



# Woldgate School

Of great merit, character & value

Part of the Family



**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich

# Knowledge Book 2024-25

**Name:**

**Form:**

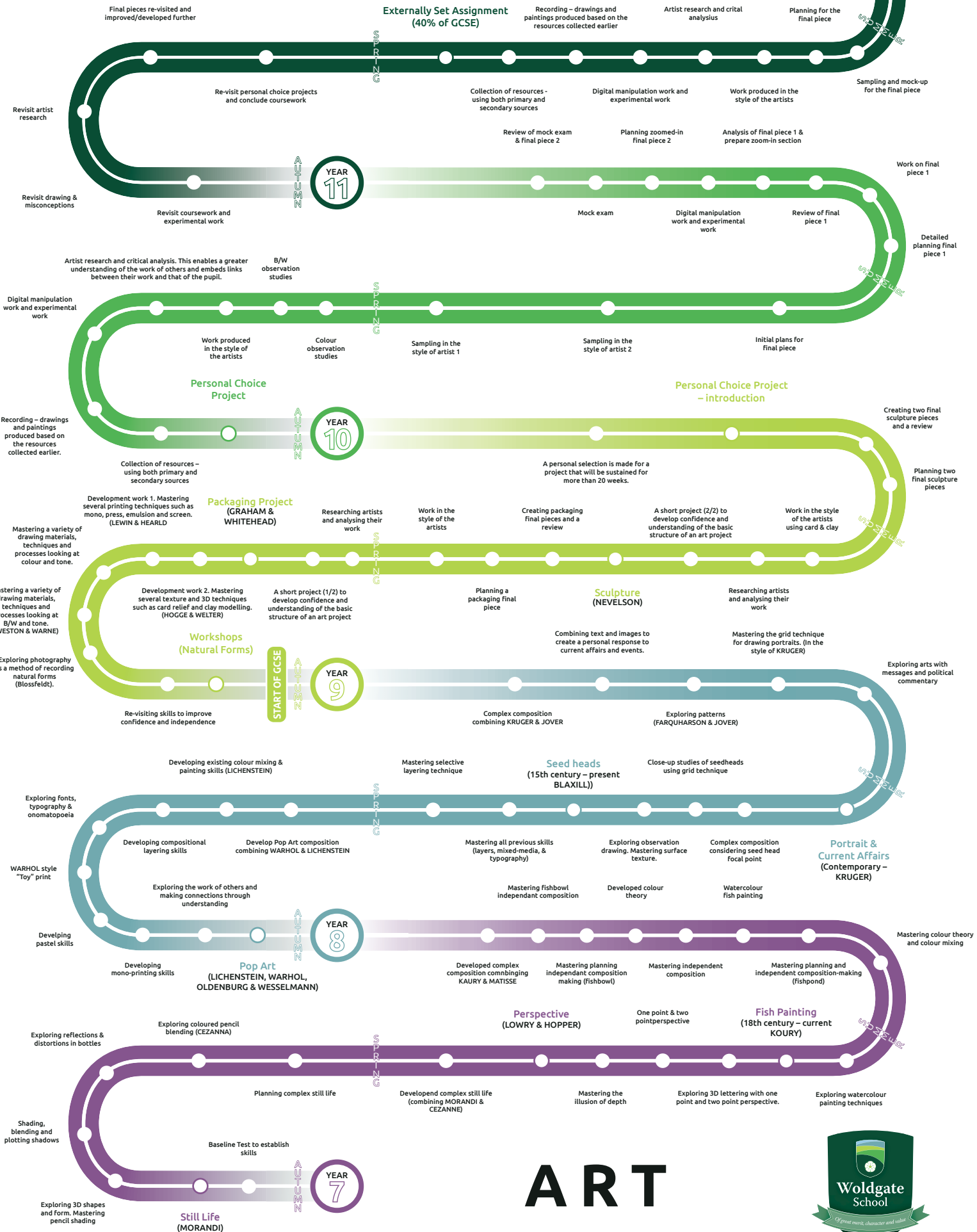
**YEAR**

**8**



**GCSE EXAMINATIONS**

Final piece produced under exam conditions (10 hours)



**ART**



LINE

TONE

SHAPE & FORM

COLOUR

TEXTURE

PATTERN

**Susannah Blaxill**

internationally recognised as a leading artist specialising in watercolour, pencil and charcoal drawings of botanical art. Her most famous work is a beetroot featured in multiple media around the world.

**What is Hyperrealism?**

**Key Words**

**Botanical art**  
to depict whole plants or parts of plants in a manner that is both aesthetically pleasing and scientifically accurate

**Botanical illustration**  
the accurate pictorial depiction of plants and plant traits for a scientific purpose

**Blend**  
Mix or combine colours or tone.

**Charcoal**  
A black carbon stick used to draw with obtained by burning wood

**Close-up**  
an intimate and detailed study (zoomed in)

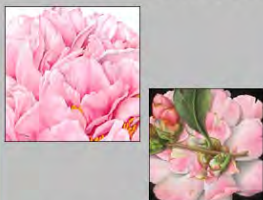
**Cross-Hatching**  
Shading with intersecting sets of parallel lines

**Tone**  
The lightness or darkness of something. Tone or shading can help 2D shapes look 3D creating form.

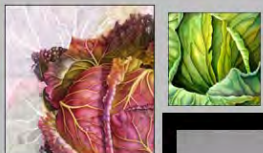
**Monochrome**  
means one colour

**Grid drawing**  
invented by Albrecht Durer in 1525 used for used for accurate scaling when drawing small to large

**Zoomed in**  
Close up section of a picture or drawing



What do you think about the colour flower on black background?



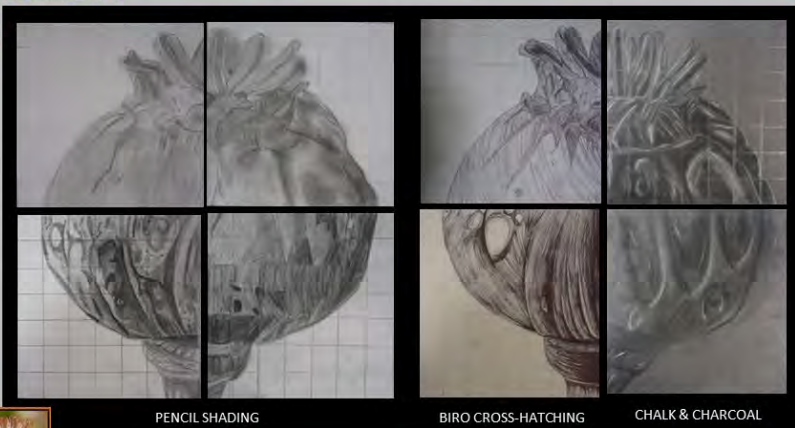
What do you think about the incomplete cabbage drawing?



**SUSANNAH BLAXILL (1954-)**  
BRITISH-AUSTRALIAN BOTANICAL ARTIST  
POPPY SEED HEAD IN CHARCOAL



**ALBRECHT DURER (1471-1528)**  
GERMAN RENAISSANCE PAINTER  
PEONIES (1500)



PENCIL SHADING

BIRO CROSS-HATCHING

CHALK & CHARCOAL

Challenge Questions: Why is it important to look at a variety of artists' work? Why do you think artists zoom in on sections rather than looking at the whole? Which do you think is better, working on white or black background? Why do you think some artists leave work incomplete?

LINE

TONE

SHAPE & FORM

COLOUR

TEXTURE

PATTERN

**Angie Lewin**

British printmaker working in linocut, wood engraving, lithography and screen printing. Inspired by the hilltops and saltmarshes of the North Norfolk coast, and the Scottish Highlands.

**What is Printmaking?**

**Key Words**

**Collage**  
Creating art from pieces of paper, photographs and fabrics.

**Composition**  
in landscapes is how the scene is framed and how the eye of the observer through the image and emphasizes the focal point.

**Foreground**  
The part of a view that is nearest the observer – front.

**Background**  
The part of a view that is furthest away from the observer – back.

**Stylised**  
art appears similar to the natural state while also looking more dramatic or abstract.

**Ceramics**  
clay objects (vases, tiles etc) made permanent by heat

**Slab Building**  
a method of making pottery in which a thick, flat plate, or slice of clay is cut into shapes which are joined to form an object.

**Leather hard**  
refers to the stage where the clay is partially dried

**Bisque**  
any pottery that has been fired (made permanent) in a kiln without a ceramic glaze

**Kiln**  
a special kind of oven for firing things like pottery and bricks

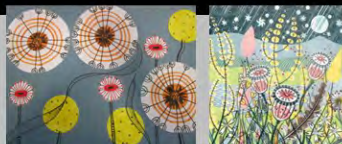
**ANGIE LEWIN (1963-)**  
BRITISH PRINTMAKER  
CLIFTOP III



**VINCENT VAN GOGH (1853-1890)**  
DUTCH POST-IMPRESSIONIST ARTIST  
IRIS (1889)




**CHARLOTTE HUPFIELD (1963-)**  
BRITISH CERAMICIST  
PURPLE LARKSPUR FLOWERS



Challenge Questions: Why is it important to look at a variety of artists' work? What do you think of the stylised colourful work? Do you think the work would be better if it was more detailed?

# BOTANICAL ARTIST TIMELINE

**ALBRECHT DÜRER (1471-1528)**  
GERMAN RENAISSANCE PAINTER  
FLOWERS (1506)



**16<sup>TH</sup> CENTURY**

**EGZAKTHERKOWSKILL (1706-1798)**  
POLISH ANATOMIST AND SCIENTIST  
PEACH (1706-1708)



**GEORG DONYUS HERZ (1706-1778)**  
GERMAN BOTANICAL ARTIST  
A MANDARIN SPECIES (1771)



**STEFAN PARSONSON (1741-1775)**  
AUSTRIAN BOTANICAL ARTIST  
MANDARIN SPECIES IN WATER COLOUR  
FRESH FLOWERS




**18<sup>TH</sup> CENTURY**

**MARIA SIBILLA MERIAN (1647-1717)**  
DUTCH SCIENTIST AND ILLUSTRATOR  
WATER COLOURS STUDY OF A ROSE (1679)




**17<sup>TH</sup> CENTURY**

**ERNST HAECKEL (1834-1919)**  
GERMAN ZOOLOGIST, EVOLUTIONIST AND ARTIST



**PIERRE-JOSEPH REDOUTE (1759-1840)**  
BELGIAN BOTANICAL ARTIST AND  
ROYAL FLOWER PAINTER  
CROWN IMPERIAL (1827)



**19<sup>TH</sup> CENTURY**

**MARSHALL SPRENGER (1816-1896)**  
VICTORIAN PLANT PAINTER AND  
BOTANICAL PAINTER  
EVERGREEN RECEIVERS



**KARL BLOSSFELDT (1865-1932)**  
GERMAN PHOTOGRAPHER AND SCULPTOR  
ADIANTUM PEDATUM (1898-1926)



**EDWARD WESTON (1866-1938)**  
AMERICAN PHOTOGRAPHER  
SUCCULENT (1932)



**VINCENT VAN GOGH (1853-1890)**  
DUTCH POST-IMPRESSIONIST PAINTER  
IRIS (1890)



**GUSTAV KLIMT (1862-1918)**  
AUSTRIAN SYMBOLISM ARTIST  
FLOWER GARDEN (1905-7)



**CLAUDE MONET (1840-1926)**  
FRENCH IMPRESSIONIST PAINTER  
IRIS MAUVE (1914)



**21<sup>ST</sup> CENTURY**

**SUSANNAH BLASKILL (1924-)**  
AUSTRALIAN BOTANICAL ARTIST  
PEONY 'CORAL CHARM' (2022)



**EMILY BLUNCKE (1890-)**  
AMERICAN PHOTOGRAPHER  
ARRANGEMENTS (UNKNOWN)



**KRISTEN CHURSHOFF (UNKNOWN)**  
TEXTILES ARTIST  
GARDEN ESCAPE (2021)



**ANGIE LEWIN (1963-)**  
ARTIST AND PRINTMAKER  
MACHIARE (2022)



**ELIZABETH BLACKADDER (1931-2021)**  
SCOTTISH BOTANICAL PAINTER  
TULIPS (UNKNOWN)



**JOHN BLAKEMORE (1936-)**  
BRITISH STILL LIFE AND LANDSCAPE  
PHOTOGRAPHER  
THE STILL GAZE (UNKNOWN)



**ROY MCENAMY (1932-1982)**  
BRITISH MUSICIAN AND BOTANICAL ARTIST  
FRITILLARIA 'WELFARE'S' (1981)



**PANDORA SELLARS (1936-2017)**  
ENGLISH BOTANICAL ARTIST  
BLUE WATER LILY NYMPHAEA  
NOUCHALI VAR. CAERULEA (1995)



**ARTHUR HARRY CHURCH (1885-1937)**  
ENGLISH BOTANIST AND BOTANICAL  
ILLUSTRATOR  
BLUE WATER LILY NYMPHAEA NOUCHALI  
VAR. CAERULEA (1995)



**MARGARET MEE (1909-1988)**  
ENGLISH BOTANICAL ARTIST  
HELICONIA (1964)



**EDWARD BAWDEN (1903-1989)**  
AUSTRALIAN ARTIST AND PAINTER  
AUTUMN PRINT (1960)



**OLIVA PARKER (1941-)**  
AMERICAN STILL LIFE PHOTOGRAPHER  
INTERLUPTED INFORMATION (2002)



- LINE
- TO NE
- SHAPE & FORM
- COLOUR
- TEXTURE
- PATTERN

## Barbara Kruger

Contemporary American artist known for her use of bold red, white, and black type overlaid with images of cultural critique. Her work examines the stereotypes and behaviours of consumerism through the eyes of feminist discourse.

Do you know the difference between a grid drawing and an enlargement grid drawing?

## Key Words

- Conceptual Art**  
art in which the idea or concept presented by the artist is considered more important than its appearance or execution.
- Portrait**  
a representation of a particular person.
- Grid drawing**  
a technique that will help improve your accuracy without compromising the development of your freehand drawing.
- Juxtaposing**  
placing two or more things side by side often to compare or contrast or to create an interesting effect.
- Photography**  
means 'drawing with light' and is the process of recording an image on light sensitive film or, in the case of digital photography, via a digital electronic memory.
- Typography**  
the differences between different styles of text that create distinct appearances.
- Message**  
a statement the artist is trying to make through colour, text and images
- Contrast**  
when opposite elements are arranged together eg: B&W and Colour
- Symbolism**  
representation of subjects or ideas by use of a device or motif to create underlying meaning
- Obscure**  
to conceal or hide by or as if by covering

**BARBARA KRUGER (1945-)**  
AMERICAN CONCEPTUAL ARTIST  
SAVOIR C'EST POUVOIR (1989)



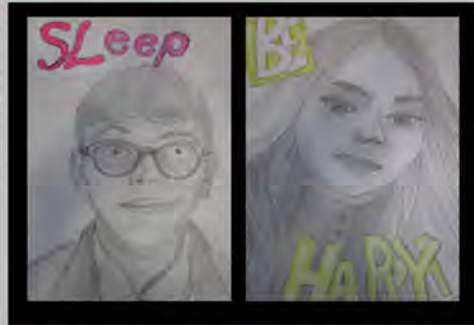
**RENÉ MAGRITTE (1898-1967)**  
BELGIUM SURREALIST ARTIST  
LE FILS DE L'HOMME (1987)



**HANNAH HOCH (1889-1978)**  
GERMAN DADA ARTIST  
CUT WITH A KITCHEN KNIFE (1919)



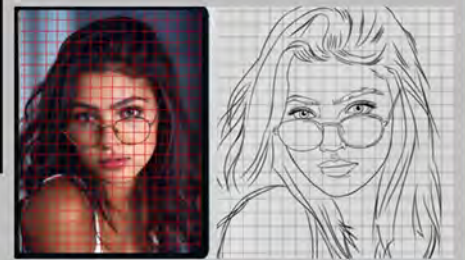
ASSESSMENT: PORTRAITS



For both grid and enlargement grid, always make sure you have the same number of boxes on the picture and the surface you are working on



the grid method involves drawing a grid over your reference photo, and then drawing a grid of equal ratio on your work surface (paper, canvas, wood panel, etc).



### Challenge Questions:

What message do the 3 artists portray in their work? What do you think the symbolism of the colour red is in Kruger's work? How does Kruger use juxtaposition in her work? Why do you think Magritte obscures faces in his portraits?

- LINE
- TO NE
- SHAPE & FORM
- COLOUR
- TEXTURE
- PATTERN

## LOUI JOVER

Serbian-Australian artist who visualizes this in this deconstructed collage celebrity portraits. He would portray what he thought celebrities their thoughts look like, and how did they came up with ideas to develop into their unforgettable works.

What is a deconstructed portrait and how do you create one?

## Key Words

- Deconstructed**  
to break something down into its separate parts in order to understand its meaning, especially when this is different from how it was previously understood.
- Distortion**  
any change made by an artist to the shape, size or visual character of a form to express an idea, convey a feeling or enhance visual impact
- Multiview point**  
Seeing objects or portraits from different angles in the same piece 'Cubism'
- Figurative**  
representing forms that are recognisably derived from life.
- Imagination**  
the ability that you have to form pictures or ideas in your mind of things that are new and exciting, or things that you have not experienced.
- Triptych**  
artwork made up of three pieces or panels. Often used to impart narrative, create a sequence, or show different elements of the same subject matter.
- Visualise**  
to see or form a mental image of something.
- Surreal**  
strange shapes, floating body parts and bizarre landscapes

**LOUI JOVER (1967-)**  
SERBIAN-AUSTRALIAN ARTIST  
ANTI-POP ANDY (2019)



**PABLO PICASSO (1881-1973)**  
SPANISH CUBIST ARTIST  
THE WEEPING WOMAN (1937)



**FRANCIS BACON (1909-1992)**  
BRITISH FIGURATIVE ARTIST  
SELF-PORTRAIT (1969)

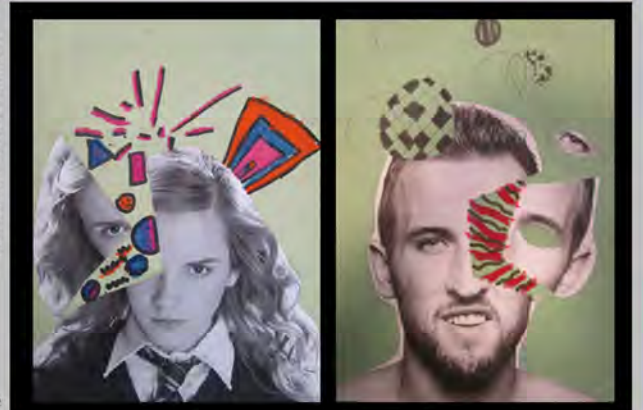


Celebrity portraits deconstructed and drawings added showing what you imagine is in the celebrity's brain



Can you name the famous artists in the 3 Jover portraits?

ASSESSMENT: SURREAL PORTRAITS



### Challenge Questions:

What is the meaning of Picasso's Cubist portraits? Why do you think Bacon created these abstract portraits? Why do you think Bacon distorts his portraits and what does this represent? How does Bacon distort his portraits?

# SURREAL PORTRAIT ARTIST TIMELINE

**HIERONYMUS BOSCH (1450-1516)**  
DUTCH RENAISSANCE ARTIST  
THE VISIONS OF TONAL (1479)



15<sup>TH</sup> CENTURY

**LEONARDO DA VINCI (1452-1519)**  
ITALIAN RENAISSANCE ARTIST  
MONA LISA (1503-06)



16<sup>TH</sup> CENTURY

**REMBRANDT VAN RIJN (1606-1669)**  
DUTCH GOLDEN AGE PAINTER  
SELF-PORTRAIT IN A VELVET  
BERRET (1634)



17<sup>TH</sup> CENTURY

**FRANK AUERBACH (1931-)**  
GERMAN BRITISH ABSTRACT  
PAINTER  
HEAD OF WILLIAM FEVER (2003)



**IRNE PEREZ (UNKNOWN)**  
SPANISH SURREAL PORTRAIT  
ARTIST  
COLLAPSE (UNKNOWN)



**JEN MANN (1987-)**  
CANADIAN HYPERREALISM  
PORTRAITS  
SWAY (UNKNOWN)



21<sup>ST</sup> CENTURY

**LOUI JOVER (1967-)**  
SERBIAN-AUSTRALIAN ARTIST  
ANTI-POP ANDY (2019)



**ROSE HAUSMANN (1886-1971)**  
AUSTRIAN DADA ARTIST  
ABCQ (1923)



**BARBARA KRUGER (1945-)**  
AMERICAN CONCEPTUAL ARTIST  
SAVOIR C'EST POUVOIR  
'KNOWLEDGE IS POWER' (1989)



**PABLO PICASSO (1881-1973)**  
SPANISH CUBIST AND  
SURREALIST ARTIST  
THE WEEPING WOMAN (1937)



**JOHN HEARTFIELD (1891-1968)**  
GERMAN DADA ARTIST  
COVER & ILLUSTRATION FOR  
KURT TUCHOLSKY (1929)



**HANNAH HOCH (1889-1978)**  
GERMAN DADA ARTIST  
CUT WITH THE KITCHEN KNIFE DADA  
THROUGH THE LAST WEIMAR BEER  
BELLY CULTURAL EPOCH (1919)

**RENÉ MAGRITTE (1898-1967)**  
BELGIUM SURREALIST ARTIST  
LE FILS DE L'HOMME (1967)



**FRANCIS BACON (1909-1992)**  
BRITISH FIGURATIVE ARTIST  
SELF-PORTRAIT (1969)



**ODILON REDON (1840-1909)**  
FRENCH SYMBOLISM PAINTER  
PORTRAIT OF JEANNE CHAINE  
(1903)



**HENRI ROUSSEAU (1844-1910)**  
FRENCH POST-IMPRESSIONIST  
PAINTER  
JOSEPH BRUMMER (1909)



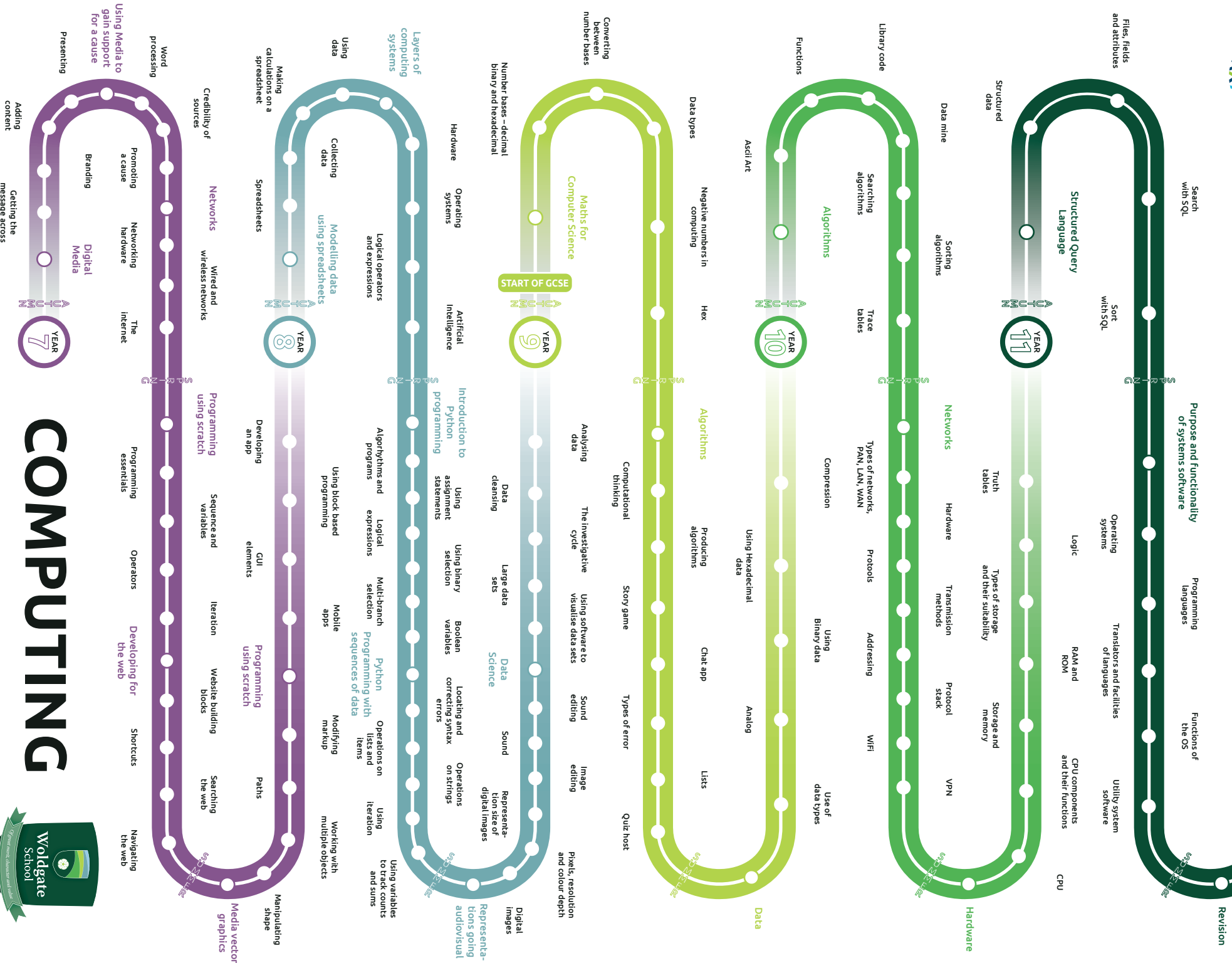


**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich



**GCSE EXAMINATIONS**

2 GCSE Exam Papers



**COMPUTING**



# Programming In Python

- Variables are places we store Data
- A variable is a name given to an area of memory
- This of this like a box on a shelf with a label on it so you know what's inside



## Creating a Variable

1. Start by giving the variable a name
2. Assign a value to it by using the = sign
3. Set the value of the variable

## Code

```
name = "Ms S Payne"  
print(name)
```

## Output

```
Ms S Payne
```

Can not start with a number

E.g. `1stName`

Can not use spaces

E.g. `first name`

Can not be the same as a python function

E.g. `print`



# Taking user Input

Code

```
name = input("Please enter your name")  
print(name)
```

Output

```
Please enter your nameMs S Payne  
Ms S Payne
```

Typed By the user

All input from the keyboard comes as the string type

## Variable Data Types

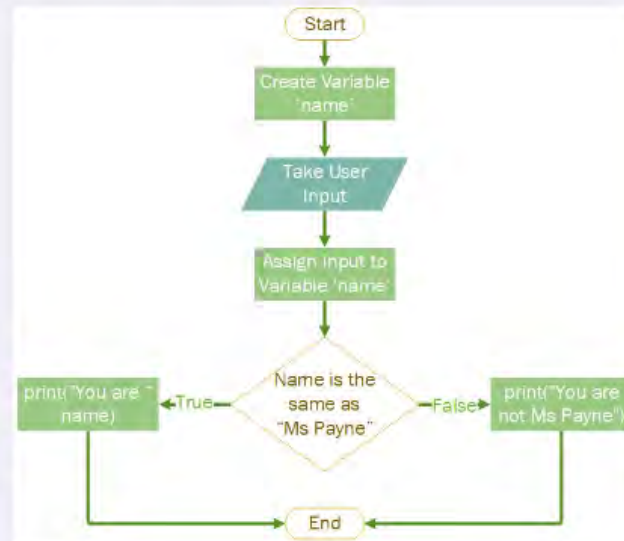
Variables have a data type

Type	Contains
String	Test
Integer	Whole Number
Float	Real Number
Boolean	True / FALSE

# Starting To Make Selections

```
name = input("your name please")
if name == "Ms Payne":
    print("you are " + name)
else:
    print("You are not Ms Payne")
```

- Notice the `==`
- A double `==` is a comparison operator



IF Elif Else

Multiple

Choice Selec-

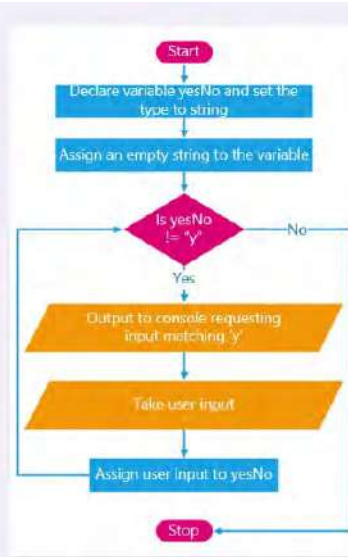
```
number1 = 5
number2 = 10
if number1 < number2:
    print(number1, " is less than ", number2)
elif number1 == number2:
    print(number1, " is equivalent to ", number2)
else:
    print(number1, " is not less than ", number2)
```

# Iteration / Repetition / Loops

## While Loop

This program iterates continuously until the user types a lowercase y.

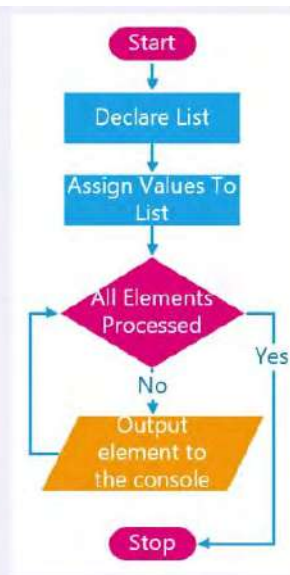
```
userInput = ""  
while userInput != "y":  
    userInput = input("type y and press enter")
```



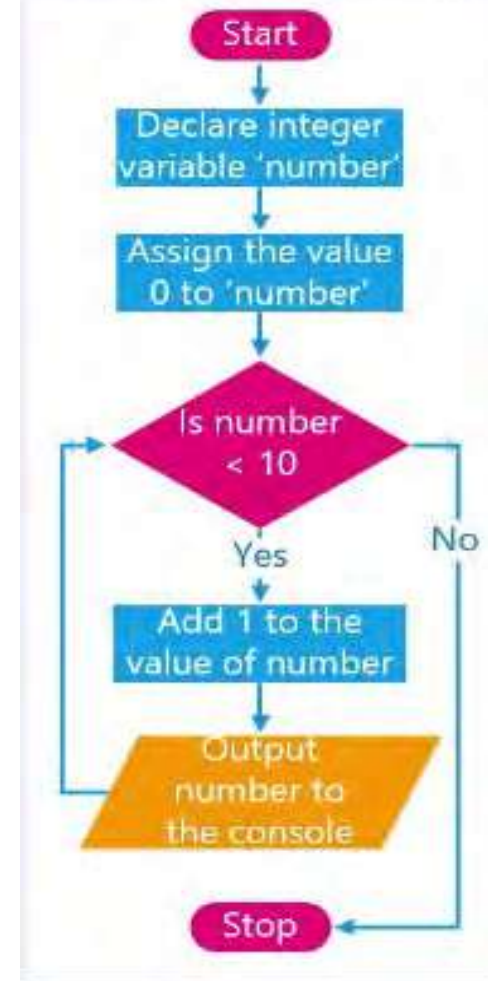
## For Loop

This program iterates through every element in the list and outputs the value to the console.

```
numbers = [1, 45, -87, 99]  
for number in numbers:  
    print(number)
```



## For Range Loop



## Year 8 Computer Science Developing for the Web Knowledge Organiser

Key Word	Definition
Units	The type of measurement.
Multiples	The numbers you get when you multiply a certain number by an integer.
Prefix	A letter or group of letters that can be added to the beginning of a word to change its meaning.

1 bit  
0  
1

2 bit  
00  
01  
10  
11

3 bit  
000  
001  
010  
011  
100  
101  
110  
111

To convert bits to bytes:  
**divide** the number of bits by 8  
because this is how many groups of 8 bits, i.e. bytes, 'fit' in the sequence

```

    bits
     |
     v +8
    bytes
            
```

To convert bytes to bits:  
**multiply** the number of bytes by 8  
because there are 8 bits in every byte

```

    bytes
     |
     v x8
    bits
            
```

1000 x 2 = 2000  
100 x 2 = 700  
10 x 2 = 10  
1 x 2 = 8

2000 + 700 + 10 + 8

1 0 0 1

8 4 2 1

8 + 0 + 0 + 1 = 9

9  
In decimal

1 1 0 1 0

16 8 4 2 1

16 + 8 + 0 + 2 + 0 = 26

26  
In decimal

```

    bits
     |
     v x8
    bytes
     |
     v +8
    bits
            
```

prefix	short	meaning
kilo-	K	thousands
mega-	M	millions
giga-	G	billions
tera-	T	trillions

```

    no prefix
     |
     v x1000
    kilo
     |
     v x1000
    mega
     |
     v x1000
    giga
     |
     v x1000
    tera
            
```

**The Binary Game**

Instructions:  
If you see a decimal number on the right, click the bits to make the binary number match.  
If you see a binary number, enter the decimal value in the green box.

0 0 0 0 0 1 0 0 0

0 0 0 0 0 0 0 0 0

128 | 64 | 32 | 16 | 8 | 4 | 2 | 1


20


**Try it!**

Page Visits: \_\_\_\_\_

This game is an adaptation of the Binary Game from Cisco Systems

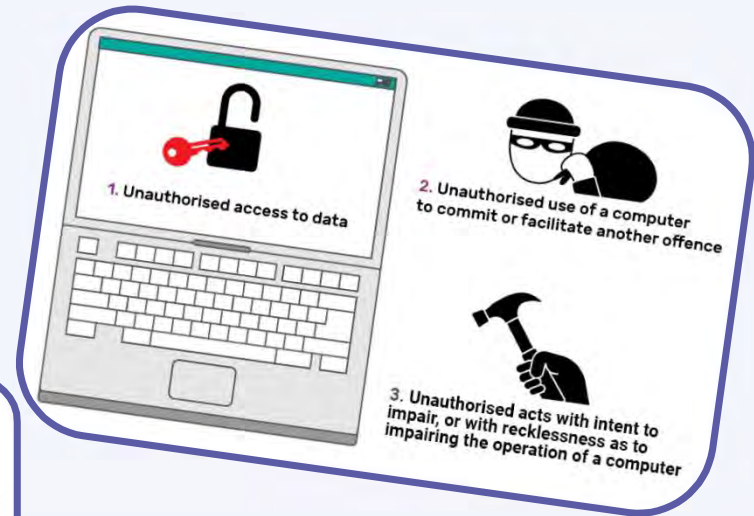
Built on Code Studio





## Year 9 Computer Science Audio Visual Representation Knowledge Organiser

Key Word	Definition
CAPTCHA	A type of challenge-response test used in computing to determine whether the user is human in order to deter bot attacks and spam.
Blagging	The perpetrator invents a scenario in order to convince the victim to give them data or money.
Firewall	Checks incoming and outgoing network traffic and scans the data to make sure it doesn't contain anything malicious and that it follows the rules set by the network.
Backups	The process of backing up data from multiple devices into a centralized storage device or location.
Internet Service Provider (ISP)	A company that provides access to the internet.
Auto-Updates	The process in which your software applies critical updates without seeking confirmation from a user.

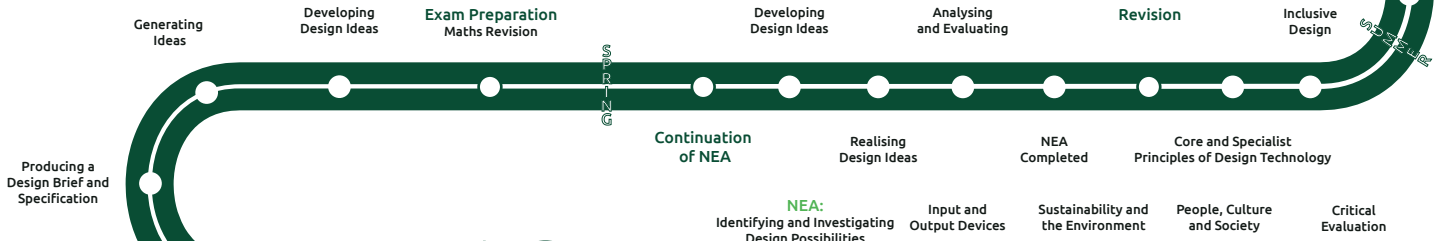




**GCSE EXAMINATIONS**

Maths Revision

Manufacturing in Industry



New and Emerging Technologies

Designing for a client

Inclusive Design: Product Re-Design

Textiles: Sock Toy

Textiles: Re-Usable Shopping Bag



**DESIGN TECHNOLOGY**





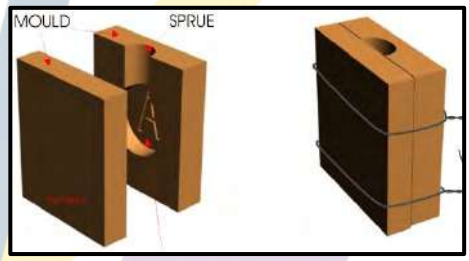
**PEWTER** is an alloy composed of tin with other hardening agents such as antimony and copper. It was used in the ancient world by the Egyptians, Romans and other civilisations. Tin was alloyed with copper and bismuth and the resulting metal was harder but still possessed a low enough melting point to make it easy for casting.

**CASTING** is a manufacturing process in which a liquid material is poured into a mould, which contains a hollow cavity of the desired shape. It is left to cool, removed from the mould and then finished by hand tools.

- Mould checklist for casting:**
1. Pouring spout included.
  2. No parts where the pewter cannot flow.
  3. Design is away from the side of the mould.
  4. Mould is clamped together securely and made from a material which does not melt or burn.

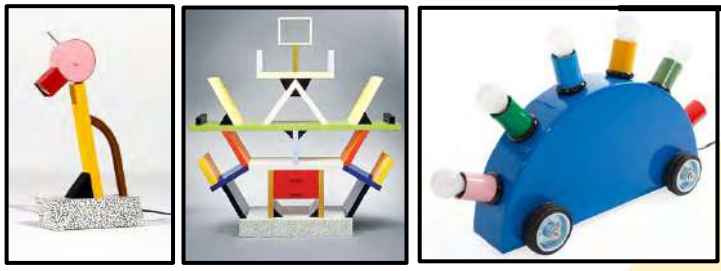
Pewter is an **ALLOY**. Alloys are made by mixing two or more metals or elements to combine different properties to make a new material. For example, mixing a metal which is soft and non-corrosive with a stronger metal, results in a strong metal which does not corrode.

	Ferrous Metals	Non- Ferrous Metals
Magnetic	✓	✗
Value	↓	↑
Resistance to Rust/Corrosion	↓	↑
Weight	↑	↓
Recyclable	✓	✓



**Ferrous** = contains iron.  
**Non-ferrous** = does not contain iron

**MEMPHIS**



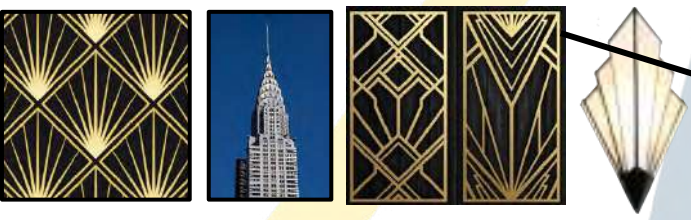
The **Memphis Group** was an Italian design and architecture group founded by Ettore Sottsass from 1980 to 1987. The group designed furniture, lighting, fabrics, carpets, ceramics, glass and metal objects. The Memphis Group's work often incorporated plastic laminates and was characterised by ephemeral design featuring colorful and abstract decoration as well as asymmetrical shapes.

**Art Nouveau**



**Art Nouveau** is an international style of art, architecture, and design. It was often inspired by natural forms such as the curves of plants and flowers. Other characteristics of Art Nouveau were asymmetry or organic lines, and the use of modern materials, particularly iron, glass, ceramics and later concrete, to create unusual forms. It was popular between 1890 and 1910.

**ART DECO**

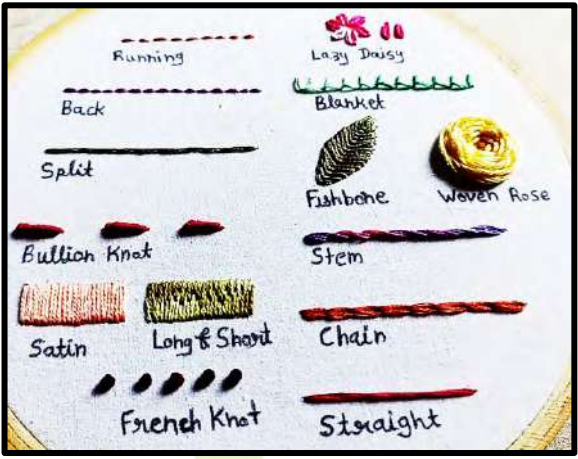
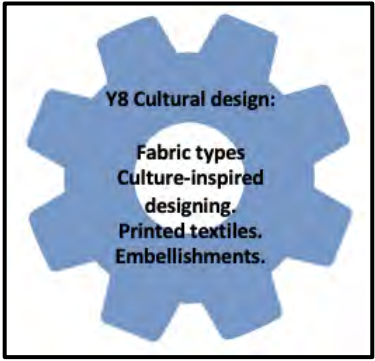


**Art Deco** is a style of visual arts, architecture, and product design, that first appeared in Paris in the 1910s, and flourished in the United States and Europe during the 1920s to early 1930s. Characteristics are symmetry, contrast in colour and geometric shapes / patterns.

**One off production:**  
Used to produce single products, often hand-made or custom made by skilled workers.  
  
Slow work and time consuming.  
Very skilled workers.  
High costs per product.  
Products are very different.  
**Example: ONE OFF JEWELLERY**

**Batch production:**  
Used to produce a range of items in groups (batches), before making something different.  
  
Some variations in products.  
Less skilled workers.  
Medium costs per product.  
Uses CAD to store designs.  
**Example: FURNITURE**

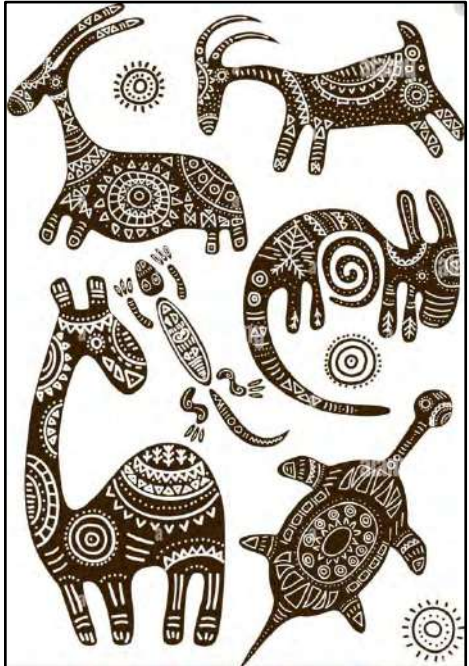
**Mass production:**  
Used to produce large numbers of identical products and it is continuous.  
  
Fast and automated production.  
Lower costs per product (bulk buying and costs spread).  
Expensive to set up.  
**EXAMPLE: plastic bottles**



**Characteristics of Cotton Fibres**

- Comfortable to wear
- absorbs water and "Breathes"
- slow to dry
- resists static electricity build-up
- wrinkles easily
- can be damaged by mildew
- will shrink unless treated
- can withstand heat, detergent, & bleach

African pattern



**Fabric Printing techniques**



**Tie Dye** is used to dye patterns in large areas or whole garments.



**Block Printing** is used to create repeat patterns using fabric ink using a block of wood with a foam or rubber pattern.



**Fabric Markers** are used to create designs using pens and then they are ironed in.

**Characteristics Silk**

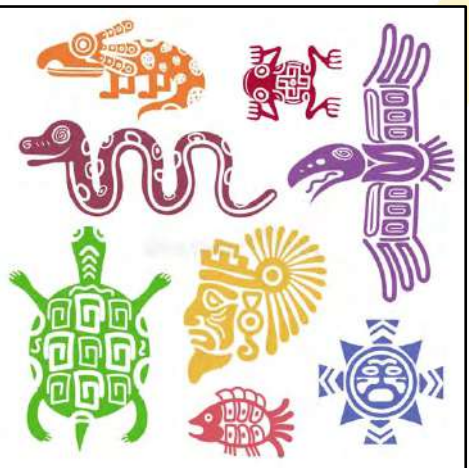
- Fibre is made by a silk worm
- Luxury Fabric
- Very hydrophobic
- Resist wrinkles, resist mildews
- Available in wide variety of weights & textures

**Characteristics Polyester**

- Resistant to stretching & shrinking
- Resistant to most chemicals
- Quick Drying
- Crisp & resilient when wet or dry
- Wrinkle resistant
- Mildew resistant
- Abrasion resistant
- Strong
- Easily Washed



Mexican pattern



**Batik printing** is used to create designs using wax. Ink is applied over the wax design and it repels where the wax outline exists.

**EMBELISHMENTS:**  
In sewing and crafts, embellishment refers to the addition of decorative elements. Fabric embellishments are used to make fabrics more beautiful and attractive by adding decorative patterns or objects.

Aboriginal designs using dots to create patterns and images.





Type of paper / board	Characteristics:	Applications:
Corrugated cardboard	Insulator, strong, rigid.	Pizza boxes, outer packaging
Duplex board	General packaging (low budget)	Cereal boxes, food packaging.
Solid white board	Expensive packaging	Perfume / aftershave packaging, 'Apple' products.
Foil lined board	Card with a foil layer on one side. Insulator, hygienic.	Take away containers, drink cartons.
Tracing paper	Thin, translucent, lightweight.	Tracing images to repeat or develop ideas.

**Y8 Graphic design:**

Paper and boards  
Corporate identity  
Specification  
Nets.  
3D drawing.  
Graphics.

**SPECIFICATION HEADINGS: (ACCESS FM)**

**Aesthetics**

Does the product look good?  
Does it make good use of colour and texture?  
What has inspired it's appearance? (E.g. is it organic? Is it industrial?)

**Cost**

What is the estimated cost of the product?  
What is the retail price?  
What is the relationship between the cost?  
Is the product affordable?  
Does it offer value for money?  
What is the product's cost in relation to the income of potential buyers/users?

**Safety**

How has the designer considered safety issues in the products design?  
Think about the ways it is being used and how different parts have been joined together.  
Are there any risk assessment issues in relation to the use of the product?

**Size**

Are the product's proportions appropriate for its use?  
If you increased or decreased the products size, would it look or function better?

**Customer**

Who is the product designed for?  
How and where would they use it?  
What affect will it have on their lives and relationships?  
Will it add value?  
How is the product promoted to attract customers?  
Has the designer considered how people will interact with the product?  
Does the product target a particular age group or sector of people?  
What assumptions have been made about the potential buyers/users?

**Environment**

What is the product's impact on the environment?  
What happens to the product after use?  
How long will it last?  
What factors limit/lengthen its life span?  
Can it be repaired? Can parts be replaced?  
How easily can it be recycled?  
Who would pay for the cost of recycling?

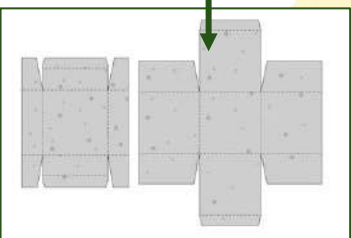
**Function**

Does the product do the job it was intended to do?  
How does it work?  
How easy is it to use?  
What effects will using it have, including those beyond intended use and user?

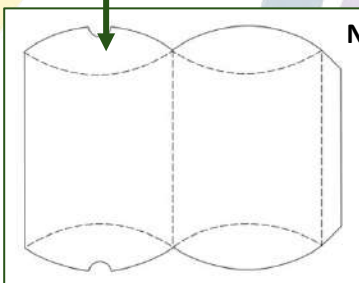
**Material**

What materials are used to make the product and why?  
Would another type of material work better?  
What impact could the designers choice of material have on the environment?  
Where do the materials and other resources needed for production come from?  
Are they likely to run out?

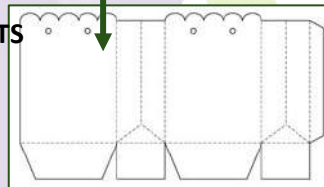
**Box with lift-off lid**



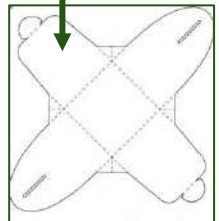
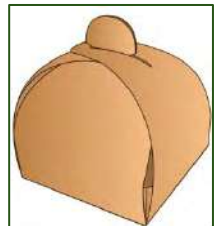
**Eye-shaped flip-open box**



**Gift bag**



**Fold-up slot box**



NETS

**A good Logo:** Simple, memorable, timeless.  
**Component parts:** font, colour, image

\_\_\_\_\_ = cut line  
- - - - - = fold line



**Y8 User needs:**

**Product analysis**  
**User needs**  
**Adapting designs**  
**Foam Modelling.**  
**Testing.**  
**Evaluation.**

People who struggle with mobility



Active toddler, learning through play.



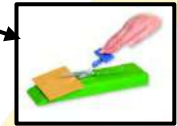
Dementia sufferers

**Designing for User Needs**



Visually impaired (VI)

People with limited movement



People who cannot use scissors due to poor motor skills.

**Aesthetics**

Does the product look good?  
Does it make good use of colour and texture?  
What has inspired it's appearance?  
(E.g. Is it organic? Is it industrial?)

**Cost**

What is the estimated cost of the product?  
What is the retail price?  
What is the relationship between the two?  
Is the product affordable?  
Does it offer value for money?  
What is the product's cost in relation to the income of potential buyers/users?

**Safety**

How has the designer considered safety issues in the products design?  
Think about the ways it is being used and how different parts have been joined together.  
Are there any risk assessment issues in relation to the use of the product?

**Size**

Are the product's proportions appropriate for its use?  
If you increased or decreased the products size, would it look or function better?

**Customer**

Who is the product designed for?  
How and where would they use it?  
What effect will it have on their lives and relationships?  
Will it add value?  
How is the product promoted to attract customers?  
Has the designer considered how people will interact with the product?  
Does the product target a particular age group or sector of people?  
What assumptions have been made about the potential buyers/users?

**Environment**

What is the product's impact on the environment?  
What happens to the product after use?  
How long will it last?  
What factors limit/lengthen its life span?  
Can it be repaired? Can parts be replaced?  
How easily can it be recycled?  
Who would pay for the cost of recycling?

**Function**

Does the product do the job it was intended to do?  
How does it work?  
How easy is it to use?  
What effects will using it have, including those beyond intended use and user?

**Material**

What materials are used to make the product and why?  
Would another type of material work better?  
What impact could the designers choice of material have on the environment?  
Where do the materials and other resources needed for production come from?  
Are they likely to run out?

Child 3yrs old. Active, likes colour, sociable.



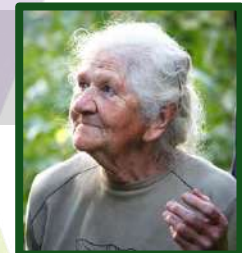
Teenager. Fashionable, sociable.



Visually impaired. Needs adjustable or large font.



Elderly person with arthritis. Needs objects which are easy to grip.



Scalpel for cutting and shaping



Glass paper for smoothing the surface.

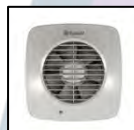


Styrofoam is a modelling material which can be carved with cutting tools or cut with a hot wire cutter to produce **prototype** models for testing.

**Hot wire cutter.**

- \*Make sure you have been trained.
- \*Do NOT touch the wire.
- \*Turn off after use.
- \*Wear goggles.
- \*Remove waste material.

Extraction to remove fumes



Safety goggles to prevent eye irritation

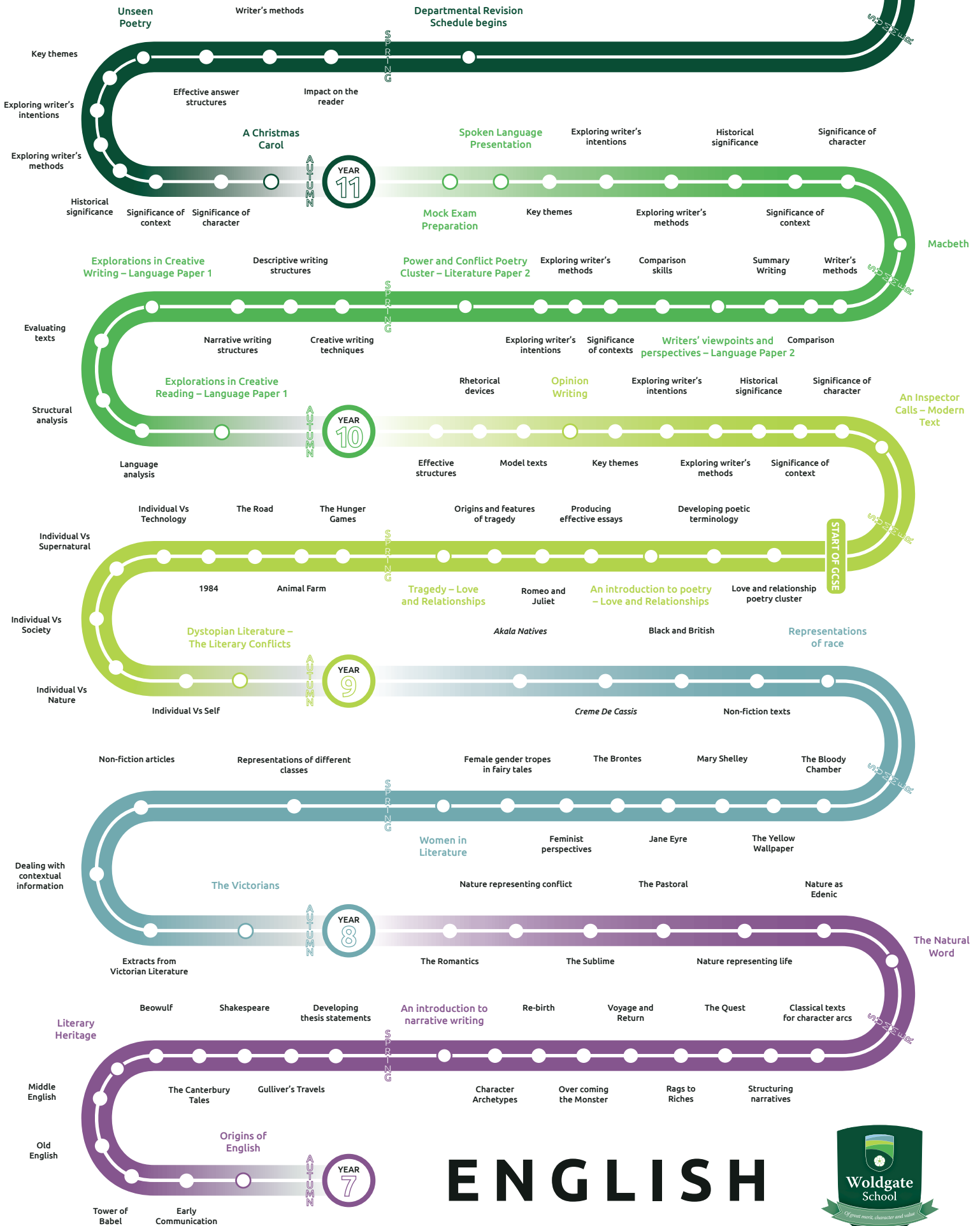




**GCSE EXAMINATIONS**

Two English Language Papers

Two English Literature Papers



**ENGLISH**



### Key vocabulary

**Gender:** the sex of a person or animal.

**Stereotype:** both archetypes and stereotypes deal with what is typical about something. However, stereotypes tend to focus on negative characteristics.

**Representation:** the description or portrayal of someone or something in a particular way.

**Feminism:** the believe that women should have the same social, political, and economic rights as for men.

**Subvert:** to go against something.

Characterisation

**Protofeminism:** the name given to the period of time where people wanted equal rights, but the word **feminism** was not yet in use.

**Prose:** writing or speech in its usual form of a series of sentences. Most language that is not poetry can be described as prose. Novels, short stories, essays, and letters are examples of writing done in prose.

**Dramatic irony:** a story structure where the reader has more information than the characters. It can create tension, suspense, or comedy.

**Dynamic:** a type of character that changes their personality or attitude throughout a story.

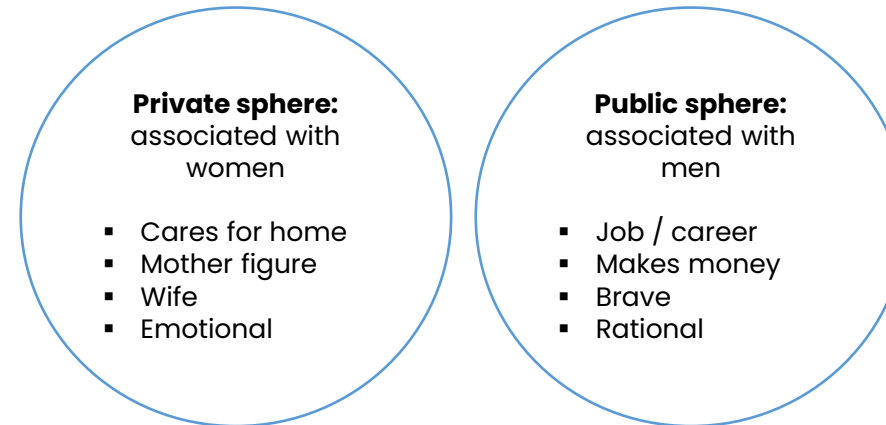
**Static:** a character who has little or no change in their personality throughout a story.

### Key concepts

A lot of the gender stereotypes that exist are linked to the idea of **gender roles**. Gender roles are the social roles that are considered acceptable, appropriate, or desirable for a person based on that person's sex.

### Public and private spheres

This view of gender is outdated and goes back to the Greeks. The terms **private sphere** and **public sphere** were first used in 1962:



### How are women often represented Literature?

**The fallen woman:** this is a female character who was innocent, but then lost her innocence. This type of character is often presented as doing some immoral. An example of the fallen woman is Eve in *Paradise Lost* by John Milton.

**The innocent:** this character is often presented and graceful and beautiful. They often lack independence and need to be saved by the archetypal hero. Lots of Disney princesses can be considered innocents.

**The old maid:** in Literature, the old maid is normally an older woman who is presented as lonely and bitter. An example of an old maid is Miss Havisham in *Great Expectations* by Charles Dickens.





**ETHOS**  
USING CHARACTER, CREDIBILITY AND ETHICS TO PERSUADE



**PATHOS**  
USING EMOTIONS AND PASSION TO PERSUADE



**LOGOS**  
USING LOGICAL REASONING AND EVIDENCE TO PERSUADE

### Analytical verbs

Verbs to use at the beginning of a text...	Verbs to show how a writer uses a quotation for effect...	Verbs to show how the writer creates a feeling or emotion...	Verbs to explore prose structure...
Constructs	Illustrates	Evokes	Foreshadows
Establishes	Portrays		
	Reveals		

### Writing analytical essays

#### The what

- What is the writer trying to tell us about the character / theme / setting?
- What emotions are being conveyed?
- What do they want us to feel as a reader?

#### Writing stem ideas

At first glance [text] is about \_\_\_\_\_, but at a deeper level it can be seen to represent \_\_\_\_\_.  
Although [the text] appears to be about \_\_\_\_\_, it is also referring to \_\_\_\_\_.  
Despite [character's + phrase to summarise], they can also be seen as [opposing phrase to summarise the character.]

#### The how

Introduce your evidence and then consider...

- How is the writer doing this?
- How do they use the language (word, phrase, techniques) • form / structure to do this?
- How does it tell us something about the context?

#### Writing stem ideas

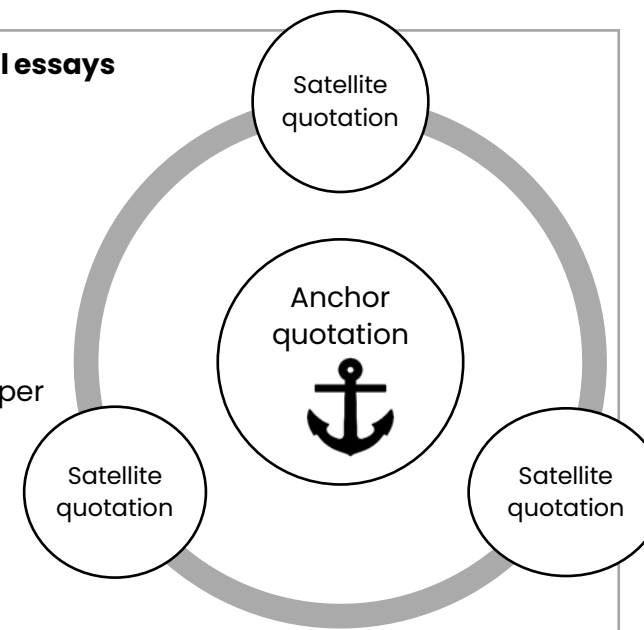
This [literary device] **conveys** a sense of \_\_\_\_\_.  
[Writer] uses [device] to **depict/portray/suggest** \_\_\_\_\_.  
Furthermore, the word ' \_\_\_\_\_ ' **evokes** an image/atmosphere/feeling of \_\_\_\_\_.

#### The why

- Why is the writer doing this? How does the context of production affect their views?
- Why did they choose that language?
- Why might they want us to interpret it in different ways?

#### Writing stem ideas

**Thus**, [writer] is drawing the reader's attention to \_\_\_\_\_.  
**Hence**, [writer] is challenging ideas about \_\_\_\_\_.  
**Consequently**, [writer] is highlighting \_\_\_\_\_.



### Key vocabulary

**Polemic** - A polemic is a strong attack or argument against something

**Meritocracy** - A meritocracy is a society or social system in which people get status or rewards because of what they achieve, rather than because of their wealth or social status.

**Anecdote** - a short, thought-provoking story about the writer's life

**Equality** - Equality refers to providing equal opportunities to everyone and protecting people from being discriminated against

**Diversity** - Diversity refers to the variety of differences among people, encompassing race, gender, age, experiences, talents, skills, and opinions.

**Prejudice** - unfriendly feelings directed against an individual, a group, or a race

**Ethnicity** - Ethnicity is used as a matter of cultural identity of a group, often based on shared ancestry, language, and cultural traditions

### Key concepts

**The British Empire** - began in the late 1500s under Queen Elizabeth I. By 1913 the empire had grown to rule over 400 million people, making it the largest empire in history. British government and society benefitted economically from the empire. The people colonised by the British had British laws and customs imposed upon them, lost their ability to govern themselves and were, in many cases, violently oppressed.

**Nationalism** - a country to be politically independent

**Eurocentrism** - The term Eurocentrism describes a mindset, or that places European, or White, ways of knowing as sole, central, or superior to all others.

**Abolitionists** - Abolitionists believed that slavery was a national sin

### Discourse Markers

For adding	For showing cause and effect	For sequencing	For comparing	For contrasting	For giving examples	For emphasizing	For generalizing	For indicating time
also, moreover, furthermore, additionally, besides, in addition	therefore, thus, consequently, hence, as a result	firstly, at first, first of all, in the first place, to begin with, in the beginning, once upon a time, secondly, thirdly, subsequently, earlier, meanwhile, later, afterwards	similarly, likewise, in the same way,	however, although, whereas, despite this fact, on one hand, on the other hand, on the contrary, still, nonetheless, instead, alternatively, in contrast	for example, for instance, such as, namely, in other words	in conclusion, finally, to sum it up, in the end, lastly, in short, eventually	on the whole, in general, broadly speaking, as a rule, in most cases	in the past, not so long ago, recently,

### Periods and eras in English history

Anglo-Saxon		55-1066
Norman		1066-1154
Plantagenet		1154-1485
Tudor		1485-1603
Elizabethan		1558-1603
Stuart		1603-1714
Jacobean		1603-1625
Caroline		1625-1649
Interregnum		1649-1660
Restoration		1660-1688
Georgian		1714-1837
Victorian		1837-1901
Edwardian		1901-1910
World War I		1914-1918
Interwar		1918-1939
World War II		1939-1945
Modern		1945-present

## Writing analytical essays

### The what

- What is the writer trying to tell us about the character / theme / setting?
- What emotions are being conveyed?
- What do they want us to feel as a reader?

### Writing stem ideas

At first glance [text] is about \_\_\_\_\_, but at a deeper level it can be seen to represent \_\_\_\_\_.

Although [the text] appears to be about \_\_\_\_\_, it is also referring to \_\_\_\_\_.

Despite [character's + phrase to summarise], they can also be seen as [opposing phrase to summarise the character.]

### The how

Introduce your evidence and then consider...

- How is the writer doing this?
- How do they use the language (word, phrase, techniques) • form / structure to do this?
- How does it tell us something about the context?

### Writing stem ideas

This [literary device] **conveys** a sense of \_\_\_\_\_.

[Writer] uses [device] to **depict/portray/suggest** \_\_\_\_\_.

Furthermore, the word '\_\_\_\_\_' **evokes** an image/atmosphere/feeling of \_\_\_\_\_.

### The why

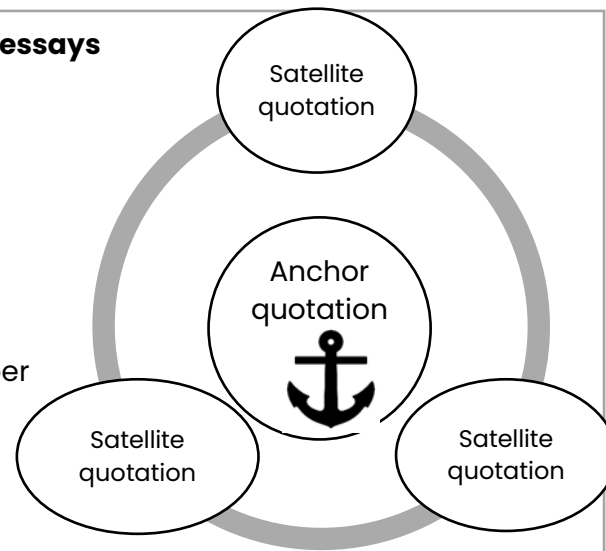
- Why is the writer doing this? How does the context of production affect their views?
- Why did they choose that language?
- Why might they want us to interpret it in different ways?

### Writing stem ideas

**Thus**, [writer] is drawing the reader's attention to \_\_\_\_\_.

**Hence**, [writer] is challenging ideas about \_\_\_\_\_.

**Consequently**, [writer] is highlighting \_\_\_\_\_.



## Evaluative Language – Adverbs

Adverbs which show you disagree	Adverbs which show you agree to a partial extent	Adverbs which show you fully agree
Unsuccessfully	Partially	Credibly
Feebly	Moderately	Convincingly
Unconvincingly	To a degree	Believably
Inaccurately		

## Comparative Intro - What is each writer's perspective?

Both writers think / feel / believe...

While the writer of source A thinks / feels / believes..., the writer of source B thinks / feels / believes



## Language for writing prose structure

Start	Shifts	Ends
Begins with	Shifts from ... To ...	Culminates
Starts with	Focuses on	Finishes
Commences	Alternates	Ends with
	Zooms	Concludes