none"> <li>1) What is the role of a small forward?</li> <li>2) What is the role of a power forward?</li> <li>3) What is the role of a centre?</li> <li>4) What position would the tallest player on the court play?</li> <li>5) Explain the purpose of an attacking screen.</li> <li>6) How many points are awarded when a player scores from outside of the three-point line?</li> <li>7) How many points are awarded when a player scores from within the three-point line?</li> <li>8) How many shots are awarded if a team receives a technical foul?</li> </ul>
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<p><b>Week 1:</b></p> <ol style="list-style-type: none"> <li>1) What is the role of a goalkeeper?</li> <li>2) What is a right back/left back also known as?</li> <li>3) State the defensive positions in football.</li> <li>4) State the attacking positions in football.</li> <li>5) What is the purpose of a right and/or left midfielder?</li> <li>6) Where are centre midfielders predominantly found?</li> <li>7) What is the role of the centre midfielders?</li> <li>8) What is the purpose of a striker?</li> </ol>	<p><b>Week 2:</b></p> <ol style="list-style-type: none"> <li>1) What is the purpose of a right and/or left midfielder?</li> <li>2) Where are centre midfielders predominantly found?</li> <li>3) What is the role of the centre midfielders?</li> <li>4) What is the purpose of a striker?</li> <li>5) What is sportsmanship?</li> <li>6) When is a throw-in awarded in football?</li> <li>7) How do you take a throw-in in football?</li> <li>8) What are tactics?</li> </ol>				

## Gymnastics - Week 5

Gymnastics is an aesthetic sport, this means it is artistically pleasing to watch. Other aesthetics sports include: dance, ice skating, and diving.

Types of gymnastics:

**Artistic** - Attracts the most participants and is generally the most well-known type of gymnastics. In women's artistic gymnastics, athletes compete on four apparatus (vault, uneven bars, balance beam and floor exercise). In men's artistic gymnastics, athletes compete on six apparatus: floor exercise, pommel horse, still rings, vault, parallel bars and horizontal bar (usually called high bar).

**Rhythmic** - In rhythmic gymnastics, gymnasts perform jumps, tosses, leaps and other moves with different types of apparatus. This is currently a female-only sport in the Olympics. The events: Athletes compete with five different types of apparatus: rope, hoop, ball, clubs, and ribbon. Floor exercise is also an event in the lower levels of competition.

**Trampoline** - In trampoline gymnastics, gymnasts perform high-flying flips and twists on every bounce. This became an Olympic discipline for the 2000 Olympics.

**Tumbling** - Power tumbling is performed on a spring runway much bouncier than the floor exercise mat used in artistic gymnastics. Because of its spring, athletes are able to perform very complicated flips and twists in succession.

**Acrobatic** - In acrobatic gymnastics, the athletes are the equipment. A two- to four-gymnast team performs all types of handstands, holds and balances on each other, while members of the team throw and catch their teammates.

### Weight Bearing:

Within gymnastics, the gymnasts require great strength due to the range of static holds and dynamic movements they perform across the various apparatus.

Gymnasts not only require strength to support themselves, but also others.

**Weight bearing (partial)** – one gymnast takes some of the weight of another, but not all e.g., holding a gymnast in an extended handstand.

**Weight bearing (full)** - one gymnast takes the complete weight of another.

### Spotting and Support:

Spotting is an essential part of coaching gymnastics. It is physical contact between a coach and an athlete that is reasonably intended to respond to the needs of the athlete. Spotting for guidance is used when needed to orientate or position the athlete so that they can replicate movements. Spotting for safety is used when needed to reduce the risk of injury or an error in performance, with the goal of designing and using safe progressions as often as you can.

Spotting guidelines - Get close to the athlete, bend your legs, keep your back as vertical as possible, tie back any long hair, grasp athletes on the side of their hips and trunk whenever possible.

### Week 5:

- 1) What type of sport is Gymnastics?
- 2) What is artistic gymnastics?
- 3) What is rhythmic gymnastics?
- 4) What is trampolining?
- 5) What is tumbling?
- 6) What is acrobatic gymnastics?
- 7) Explain what is meant by full weight bearing,
- 8) Explain what is spotting and explain why it is important.

## Thinking ME: Muscles and Their Locations - Week 6

Muscles			
Upper Body (waist up)		Lower Body (waist down)	
Name	Location	Name	Location
Trapezius	Neck down	Gluteus Maximus	Below lower back
Deltoid	Top of shoulder	Quadriceps	Front of thigh
Pectoralis Major	Chest	Hamstrings	Back of thigh
Biceps	Front of upper arm	Gastrocnemius	Lower back leg
Triceps	Back of upper arm	Soleus	Lower back leg
Abdominals	Middle of stomach	Tibialis Anterior	Lower front leg
External Obliques	Side of stomach		
Latissimus Dorsi	Lower back		

### Week 6:

- 1) Where will you locate the trapezius?  
 2) Where will you locate the deltoid?  
 3) Where are the pectoralis major located?  
 4) Where are the abdominals located?  
 5) Below the lower back You will find what muscle?  
 6) On the front of the thigh you will find which muscle?  
 7) On the back of the thigh you will find which muscle?  
 8) Where will you locate the gastrocnemius?

## Healthy ME: Week 7

### Short term effects of exercise

### Cardiorespiratory system:

1. **Heart rate increases** - When you exercise, heart rate increases to circulate more oxygen (via the blood) at a quicker pace to the working muscles.
2. **Breathing rate increases** - To supply more oxygen to your working muscles and remove carbon dioxide.
3. **Increased body temperature and sweat production** - When you exercise, your body warms up due to metabolic activity. To keep within the normal temperature range, your skin will start to sweat to release heat and cool your body down.
4. **Increased redness of skin** - Your small blood vessels will widen to deliver more oxygen to your muscles and carry away carbon dioxide and other waste products that build up. It is this widening of the blood vessels that causes the flushing of your skin during exercise.

### Muscular System:

1. **Increased range of movement at joints** - During exercise, our blood flow and muscle temperature start to increase. As muscles warm, they become more pliable. This combined with an increase in synovial fluid causes an increased range of movement at the joint.

**Week 7:**

- 1) Why does your heart rate increase during exercise?
- 2) What effect does exercise have on our breathing and why?
- 3) What causes the flushing of skin during exercise?
- 4) Why do small blood vessels widen?
- 5) How does our body increase in temperature?
- 6) What are the two reasons our skin sweats?
- 7) How is oxygen carried to the working muscles?
- 8) What causes an increased range of movement at the joints?

Session	Key words	Knowledge	Questions
Week 1: Sampling	<p>Population – A complete set of individuals.</p> <p>Target population - is a group of people a researcher wants to study and apply their findings to.</p> <p>Sample - is a group of people who take part in a research investigation'.</p> <p>The sample is drawn from the target population and is presumed to be representative of that population.</p> <p>A generalisable sample - is the extent to which a researcher can apply their findings to the target population they are interested in.</p> <p>Sampling techniques - Are ways a researcher obtains the participants that will take part in the research.</p>	<p><u>Examples of sampling techniques</u> – We cannot test the whole population or entire target group so Psychologists take a small sample and test your theory/concept. The sample should be representative of the population.</p> <ol style="list-style-type: none"> <li>1) Random sampling - Everyone has an equal chance of being selected</li> <li>2) Opportunity sampling - Using whoever is available and willing at the time</li> <li>3) Volunteer sampling - People volunteer to take part in a study e.g. responding to an advert in a newspaper</li> <li>4) Stratified sampling - Identify the important subgroups in the population e.g. age and gender and make sure your sample reflects the correct proportion.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many sampling techniques do you need to know?</li> <li>2. What is sampling?</li> <li>3. How is the difference between a target population and a sample?</li> <li>4. What does generalisability mean?</li> <li>5. Which sampling technique involves participants self-selecting to take part?</li> <li>6. Which sampling technique involves complex calculations?</li> <li>7. Which sampling technique involves the hat method or a random name generator?</li> <li>8. Which sampling technique involves using people who are close by and available?</li> </ol>
Week 2: Questionnaires	<p>Questionnaire - Set of pre-set written questions.</p> <p>Closed question – questions with a fixed response e.g., multiple choice answers or a rating scale.</p> <p>Open question – questions where the respondents construct their own answers.</p> <p>Quantitative- Measuring the quantity of something.</p> <p>Qualitative – Measuring the quality of something.</p>	<ul style="list-style-type: none"> <li>• <u>Questionnaires</u> – A type of data collection technique known as self-report. The questionnaire response is written, and the participants complete it without being interrupted. There are a range of question formats.</li> <li>• Closed questions produce quantitative data.</li> <li>• Open questions produce qualitative data.</li> <li>• Questionnaires which are likely to lead to social desirability bias include: research looking into people's relationships, research looking into people's negative personality traits, research about committing crimes etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which type of question is this? 'Do you have a pet - yes or no'.</li> <li>2. Which type of question is this? 'How do you like your cup of tea?'.</li> <li>3. What is the opposite of a closed question?</li> <li>4. Should participants be left alone when completing their questionnaires?</li> <li>5. Apart from writing your responses down, how else can a questionnaire be administered?</li> <li>6. What is qualitative data?</li> <li>7. Which type of data is numerical?</li> <li>8. What is one issue with questionnaires?</li> </ol>

<p><b>Week 3:</b> Questionnaires: aires/data:</p> <p>Questionnaire - Set of pre-set written questions.</p> <p>Closed question – questions with a fixed response e.g., multiple choice answers or a rating scale.</p> <p>Open question – questions where the respondents construct their own answers.</p> <p>Quantitative- Measuring the quantity of something.</p> <p>Qualitative – Measuring the quality of something.</p> <p>Social desirability bias- Is the tendency for questionnaire respondents to answer questionnaires in a manner that will be viewed favourably by others.</p> <p>Data - Observations or measurements, usually quantified and obtained in the course of research.</p>	<ul style="list-style-type: none"> <li>• <u>Questionnaires</u> – A type of data collection technique known as self-report. The questionnaire response is written, and the participants complete it without being interrupted. There are a range of question formats.</li> <li>• Closed questions produce quantitative data.</li> <li>• Open questions produce qualitative data.</li> <li>• Questionnaires which are likely to lead to social desirability bias include: research looking into people's relationships, research looking into people's negative personality traits, research about committing crimes etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the two types of questions in a questionnaire?</li> <li>2. Which type of question produces numerical data?</li> <li>3. What is numerical data also known as?</li> <li>4. What should you not do when creating a questionnaire?</li> <li>5. What does social desirability bias mean?</li> <li>6. Which topics are associated with social desirability bias?</li> <li>7. What does multiple choice mean?</li> <li>8. Is multiple choice a closed or open question?</li> </ol>						
<p><b>Week 4:</b> <b>Descriptive statistics</b> and data analysis</p> <p><u>Descriptive statistics</u> - Ways of analysing quantitative data, finding trends and displaying trends. Includes:</p> <ul style="list-style-type: none"> <li>• Mean: sum of numbers divided by the total numbers.</li> <li>• Mode: Most common number.</li> <li>• Median: Arrange in order and pick the middle value.</li> <li>• Range: Difference between highest and lowest.</li> </ul>	<p><b>Median</b></p> <table border="1" style="background-color: #90EE90; width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">7, 3, 4, 1, 7, 6</td> <td style="padding: 5px;">7, 3, 4, 1, 7, 6</td> </tr> </table> <p>Sum of numbers divided by the total numbers</p> $\text{Mean} = (7+3+4+1+7+6)/6$ $= 28/6 = 4.66$ <p>Arrange in order and pick the middle value</p> $1, 3, \textcircled{4}, 6, 7, 7$ <p>Median = <math>(4+6)/2 = 5</math></p> <p><b>Mode</b></p> <table border="1" style="background-color: #90EE90; width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">7, 3, 4, 1, 7, 6</td> <td style="padding: 5px;">7, 3, 4, 1, 7, 6</td> </tr> </table> <p>Most common number</p> $\textcircled{7} \quad 3, 4, 1, \textcircled{7}, 6$ <p>Mode = 7</p> <p><b>Range</b></p> <table border="1" style="background-color: #FFDAB9; width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">7, 3, 4, 1, 7, 6</td> <td style="padding: 5px;">7, 3, 4, 1, 7, 6</td> </tr> </table> <p>Difference between highest and lowest</p> $\text{Range} = 7 - 1 = 6$  <p>@gofodu</p>	7, 3, 4, 1, 7, 6	7, 3, 4, 1, 7, 6	7, 3, 4, 1, 7, 6	7, 3, 4, 1, 7, 6	7, 3, 4, 1, 7, 6	7, 3, 4, 1, 7, 6	<ol style="list-style-type: none"> <li>1. What is a descriptive statistic?</li> <li>2. Work out the mean: 8, 4, 2, 1.</li> <li>3. Work out the mode: 11, 17, 12, 17.</li> <li>4. Work out the median: 4, 8, 2, 7.</li> <li>5. Work out the range: 5, 7, 1, 35.</li> <li>6. Which descriptive statistic is classed as a measure of dispersion?</li> <li>7. What does mode mean?</li> <li>8. What does the mean mean?</li> </ol>
7, 3, 4, 1, 7, 6	7, 3, 4, 1, 7, 6							
7, 3, 4, 1, 7, 6	7, 3, 4, 1, 7, 6							
7, 3, 4, 1, 7, 6	7, 3, 4, 1, 7, 6							

<p><b>Week 5:</b> Tables, graphs and charts</p>	<p><b>Tables, charts and graphs</b></p> <ul style="list-style-type: none"> <li>All ways to graphically represent data.           <ul style="list-style-type: none"> <li>Bar chart - a chart or graph that presents categorical data with rectangular bars with heights or lengths proportional to the values that they represent</li> <li>Histogram - it is used to summarise discrete or continuous data that are measured on an interval scale.</li> <li>Scatter diagram - a tool for analysing relationships between two variables for determining how closely the two variables are related. One variable is plotted on the horizontal axis and the other is plotted on the vertical axis.</li> <li>Pie chart - a circular statistical graphic, which is divided into slices to illustrate numerical proportion.</li> <li>Tally chart / Frequency table – A way of organising collected data.</li> <li>Line graph - is a graph that uses lines to connect individual data points. A line graph displays quantitative values over a specified time interval.</li> </ul> </li> </ul>	<p>N/A</p> <ol style="list-style-type: none"> <li>Do the bars touch on a bar graph?</li> <li>When is a scatter diagram used?</li> <li>What is a tally chart?</li> <li>Are the dots connected for a line graph?</li> <li>What does a line graph display?</li> <li>What is the purpose of a pie chart?</li> <li>What is the Y axis on a bar chart labelled?</li> <li>When is a histogram used?</li> </ol> <p><b>Nature:</b> Genetic inheritance and other biological factors determine our behaviour. '<i>Pre-wired</i>'</p> <p><b>Nurture:</b> Our environment, upbringing and life experience determine our behaviour. '<i>Nurtured</i>' .</p> <p>The nature - nurture debate: Concerned with the <b>relative</b> contribution that both influences make to human behaviour.</p> <p>Interactionist approach - A person's environment can affect which genes are expressed.</p> <ol style="list-style-type: none"> <li>Which debate relates to whether we are born with or learn our behaviour?</li> <li>What is an issue and debate?</li> <li>If someone thinks that intelligence is inherited, do they believe in nature or nurture?</li> <li>If someone thinks that criminals learn their offending behaviour, do they believe in nature or nurture?</li> <li>How can psychologists determine the influence of nature and nurture?</li> <li>What is the interactionist approach?</li> <li>What is the opposite of nature?</li> <li>If a child gets better at maths by having a maths tutor, are they born with their</li> </ol>
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		mathematical skill or was their mathematics skill improved via their environment?
Week 7: Issues and debates continued	<p>Bias: Our brain's tendency to evaluate something as better or more true without evidence.</p> <p>Culture bias: When research does not represent the behaviours of all cultures.</p> <p>Gender bias: When research does not represent the behaviour of both sexes.</p> <p>Free will: 'The idea that we can play an active role and have choice in how we behave'. We are responsible for our own actions. We are free from the causal influences of past events.</p> <p>Determinism: 'Free will is an illusion, and that our behaviour is governed by internal or external forces over which we have no control'. Each behaviour has a cause and behaviour is predictable.</p> <p>Determinism vs Free will debate : 'The debate revolves around the extent to which our behaviour is the result of forces over which we have no control or whether people are able to decide for themselves whether to act or behave in a certain way'.</p> <p>The Reductionist vs Holism debate is concerned with whether complex behaviour can be reduced to more simple parts.</p> <p>Holism = 'An approach to understanding the human mind and behaviour that focuses on looking at things as a whole'.</p> <p>Reductionism = 'The belief that human</p>	<ul style="list-style-type: none"> <li>• The vast majority of research is about white American middle-class males.</li> <li>• The free will determinism debate has implications for our criminal justice system. If someone has freewill they should be punished as they 'chose' to carry out the offending behaviour.</li> </ul> <ol style="list-style-type: none"> <li>1. What does bias mean?</li> <li>2. What does gender bias mean?</li> <li>3. Which gender is neglected in Psychological research?</li> <li>4. What is culture bias?</li> <li>5. Which culture tends to be neglected in Psychological research?</li> <li>6. What is the opposite of freewill?</li> <li>7. What does determinism mean?</li> <li>8. What does a holistic approach mean?</li> </ol> <ul style="list-style-type: none"> <li>• Research that is holistic tends to use case studies.</li> <li>• Holistic research studies a whole person and their experiences, in depth.</li> </ul>

	<p>behaviour can be explained by breaking it down into smaller component parts'.</p>	<p><b>Ethics:</b></p> <p>They are guidelines set by the British Psychological Society (BPS).</p> <p>BPS ethics codes:</p> <ul style="list-style-type: none"> <li>• Informed consent; have participants given informed consent? If the participant is under 16 years old, has informed consent been given by their parents or carers?</li> <li>• Deception: have the participants been deceived in any way? If so, could this have been avoided?</li> <li>• Right to Withdrawal from the investigation: have the participants been informed of their right to withdraw from the research at any point, including the right to withdraw their data at a later date?</li> <li>• Anonymity and Confidentiality: participants have a right to remain anonymous in publication of the research and confidentiality should be maintained except in exceptional circumstances where harm may arise to the participant or someone associated with the research or participant.</li> <li>• Protection of participants: researcher must protect participants from both physical and psychological harm</li> </ul> <p>How a psychologist overcomes deception:</p> <ul style="list-style-type: none"> <li>• Debriefing: have the participants been debriefed? Have they been given the opportunity to ask questions?</li> </ul>
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