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Contents	Page number
Introduction	Page 3
English	Page 4-11
Maths	Page 12-13
Science	Page 14-27
History	Page 28-32
Geography	Page 33-38
Spanish	Page 39-42
Religious Studies	Page 43-47
Business Studies	Page 48- 53
Art	Page 54-56
Music	Page 57-58
Drama	Page 59-61
Sport	Page 62-64
Construction	Page 65-69
Hospitality	Page 70-72
Sociology	Page 73-74
Health and Social Care	Page 75-78
Photography	Page 79- 81
Study Techniques	Page 82-84

Introduction

At Alsop High School, we know that if you build really good revision strategies from the beginning of the school year, this will help you become a more effective student. This is based on evidence, so we know that if you do it well, it will work. This approach is vital especially in year 10 and year 11..

In this knowledge organiser is all the key knowledge you need for each subject to help you become an expert in each area.

There are exact facts, dates, events, characters, concepts and precise definitions that we need you to remember for each subject in Term 1. We know that doing a little often and on a regular basis will help you to commit this information to memory.

What do I start with and how often should I do this?

You will have a homework task each week for each subject you study. Homework at Alsop will be clearly identified for you on Brom-com and will identify particular parts of this Knowledge Organiser that you must use in order to complete the tasks set by your subject teachers. This will be a combination of application tasks in which you must use the information from the Knowledge Organiser to answer questions. In addition, you should use the revision techniques detailed at the back of the Knowledge Organisers for learning key information.

You must carry your knowledge organiser and with you at all times to support your classwork and your revision.

GCSE English Literature

Term 1a A Christmas Carol

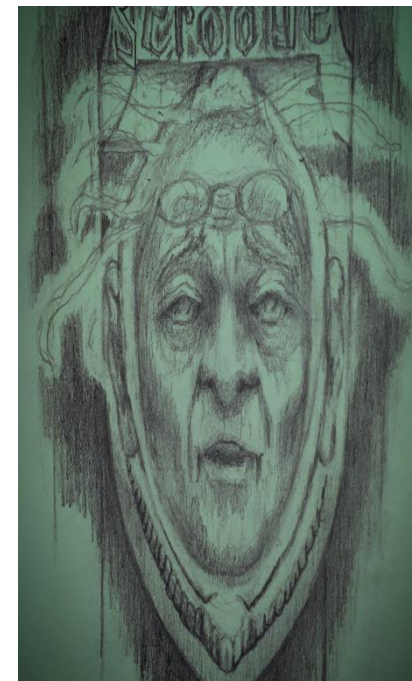
A: Context

1. Dickens' Life	<ul style="list-style-type: none"> a) Charles Dickens was born on February 7, 1812 in Hampshire into a middle-class family. b) His dad was imprisoned for debt leading to poverty for the family. c) At the age of 12, Charles was put to work at Warren's Blacking Factory. d) He worked long hours and found this period of his life hellish. e) It made him to readers' attention to the plight of the poor when he later found success as an author. f) Many of his works are about social hardships and inequalities. g) He wrote <i>A Christmas Carol</i> in 1843.
2. Industrial Revolution	<ul style="list-style-type: none"> a) From 1780, factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune. b) People flocked from the countryside to the cities. c) London's population between 1800 and 1900 grew from 1 million to 6 million people. d) This led to over-crowding, hunger, disease and crime. e) Children suffered the most and were exploited by factory owners who forced them to work long hours in dangerous conditions.
3. Poverty	<ul style="list-style-type: none"> a) Industrial revolution led to a gap between the rich and poor with many struggling to survive, relying on the generosity of those better off than themselves. b) The 1834 Poor Law Amendment reduced the amount of help available to the poor, creating workhouses. c) Workhouses were created which poor people would have to live and work in, if they were unable to pay for their own housing. d) Conditions in the workhouses were incredibly harsh and designed to humiliate people into not wanting to go there. e) Men, women and children (mostly orphans) lived and worked in the workhouses, which were very crowded – making living conditions unhealthy and unpleasant. f) In <i>A Christmas Carol</i> Scrooge voices his support for workhouses
4. Class Divides	<ul style="list-style-type: none"> a) There were still relatively distinct social classes in operation: the nobility, the upper class, the middle class and the working class. b) Life was terrible for the poorest: lack of money resulted in negligible food supply. c) For some working families, money was so tight that they required their children to work in order to survive.
5. Christmas	<ul style="list-style-type: none"> a) We now associate Christmas as being a time of seasonal goodwill, love and friendship. b) However, before the Victorian era, there was no Santa Claus, Christmas cards and no holidays from work. c) Writers, such as Dickens, encouraged middle class families to share their wealth and act selflessly.



Key Vocabulary (Frayer Models) (H)	
WORD	DEFINITION
24. Omniscient	Knowing everything
25. Misanthropic	Disliking people in general and having an anti-social attitude
26. Facetious	To treat something serious with a deliberate lack of care
27. Caustic	Bitter, sarcastic and scathing tone
28. Condescension	An attitude of disdainful superiority
29. Avaricious	To be extremely greedy
30. Congenial	A pleasant or friendly personality
31. Supplication	The action of begging for something earnestly or humbly
32. Benevolence	Well-meaning and kind
33. Consolation	To comfort after disappointment
34. Apoplectic	To be overcome with anger
35. Opulence	To show extreme wealth
36. Heresy	A belief that goes against the teachings of the Christian church
37. Penitence	Showing sorrow or regret
38. Odious	Extremely repulsive
39. Latent	Hidden or dormant
40. Illustrious	Well-known and respected
41. Feign	To pretend to be affected by something
42. Irrepressible	Uncontrollable

C: Form and Structure	
12. Novella	a short novel or long short story.
13. Staves	Stave is another word for "staff." In music, a staff is how music is written.
14. Exposition	Background information about plot, characters, setting etc.
15. Antithesis	People or things that oppose each other, Scrooge at the start/Scrooge at the end. Scrooge/Fred
16. Cyclical Structure	Starts and ends in the same place. Repeats actions or words from start and end
17. Surface Level Story	Obvious understanding of the story and characters
18. Symbolic Level Story	Understanding that the story and characters have a much deeper meaning and represent deeper issues in society



B: Subject Terminology	
6. Allegory	A story that can be interpreted to reveal a hidden meaning. Individual symbols often contribute to the allegorical meaning of the novel. E.g. Robinson Crusoe is an allegory of human condition.
7. Realism	When the tone and style of writing conveys an authentic and believable account of human experience.
8. Third person limited omniscient Narrator	The narrator only knows the thoughts and feelings of one character.
9. Symbolism	Symbolism can be an object, person, situation, event or action that has a deeper meaning in the overall context beyond a surface understanding.
10. Irony	Words are used in such a way that their intended meaning is different from the actual meaning of the words
11. Characterisation	Built up description of character in text. How the character is presented to the reader.

E: Plot Summary

19. Stave One	<ol style="list-style-type: none"> 1. Introduced to Ebenezer Scrooge on Christmas Eve. He is a lonely miser obsessed with money. 2. We learn Jacob Marley, Scrooge's business partner, died exactly 7 years earlier. 3. Scrooge is irritated that Christmas Day seems to be interrupting his business. 4. Scrooge is visited by his nephew Fred, who invites his uncle for Christmas dinner. Scrooge refuses. 5. Scrooge is visited by two charity workers asking for donations. Scrooge refuses and exclaims he wants to be left alone 6. Scrooge, when he is home, is visited by the Ghost of Jacob Marley – warning him he will be visited by three more ghosts to help him change his ways.
20. Stave Two	<ol style="list-style-type: none"> 1. Scrooge is visited by the Ghost of Christmas Past who takes him to witness his past. 2. Scrooge is taken first to his schoolboy years and he is reminded how his friends would go home for Christmas while he was left at school 3. We see him with his sister, who one year took him home for the holidays 4. Next we are shown Scrooge as a young apprentice working for Fezziwig. Dickens describes the Christmas ball Fezziwig organised for his employees. 5. Finally Scrooge is taken to see his ex-fiancée, Belle. We see the moment when break up, as money has taken over 6. Scrooge cannot bear to see anymore and struggles with the spirit.
21. Stave Three	<ol style="list-style-type: none"> 1. Scrooge is then visited by the Ghost of Christmas Present. 2. The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge asked if Tiny Tim will live. The spirit explains unless there changes, he will die. 3. Scrooge is then taken to see how others celebrate Christmas: miners, lighthouse workers, sailors on a ship. 4. He is then taken to Fred's house at Christmas , where they are playing games. 5. The spirit then begins to age and from under the spirits robe appear two children: Want and Ignorance.
22. Stave Four	<ol style="list-style-type: none"> 1. Scrooge meets the Ghost of Christmas Yet to come. 2. The spirit takes Scrooge to see a group of businessmen discussing someone who has died. 3. Scrooge is taken to see Old Joe, where he is in the process of buying property of the dead man – which have been stolen. 4. Scrooge returns to the Cratchit house where Tiny Tim has now died. 5. Scrooge is then taken to a graveyard and is shown a grave stone and realises that the stone is for him. 6. Scrooge falls to his knees and begs that he will change his ways.
23. Stave Five	<ol style="list-style-type: none"> 1. Scrooge wakes up in his own bed. 2. Scrooge sends a boy to buy the biggest turkey in the shop to give to Bob Cratchit. 3. Scrooge meets one of the charity collectors from earlier and tells him he will give a large donation. 4. Scrooge goes to Fred's house and is welcomed in. He enjoys the dinner and party. 5. On boxing day, Scrooge arrives early to work and plays a trick on Bob. He then tells him that he is going to raise his salary and promises to help Bob's struggling family. 6. Scrooge is described to have completely changed and becomes a 'second father' to Tiny Tim who did not die.

F: Characters

43. Ebenezer Scrooge	<ul style="list-style-type: none"> a) Scrooge is the lead protagonist of the novella. b) He is a miserly owner of a counting house (this would now be called an accountant office) c) Initially greedy, selfish and cold, Scrooge hates Christmas and lacks any form of Christmas spirit. d) He experiences a moral and psychological transformation through his visits from the Ghosts of Christmases Past, Present and Yet to come. e) His reversal, from the anti-Christmas figure to the spirit of Christmas shows clearly the message of hope and forgiveness Dickens intended for his readers.
43. Bob Cratchit	<ul style="list-style-type: none"> a) Scrooge's loyal clerk. b) He is very poorly treated by his boss. c) His large family lives in cold and poverty. d) Bob is a prime example of the virtues of Christmas and is the opposite of Scrooge. e) He is also a symbol of forgiveness – he toasts Scrooge, despite his horrible work conditions. f) In the face of Scrooge's eventual remorse, is open and accepting rather than bitter.
44. Jacob Marley	<ul style="list-style-type: none"> a) In the living world, Ebenezer Scrooge's equally Greedy partner. b) Marley died seven years before the narrative opens. c) He appears to Scrooge as a ghost condemned to wander the world bound in heavy chains. d) Marley hopes to save his old partner from suffering a similar fate.
45. Fred	<ul style="list-style-type: none"> a) Scrooge's nephew. b) A genial man who loves Christmas. c) He invites Scrooge to his party each and every year, only to be refused by his grumpy uncle, d) Fred is Scrooge's only living relative.
46.. The Ghost of Christmas Past	<ul style="list-style-type: none"> a) The first spirit to visit Scrooge. b) The Ghost of Christmas Past is a curiously childlike apparition with a glowing head. c) He takes Scrooge on a tour of his past Christmas experiences. d) The spirit uses a cap to dampen the light emanating from his head.
46. Fan	<ul style="list-style-type: none"> a) Scrooge's sister and Fred's mother. b) She is deceased at the time of the story, but in the vision of the Ghost of Christmas Past, she comes to visit Scrooge in the deserted schoolroom when he is a boy and brings him the happy news that she is taking him home. c) She is a symbol of the loving kindness of Christmas time and her relationship shows Scrooge hasn't always been a miser.
48. Fezziwig	<ul style="list-style-type: none"> a) The jovial merchant with whom the young Scrooge apprenticed. b) Fezziwig was renowned for his wonderful Christmas parties. c) Scrooge was treated with kindness by Fezziwig
49. Belle	<ul style="list-style-type: none"> a) A beautiful woman who Scrooge loved deeply when he was a young man. b) Belle broke off their engagement after Scrooge became consumed with greed and the lust for wealth. c) She later married another man and had children. d) Scrooge finds it painful to see the life Belle went on to have without him.
50. Mrs Cratchit	<ul style="list-style-type: none"> a) Mrs Cratchit fills her home with the spirit of Christmas. b) Her clothes reflect her poverty, but she tries to make them festive by wearing ribbons. c) Initially does not want to toast Scrooge but does after listening to her husband's compassion.
51. Martha Cratchit	<ul style="list-style-type: none"> a) Martha is the Cratchit's eldest daughter. b) She works in a milliner's shop. (A milliner is a person who designs, produces and sells hats. c) She symbolises the young women who are exploited by factory workers as she has to work long hours – even on Christmas Day.

F: Characters

53. Tiny Tim	<p>a) The crippled son of Bob Cratchit, he is presented as vulnerable and physically weak by Dickens.</p> <p>b) He is a symbol of suffering, but also Tim is the merriest, bravest character of all, always reminding others of the spirit of Christmas.</p> <p>c) The thought of Tiny Tim's death, and its confirmation in the vision of the Ghost of Christmas yet to Come, fills Scrooge with regret.</p> <p>d) Saved by Scrooges generosity on in Stave 5.</p>
54. The Ghost of Christmas Present	<p>a) A portly, jovial gentleman.</p> <p>b) When Scrooge sees him, he is surrounded by a warm glow and feast like piles of food.</p> <p>c) He carries a cornucopia, a kind of horn with special powers to bestow seasonal joy on the most needy townsfolk.</p> <p>d) He escorts Scrooge on a tour of his contemporaries' holiday celebrations- especially the Cratchit family.</p>
55. The Ghost of Christmas Yet to Come	<p>a) The Ghost of Christmas Yet to Come is the third and final spirit to visit Scrooge.</p> <p>b) He is a silent phantom that is clad in robes (he rather resembles the common characterisations of 'Death')</p> <p>c) He presents Scrooge with an ominous view of his own death: not one person cares that Scrooge has died.</p>

G: Key Quotations and Themes

	Key Quotation	Info/ Analysis
56. Stave one: Marley's Ghost	a.) Hard and sharp as flint	Simile to convey the negative description of Scrooge at start.
	b.) Solitary as an oyster	Simile to convey his lone existence and hint that there is potentially something valuable within
	d.) "I don't make myself merry at Christmas, and I can't afford to make idle people merry."	Shows his unsympathetic attitude to the poor ('idle') people
	e.) "It's enough for a man to mind his own business, and not to interfere with other people's."	He is obsessed with business and money.
	f.) "I wear the chain I forged in life" <i>Jacob Marley</i>	A warning for Scrooge: Marley created his own eternal punishment through his greed.
	g.) "There is no light part of my penance" <i>Jacob Marley</i>	Penance = Punishment
57. Stave two: Ghost of Christmas Past	a.) From the crown of it's head there sprung a bright clear jet of light.	Refers to the Ghost of Christmas Past. The light represents truth and enlightenment.
	b.) "Your reclamation, then. Take heed!" <i>Ghost of Christmas Past</i>	Reclamation = recovery/ change. Take heed = Listen and learn
	c.) "Your lip is trembling," said the ghost. "And what is that upon your cheek?"	Scrooge visits his old schoolhouse and shows emotion (self pity)
	d.) A solitary child, neglected by his friends, is left there still.	Description of Scrooge as a child. How has his childhood affected him?
	e.) "He has the power to render us happy or unhappy [...] The happiness he gives is quite as much as if it cost a fortune."	Scrooge speaking of Fezziwig's generosity. He realises how an employer can affect his employees.
	f.) "I have seen your nobler aspirations fall of one by one, until the master passion; Gain, engrosses you"	Scrooge's ex-fiancée (Belle) when she leaves him because he is obsessed with 'Gain'.
	g.) "Remove me!" Scrooge exclaimed. "I cannot bear it!"	Scrooge, just before extinguishing the ghost's light (he can't bear the truth)
58. Stave three: Ghost of Christmas Present	a.) Scrooge entered timidly and hung his head before the spirit.	Scrooge is more subdued before he meets the second ghost (Ghost of Christmas Present)
	b.) "Oh no, kind spirit! Say he will be spared"	Scrooge shows concern and sympathy for Tiny Tim.
	c.) "To hear the insect on the leaf pronouncing on the too much life amongst his hungry brother in the dust!"	The Ghost reminds Scrooge of his earlier words about decreasing the population of the poor. He compares Scrooge to an insect.
	d.) "I am sorry for him [...] Who suffers by his ill whims? Himself, always."	Fred discusses his Uncle Scrooge with the family.
	e.) Uncle Scrooge had imperceptibly become so gay and light of heart	Scrooge is delighted that his family even speak of him.
	f.) "This boy is ignorance. This girl is Want. Beware them both."	The ghost warns Scrooge with personification/ symbols of mankind's faults
59. Stave four: Ghost of Christmas Yet to Come	a.) Plundered and bereft, unwatched, unwept, uncared for, was the body of this man	Description of the man on the deathbed.
	b.) Avarice, hard dealing, griping cares? They have brought him to a rich end, Truly!	Scrooge's ironic statement about the dead man, before he realises that he is looking at himself.
	c.) "Are these shadows of the things that Will be, or are they the shadows of the things that May be only?"	Scrooge asks the ghost if it's too late for him to transform and alter his future.
	d.) "Men's courses will foreshadow certain ends"	Scrooge realises that his past behaviour will determine his future.
60. Stave five	e.) "I don't know how long I have been among the spirits. I don't know anything. I'm quite a baby."	Scrooge discards logic and is now carefree. He is a transformed character.
	f.) Scrooge regarded everyone with a delighted smile.	He spreads good-will instead of fear and hatred.

Term 1a. English Language Paper 1 Q5: Creative Writing Language Methods	
1. Metaphor - Where something is symbolic of something else. "He <i>is</i> a walking dictionary!"	9. Adverb - part of speech that provides <i>greater description to a verb, adjective</i> , another adverb, a phrase, a clause, or a sentence "quietly he walked"
2. Simile - using 'like' or 'as' to compare two things "solitary as an oyster"	10. Superlative - usually used when comparing the attributes of someone or something to others, either in a collective group or among several individuals. Often end in 'est' <i>Mrs. Phillips is the nicest teacher among the staff.</i>
3. Personification - Giving an inanimate object any human qualities . "The sun hid behind the clouds"	11. Imperative - An imperative sentence is a type of sentence that gives instructions or advice, and expresses a command, an order, a direction, or a request. <i>Do your work!</i>
4. Repetition - A repeated idea/ phrase. "Please, please listen"	12. Noun phrase - A noun phrase is a group of words that work together to name and describe a person, place, thing, or idea. <i>The quick, brown fox jumped over the lazy dog</i>
5. Pathetic fallacy - is a specific type of personification when a writer attributes human emotions to things that aren't human, such as objects, weather, or animals. It is often used to make the environment reflect the inner experience of a narrator or other characters. "The flowers drooped with sadness."	13. Appositive phrases -an appositive is a noun or noun phrase that renames another noun right beside it. The appositive can be a short or long combination of words. It is always separated by commas. <i>The insect, a cockroach, is crawling across the kitchen table.</i> <i>The insect, a large cockroach, is crawling across the kitchen table.</i> <i>The insect, a large cockroach with hairy legs, is crawling across the kitchen table.</i>
6. Noun - A naming word (a person, place or thing) (Scrooge, London, candle)	14. Past participle verbs - a past participle indicates past or completed action or time. It is often ends in 'ed' <i>Jump- jumped, sleep-slept, dance-danced.</i>
7. Verb - a word used to describe an action, state, or occurrence (walked, sleep, jump)	15. Present participle verbs - present participle can be used with the auxiliary verb 'to be' to form the continuous tense. It always takes the 'ing' <i>Jump- jumping, sleep-sleeping, dance-dancing.</i>
8. Adjective - A describing word- <i>describes a noun (colour, shape, size and texture are most common)</i>	16. Extended metaphor - a metaphor that is developed in some detail <i>All the world's a stage,</i> <i>And all the men and women merely players.</i> <i>They have their exits and their entrances,</i> <i>And one man in his time plays many parts,</i>

Narrative Voice: the perspective the story is told from
17. First person - A character within the story is telling the story. <i>I watched as the boat sank. I felt a mixture of relief and guilt.</i>
18. Second person - Not commonly used by writers. The personal pronouns <i>you</i> and <i>your</i> are used throughout. <i>You watch as the boat slowly sinks. You feel relief mixed with guilt.</i>
19. Third person - The story is being told by the voice of someone who is not a character in the story. <i>George watched as the boat slowly sank. He felt relief mixed with guilt.</i>
20. Omniscient third person - The story is being told by a voice who shows they know more than the characters in the story – the narrator is all knowing. <i>George watched as the boat sank. He felt relief mixed with guilt. Six miles away a group of fishermen watched the horizon, looking for signs of the storm they could feel in the air.</i>
21. Limited third person - only knows the thoughts and feelings of one character. <i>The Dursleys hadn't even remembered that today happened to be Harry's twelfth birthday. Of course, his hopes hadn't been high; they'd never given him a real present, let alone a cake – but to ignore it completely...</i>

22. Todorov's Narrative Structure:

- Equilibrium
- Disruption
- Quest/journey
- Climax
- Resolution/restoration of equilibrium/new normal

Narrative Structure-the order and manner in which a narrative is presented to a reader			
23. Linear -starting at the beginning, moving to the middle and proceeding to the end of the story.	26. Exposition - background information about characters, setting, plot	29. Climax - point of highest tension and drama, or it is the time when the action starts	32. Flashback - set in a time earlier than the main story.
24. Non-linear -events are portrayed out of chronological order	27. Equilibrium - where everything is balanced and in a routine	30. Resolution - The story begins to slow down and work towards its end.	33. Cliff-hanger - leaving the audience in suspense and anxious
25. Cyclical - ends in the same place it began	28. Disruption - where a problem changes the routine	31. Foreshadowing - to suggest the happening of a future event	34. Withholding information - deliberately ambiguous or unclear

AQA English Language Paper 1: Exploration of Creative Reading and Writing

Section A Overview and Suggested Approaches

3. Question 1: List 4 things. 5 minutes. 4 marks.

- Read the question
- Draw a box around the correct line numbers
- Answer in full sentences
- One answer per line
- Must focus on the question

1. Question 2: Analysis of Language. 10 minutes. 8 marks

- Underline key words in the question.
- Read the mini extract and underline any words, phrases and sentences that stand out.
- Write the methods next to the things you have identified in (b).
- Write 2 detailed analytical paragraphs.

2. Question 3: Analysis of Structure. 10 minutes. 8 marks

- Summarise the start of the extract into around 5 words.
- Summarise a key moment into around 5 words.
- Summarise the ending into around 5 words.
- Write 3 analytical paragraphs.

4. Question 4: Evaluate. 30 minutes. 20 marks

- Underline key words in the question.
- Think of 2-3 synonyms for the key words.
- Draw a box around the correct line numbers.
- Underline any words, phrases and sentences that stand out to you.
- Write the methods next to the things you have identified in (d).
- Plan. How does the evidence selected support or challenge the statement.
- Write 3-4 evaluative paragraphs.

5. Intended Effects. Feels. Imagines. Thinks. Understand. Learns. Realises.

- | | |
|---------------|-----------------------|
| a) Entertain | g) Vicarious pleasure |
| b) Intrigue | h) Curiosity |
| c) Sympathy | i) Envious |
| d) Empathy | j) Establish |
| e) Admiration | k) confirm |
| f) Disdain | l) Criticise |



6. Language Methods	
a) Noun - A naming word (a person, place or thing) (<i>Scrooge, London, candle</i>)	k) Extended metaphor - a <i>metaphor</i> that is developed in some detail <i>All the world's a stage, And all the men and women merely players. They have their <u>exits</u> and their <u>entrances</u>, And one man in his time plays many parts,</i>
b) Noun phrase - A noun phrase is a group of words that work together to name and describe a person, place, thing, or idea. <i>The quick, brown fox jumped over the lazy dog</i>	l) Personification - Giving an inanimate object any human qualities . <i>"The sun hid behind the clouds"</i>
c) Adjective - A describing word- <i>describes a noun (colour, shape, size and texture are most common)</i>	m) Pathetic fallacy - is a specific type of personification when a writer attributes human emotions to things that aren't human, such as objects, weather, or animals. It is often used to make the environment reflect the inner experience of a narrator or other characters. <i>"The flowers drooped with sadness."</i>
d) Verb - a word used to describe an action, state, or occurrence (<i>walked, sleep, jump</i>)	n) Emotive language - when certain word choices are made to evoke an emotional response. <i>Abandoned children found in filthy, flea-infested flat</i>
e) Adverb - part of speech that provides greater description to a verb, adjective , another adverb, a phrase, a clause, or a sentence <i>"quietly he walked"</i>	o) Rhetorical questions - a question that's asked for effect with no answer expected. <i>How do you want people to remember you?</i>
f) Pronoun - a word that replaces a noun in a sentence. <i>I, you, we, our, they, he, she.</i>	p) Triplet - three points to support an argument. Usually adjectives. <i>Safer streets means comfort, reassurance and peace of mind for you, your family and your friends.</i>
g) Alliteration - a number of words, having the same first consonant sound and occur close together in a series. <i>From forth the fatal loins of these two foes</i>	q) Juxtaposition - when things are placed side by side for comparison, often to highlight the contrast between them. <i>It was the best of times, it was the worst of times</i>
h) Imperative - An imperative sentence is a type of sentence that gives instructions or advice, and expresses a command, an order, a direction, or a request. <i>Do your work!</i>	r) Repetition - repeating sounds, words, phrases, or full sentences for deliberate effect. <i>You have to make yourself louder and you have to make yourself heard.</i>
i) Simile - using 'like' or 'as' to compare two things <i>"solitary as an oyster"</i>	s) Semantic field - a collection of words which are related to one another. <i>War, fight, armed, battle</i>
j) Metaphor - Where something is symbolic of something else. <i>"He is a walking dictionary!"</i>	t) Symbolism - something beyond the literal meaning. <i>Dove=peace. Red=warning, danger</i>

7. Structural Methods	
a) Exposition - background information about characters, setting, plot. <i>He is lonely and longs for friends</i>	k) Withholding information - deliberately ambiguous or unclear
b) Zoom - Zoom out, and you display the big picture. Zoom in, and you show details. <i>Zoom in- facial expressions and details, zoom out setting etc.</i>	l) Cyclical - ends in the same place it began
c) Shift in focus - the change of focus in or between paragraphs <i>Mother to a son, weather to a person etc.</i>	m) Inner thoughts - the thoughts and feelings of a character. We discover things about their personalities and feelings, which sometimes helps us understand the character's actions. <i>"Oh hi, Susan. So nice you could come." Guess invitations weren't necessary, since you didn't get one and came anyway.</i>
d) Cliff-hanger - leaving the audience in suspense and anxious. <i>Do they survive?</i>	
e) Perspective - who is telling the story and how they feel.	
f) Foreshadowing - to suggest the happening of a future event. <i>Hinting that a character will die from the start.</i>	
g) Flashback - set in a time earlier than the main story.	
h) Flashforward - takes the narrative forward in time from the current point of the story.	
i) Contrast - the difference between two objects, people or places. <i>Brave/scared</i>	
j) Gradual reveal - to slowly reveal information across the text. <i>Sad and find out he dying at the end</i>	



GCSE Math's



Alsop Maths Knowledge Organiser

We believe every student can be successful at Mathematics, but this takes effort!

- Your Maths homework every week is to complete your Sparx homework set by your teacher. This will be based on the topics you are currently doing in class, and topics you have learned previously.
- This is important because **retrieval practice** helps us to remember things we learned a while ago, that we might otherwise forget!
- The next page has the topics you will learn this term and the topic codes to help you find it on Sparx to watch helpful videos, or use **Independent Practice** to complete some extra questions!
- The **Building Blocks** are the information you need to know to understand the task properly. This might be something you've learned in school (maybe last year!)

How do I log in?

Go to **sparxmaths.uk**
Search for Alsop High School
Click "Login with Google/Microsoft"
Log in with your school email and password.



ALSOP HIGH SCHOOL

If you don't know your school email and password don't worry!!

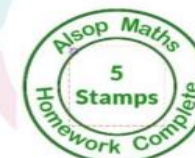
Go to **sparxmaths.uk**
Search for Alsop High School
Click New User and fill in the details
Pick a strong, memorable password

Rewards

- We have made special Reward Stamps for your Sparx Maths Homework
- At the end of the week, your teacher will check your homework and give you a 'Homework Complete' Stamp
- There will also be extra prizes for students who complete the extra XP Boost activities, and for the best classes!



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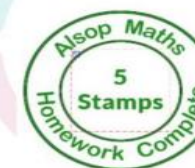


Is there any help?

- If you need help to complete your homework you can ask your teacher in class, this is why you have all week to complete it
- If you need access to a computer you can use the library before school, at break and lunch, and after school.
- There is also a Sparx Homework Club every week before the hand in deadline if you need more help. Ask your teacher for more details

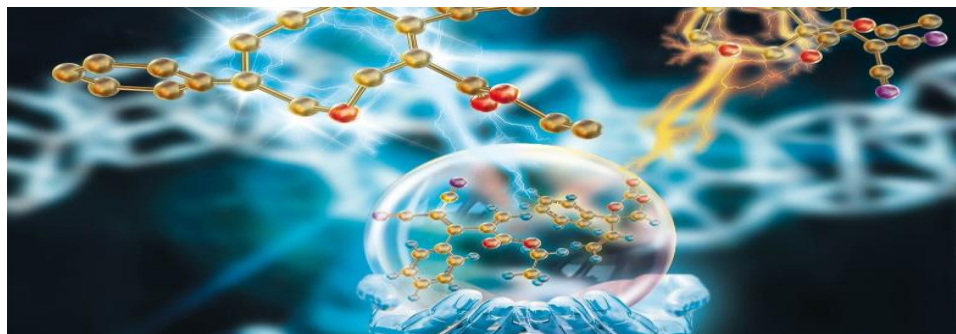


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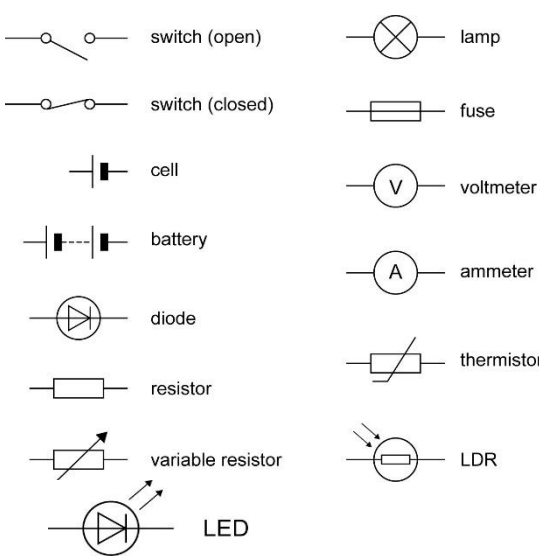
Block	Unit	Topics	Topic Code	Building blocks	Topic Code
Percentages	Repeated percentage change	Percentage change with a calculator	U671	Percentage change with a calculator	U671
		Finding original values in percentage calculations	U286	Finding original values in percentage calculations	U286
		Compound interest calculations	U332		
		Growth and decay	U988		
Surface area and volume	Surface area	Finding the surface area of pyramids	U871	Finding the surface area of cubes and cuboids	U929
		Finding the surface area of cones	U523	Finding the surface area of prisms	U259
		Finding the surface area of spheres	U893	Finding the surface area of cylinders	U464
		Finding the surface area of frustums*	U334		
		Finding the surface area of composite shapes*	U561		
	Volume	Finding the volume of pyramids	U484	Finding the volume of cubes and cuboids	U786
		Finding the volume of cones	U116	Finding the volume of prisms	U174
		Finding the volume of spheres	U617	Finding the volume of cylinders	U915
		Finding the volume of frustums*	U350		
		Finding the volume of composite shapes*	U543		
Simultaneous equations	Linear simultaneous equations	Solving simultaneous equations using elimination	U760	Solving equations with two or more steps	U325
		Solving simultaneous equations using substitution	U757	Solving equations with the unknown on both sides	U870
		Solving simultaneous equations graphically	U836	Constructing and solving equations	U599
		Constructing and solving simultaneous equations	U137		
Formulae	Rearranging formulae	Changing the subjects of formulae with two or more steps	U181	Changing the subjects of formulae with one step	U675
		Changing the subject when the subject appears more than	U191	Solving equations with two or more steps	U325
				Solving equations with the unknown on both sides	U870
				Solving equations with the unknown in the denominator	U505
				Expanding and factorising brackets	U179, U768, U365
Trigonometry	Right-angled trigonometry	Understanding sin, cos, tan	U605	Calculating with roots and powers	U851
		Finding unknown sides in right-angled triangles	U283	Solving equations with two or more steps	U325
		Finding unknown angles in right-angled triangles	U545	Changing the subjects of formulae with two or more steps	U181
		Using the exact values of trigonometric ratios	U627	Angles in triangles	U628
		Angles of elevation and depression*	U967	Measuring and drawing bearings	U525
		Calculating with trigonometry and bearings*	U164		
Constructions	Constructions and loci	Constructing loci	U820	Constructing bisectors of angles	U787
				Constructing perpendicular bisectors and lines	U245

SPARX codes beginning with an M = Key Stage 3 content, Q = Fundamentals and U = GCSE content. You will need to ensure that you choose the correct curriculum from the drop-down menu in 'Independent Learning' on SPARX

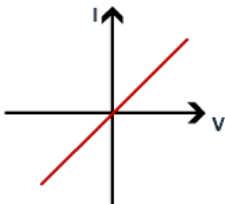
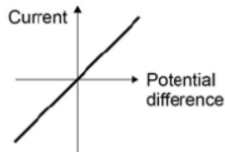
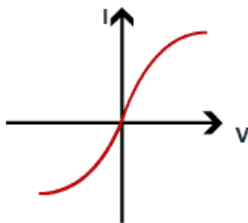
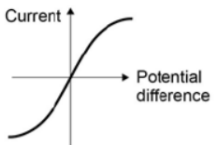


GCSE Combined Science

KS4 Knowledge organiser Electricity B			
1. Electron	2. Coulomb	3. Potential difference	4. Resistance
Sub-atomic particle that carry a negative charge	Unit of electric charge, symbol C	A measure of the energy transferred per unit of charge as charges move between two points in a circuit. (Voltage between two point)	Ratio of the potential difference across an electrical component to the current through the component. Symbol R, unit ohms
5. Voltmeter	6. Parallel circuit	7. Series circuit	8. Ammeter
Device that measures potential difference	Electric circuit in which the current divides into two or more paths before combining again	Electric circuit in which all components are connected one after the other in a single line	Device that measures electric current
9. Directly proportional	10. Independent variable	11. Ohms law	12. Ohmic conductor
A relationship of the form y proportional to x . plotting a graph of y against x will produce a straight line through the origin	Quantity in an experiment that is changed or selected	The current in the resistor is (at a constant temperature) is directly proportional to the potential difference across it	A resistor that obeys ohm's law at a constant temperature
13. Diode	14. Dependent variable	15. Light dependent resistor	16. Thermistor
Has a low resistance if it is connected one way around in a circuit or a very high resistance if it is connected the other way around. Only allows current in one direction	Quantity in an experiment that is measured for each change in the independent variable	A component with a resistance that decreases as the intensity of light falling upon it increases	Component with a resistance that decreases as its temperature decreases

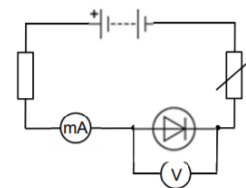
Section A Electric current		Section B Series and parallel		Section C Investigating circuits	
15	Circuit symbols 	19	Series circuits - Components are connected next to each other to form a single loop	30	A circuit can be used to investigate the resistance of a component
		20	There is the same amount of current through each component	31	The component can be connected between two terminals of the circuit
		21	The total potential difference of the power supply is shared between the components.	32	An ammeter is connected in series to measure the current in the circuit
		22	The total resistance of two components is the sum of the resistance of each component.	33	A voltmeter is connected in parallel to the component to measure the potential difference
		23	$R_{total} = R_1 + R_2$	34	The resistance can then be calculated Resistance (R) = $\frac{\text{Potential difference (V)}}{\text{Current (I)}}$
		24	Adding resistors in series increases the total resistance	35	The current can be changed by altering the resistance of a variable resistor
		25	Parallel circuits – Components are connected in parallel to each other		
16	Electric charge (Q) = current (I) x time (t) $Q = It$	26	The potential difference across each component is the same	36	Circuits can be simplified by replacing all of the components with a single resistor. The single resistor needs to have the equivalent resistance of the components in the circuit
17	A voltmeter is always connected in parallel to a component	27	The total current through the whole circuit is the sum of the currents through the separate components		

18	Potential difference (V) = current (I) x resistance (R) $V = IR$	28	The total resistance of two resistors is less than the resistance of the smallest individual resistor	
		29	Adding resistors in parallel decreases the total resistance	

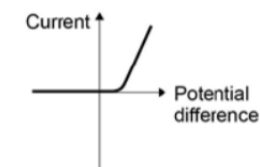
Section D Circuit components		Section E Required practical I-V characteristics		
37	The current through an ohmic conductor (at a constant temperature) is directly proportional to the potential difference across the resistor. This means that the resistance remains constant as the current changes.	43	Investigation, using diagrams to construct circuits, the I-V characteristics of a filament lamp, a diode and a resistor at a constant temperature	
38	I-V graph of an ohmic conductor 	44	A resistor at a constant temperature	
39	The resistance of a filament lamp increases as the temperature of the filament increases.			
40	I-V graph of a filament lamp (a non-ohmic conductor) 	45	A filament lamp	

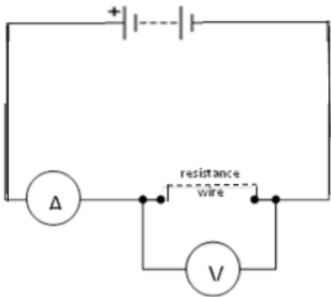
41	When a filament lamp gets hot the free moving electrons move faster and the metal ions in the filament vibrate more, taking up more space.	46	A Diode
42	As the atoms take up more space, the electrons collide with them more often, so the resistance and the temperature increases.		

Circuit



Graph

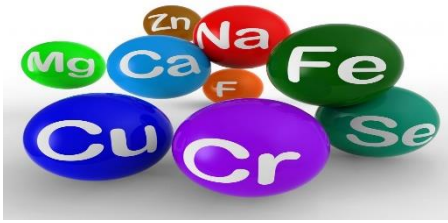


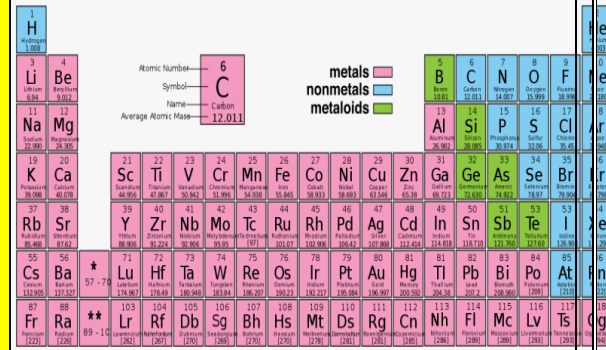
Section F Required practical Resistance of a wire		Section G Control circuits	
47	The resistance of a wire can be calculated using the equation: Resistance (R) = $\frac{\text{Potential difference (V)}}{\text{Current (I)}}$	53	A thermistor can be used to turn on a heater when it gets cold, act as a fire alarm or keep a fish tank from becoming too cold.
48	Circuit 	54	A thermistor is made from a semi-conductor. A semi-conductor is neither a good conductor or an insulator. When a semi-conductor is heated it can conduct more easily
		55	A thermistor is made from a semi-conductor. A semi-conductor is neither a good conductor or an insulator. When a semi-conductor is heated it can conduct more easily
		56	The resistance of a thermistor decreases as the temperature increases
49	As the length of the wire increases the resistance increases	57	A light-dependent resistor can be used by cricket umpires to decide whether it is too dark to carry on playing safely

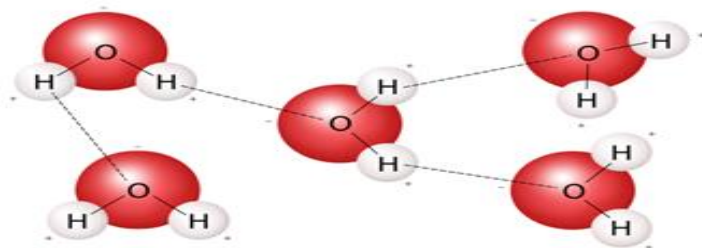
50	Temperature affects the accuracy of this experiment. As more current passes through the wire it gets hotter and this alters the resistance. It is important to avoid increasing the thermal energy store of the wire.	58	When it is light the resistance of an LDR is low, when it is dark the resistance of an LDR is high
51	Adding resistors in series increases the total resistance	59	A diode only allows current to flow in one direction
52	Adding resistors in parallel decreases the total resistance	60	Current passes easily through a diode when it is conducting

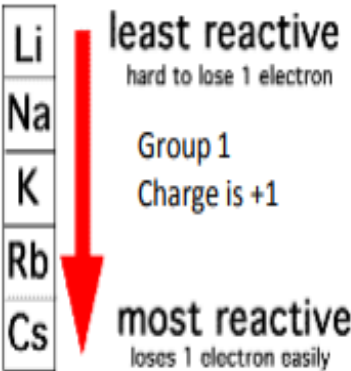

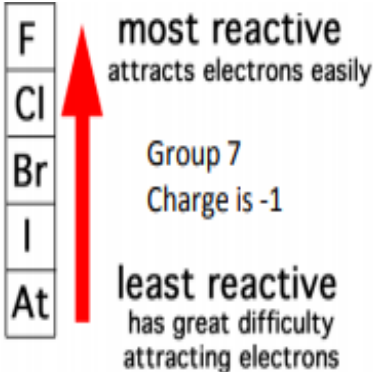
Atomic structure and the periodic table B


1 Period	2 Properties	3 Electrical Conductor	4 Metalloids-
The name given to a row in the periodic table.	is a characteristic of a particular substance that can be observed in a chemical reaction	is a material which contains movable electric charges	elements that forms a simple substance having properties intermediate between those of a typical metal and a typical non-metal.
5 Inert	6 Alkali metal	7 Halogen	8 Transition metal-
a substance that is not generally reactive	The elements in Group 1 of the periodic table.	are five non-metallic elements found in group 7 of the periodic table. The term " halogen " means "salt-former"	metals that have high melting points and densities, and are strong and hard. They form coloured compounds and act as catalysts.



Section A		Section B		Section C		Section D								
9	1. Periodic table a table of the chemical elements arranged in order of atomic number, usually in rows, so that elements with similar atomic structure (and hence similar		12	Dmitri Mendeleev -Russian chemist, developed the periodic table 1869	18	Physical properties		20						
			13	Mendeleev’s periodic table Ordered by increasing Ar, some elements switched according to their properties		<table><tr><th>Metals</th><th>Non-metals</th></tr><tr><td>Lustrous (reflecting light evenly)</td><td>Dull</td></tr><tr><td>Good electrical conductivity</td><td>Poor conductor s of electricity</td></tr></table>	Metals			Non-metals	Lustrous (reflecting light evenly)	Dull	Good electrical conductivity	Poor conductor s of electricity
			Metals	Non-metals										
Lustrous (reflecting light evenly)	Dull													
Good electrical conductivity	Poor conductor s of electricity													




	chemical properties) appear in vertical columns.	<div><div>Li</div>2 shells</div> <div><div>Na</div>3 shells</div> <div><div>K</div>4 shells</div> <div><div>Rb</div>5 shells</div> <div><div>Cs</div>6 shells</div> <div><div>Fr</div>7 shells</div>	14	Chemical properties Includes reaction with acid and formula of oxide		Good conductors of heat	Poor thermal conductivity			
10	Groups Columns in the periodic table, tell you the number of electrons in the outer shell. Elements in a group behave similar to other elements in that group.		15	Physical properties Includes melting point and density.		High density	Low density		21	Metals lose electrons forming positive ions . Group 1, lose 1 electron so + ion. Group 2, 2 electrons, 2+ ions
			16	Gaps in Mendeleev's periodic table Mendeleev left gaps where no known element fitted and predicted these would be filled with newly discovered elements	19	Chemical properties. a. Chemical properties of metals are a result of reacting with oxygen and acids. (oxygen forms oxides) b .Metals react with acids to form salts .			22	Ions - an atom or molecule that carries an electric charge.
11	Periods Rows in the periodic table, tell you the number of electron shells		17	Ekaaluminium .An element that Mendeleev thought would fill a gap. He predicted its properties, which matched gallium when discovered.1932					23	Non- metals gain electron form metals and form negative ions. Chloride takes in one electron so 1-. Oxygen 2 so 2- ions.



Section E		Section F		Section G		Section H	
24	Group 0 or Nobel gases.	32	React vigorously with water	38	They are non-metals	46	Trends in reactivity of group 1 and 7 are opposite to each other.
25	All unreactive because all have 8 electrons in their outer shell	33	Form an alkali solution	39	They react vigorously with alkali metals 7.	47	Group 1 reactivity increase down the groups as its easier to lose the outer electron.
26	All gases	34	They have similar chemical properties as they lose one electron from the outer shell	40	they form salts when they react with metals.	48	Group 7 reactivity decrease down the groups as its harder to pull in the extra electron.
27	Boiling points increase as you go down the group.	35	This forms a stable electron structure .	41	They react with non-metals to gases and liquids such as acids (hydrochloric acid HCl)	49	Trends across the table move from metal to non-metals
28	Exists as single atoms -monatomic.	36	They form 1+ ions	42	Halides Compounds made from Group 7 elements.		
29	They are very stable and have no movement of electrons	37	ALKALI METALS 	43	A more reactive halogen can displace a less reactive halogen from solutions of its salts	50	Trends across and down depends on the electron arrangement
30	The size of the atom increases as you go down the group as does the boiling point .			44	They form 1- ions	51	Knowing the position of an element in the table allows to predict its behaviour.
31	NOBEL GASES 			45	HALOGENS 		

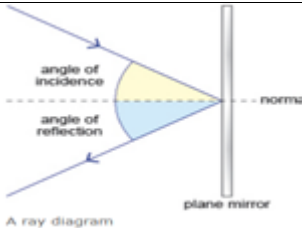
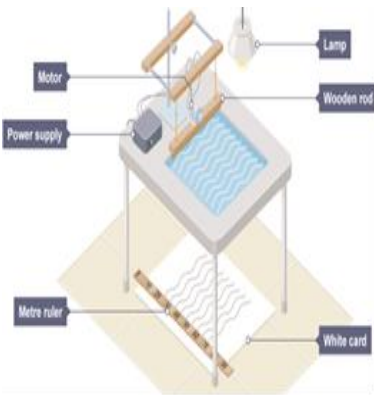
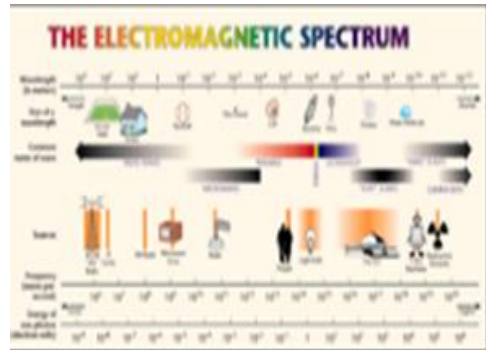
KS4 Knowledge Organiser Ecology In Action Part A		
1. Interdependence	2. Abiotic Factor	3. Competition
The way in which the organisms in an area depend on each other, for food, shelter, protection and so on.	A non-living factor that influences what can live where	Often two or more different organisms may compete for the same resource such as food, water or light.
4. Sampling	5. Adaptation	6. Extremophile
Estimating the population of organisms in an area by randomly dropping a quadrat several times, finding the average number of organisms present and scaling up your answer	Features that organisms have that help them survive in their environment	Organisms that can survive very extreme environments 

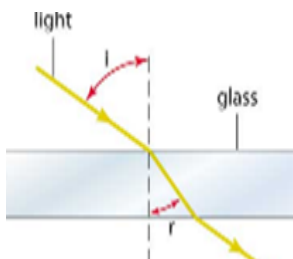
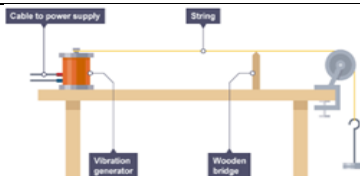

	Section A Ecosystems		Section B Predator-Prey Cycles		Section C Abiotic Factors
7	Ecosystem - An area in which the interactions between all the living organisms and the all the physical factors forms a stable relationship needing no external input. 	11	Predator-prey cycles As the number of prey animals increases, the number of predators increase. The predators over-predate the prey leading to a fall in prey numbers which causes the number of predators to go down as there is less food. The number of prey increases again because fewer are being eaten.	13	Abiotic factor -A non-living factor that influences what can live where. E.g. light intensity 
8	Population -The members of one particular species within an ecosystem.	12	Parasitism A feeding relationship in which a parasite feeds off its host, causing harm to the host but (normally) not killing it. E.g. fleas, mistletoe	14	Changes to abiotic factors -If an abiotic factor changes e.g. temperature increasing due to global warming, organisms may no longer be well adapted to where they live and may die out.

9	Habitat - A particular area within an ecosystem.		Out of phase-predator lags behind prey.	15	Biotic factor - A living factor that influences what can live where. E.g. disease
10	Self-supporting -all the requirements for an organism to grow and survive are present			16	Competition - Often two or more different organisms may compete for the same resource such as food, water or light.
				17	Distribution -how living organisms are dispersed over an ecosystem
	Section D Competition		Section E Sampling		Section F Adaptations
18	Interspecific competition -competition between different species	22	Abundance - The number of members of one species in an ecosystem	26	Extremophiles - these can survive very high temperatures, high salt concentrations and high pressures.
19	Intra specific competition -competition between individuals of the same species. 	23	Random sampling - Estimating the population of organisms in an area by randomly dropping a quadrat several times, finding the average number of organisms present and scaling up your answer.	27	Plants adapted to survive in dry conditions have reduced surface area, lots of water storage and a large root network. 

20	Plants compete for light, space, water and mineral ions.	24	Quadrat - A metal square used to help find the number of small organisms living in an area.	28	Plants adapted to cold climates have small leaves and grow close to the ground.
21	Animals compete for food and water, mates and territory.	25	Belt transect - A way to study how the population of a species changes as you move through an area but counting the organisms in a quadrat at regular intervals.	29	Plants adapted to hot climates have a small surface area and a thick waterproof cuticle.
				30	Epiphytes are adapted to live above the ground.


KS4 Knowledge Organiser Waves						
1.Frequency	2.Reflecti on	3 Speed of a wave	4.Electromagnetic spectrum	5 Infrared radiation	6.Transmitter	7.Fibre optic cable
is the number of waves produced by a source each second. It is also the number of waves that pass a certain point each second. The unit of frequency is the hertz (Hz)	states that the angle of incidence is equal to the angle of reflection.	is the speed at which a wave travels using the frequency of the waves and the wavelength to calculate it.	is a continuous range of wavelengths. The types of radiation that occur in different parts of the spectrum have different uses and dangers, which depend on their wavelength and frequency.	is the part of the invisible spectrum that is contiguous to the red end of the visible spectrum and that comprises electromagnetic radiation of wavelengths from 800 nm to 1 mm.	is a set of equipment used to generate and transmit electromagnetic waves carrying messages or signals, especially those of radio or television	is a cable consisting of one or more thin flexible fibres with a glass core through which light signals can be sent with very little loss of strength

Section A		Section B		Section C		Section D	
8	A wave is a transfer of energy. Its wave speed is the seen of that energy transfer over a distance.	13	Reflection -Light waves reflect from surfaces. When waves reflect, they obey the law of reflection. 	18	wave speed = frequency × wavelength Wave speed (cm/s) Frequency (Hz) Wavelength (cm)	21	Refraction from a prism White light can be split up using a <i>prism</i> to form a <i>spectrum</i> . The light waves are refracted as they enter and leave the prism. The shorter the wavelength of the light, the more it is refracted. As a result, red light is refracted the least and violet light is refracted the most, causing the coloured light to spread out to form a spectrum.
9	Wave speed = frequency × wavelength $v = f \times \lambda$ where: v is the wave speed in metres per second, m/s f is the frequency in hertz, Hz λ (lambda) is the wavelength in metres, m	14	Refraction -Light waves change speed when they pass across the boundary between two substances with different densities, such as air and glass.	19	Ripple tank 	22	
						23	


10	Transverse waves In transverse waves, the oscillations are at right angles to the direction of travel and energy transfer.			Gamma waves have a very high frequency. Gamma radiation cannot be seen or felt. It mostly passes through skin and soft tissue, but some of it is absorbed by cells.			
15	A wavefront is a line that joins up all the points on a wave which are moving up and down together at the same time.	20		24	X-rays have a lower frequency than gamma radiation. They cannot be seen or felt, mostly pass through skin and soft tissue, but they do not easily pass through bone or metal.		
11	In Longitudinal waves , the oscillations are along the same direction as the direction of travel and energy transfer.	16	Wave dependence -The proportion of the waves energy that is reflected, refracted or absorbed is dependent on wavelength	17	Refraction of electromagnetic waves -Electromagnetic waves are refracted when they enter a medium where the wave velocity is different. -Different substances refract the wavelength in different ways	25	Uv- shorter wavelength than violet Uses – sunbeds/ fluorescent lights/ safety markings/ helps make vit D in the body Dangers-wrinkles/ sunspots/ aging and skin cancer
		12	$T = \frac{1}{f}$ period, T, in seconds, s frequency, f, in hertz, Hz		26	Infrared- longer wavelength than red Uses – emitted by warm objects, cooking/ see things in the dark(thermal imaging cameras) / remote controls Dangers-none 	
12	period = $\frac{1}{f}$ frequency						

KS4 Knowledge Organiser Chemical Changes B

1. Salt formation	2. Acid	3. Alkali	4. Neutralisation
Acids react with some metals to produce salts	Solution with a pH of less than 7	A soluble base that produces OH ⁻ ions in water	A reaction that takes place when an acid and base react
5. Solubility	6. Indicator	7. pH scale	
The ability of a substance to dissolve in a liquid	Measures the strength of an acid or an alkali	A scale to show whether a substance is acidic, neutral or alkaline	
8. Ionisation (HT)		9. Concentration (HT)	
The addition or removal of electrons from an atom leaving it charged		The amount of chemical dissolved in a certain volume of solution.	

11	To make a crystallised salt from magnesium and sulphuric acid:	18	Acids are neutralised by metal carbonates to produce salts, water and carbon dioxide.	23	Stage 2 Filter off excess solid leaving the salt solution
12	Excess magnesium needs to be added to the acid	19	The particular salt produced in any reaction between an acid and a base or alkali depends on <ul style="list-style-type: none"> the acid used the positive ions in the base, alkali or carbonate 	24	Stage 3 Leave the filtrate to evaporate in an evaporating dish. A dry solid salt will be produced.
13	The solution needs to be filtered into a crystallising dish				
14	The solution needs to be concentrated by evaporation, the salt will then crystallise				
15	\rightarrow Magnesium + sulphuric acid Magnesium sulphate + hydrogen \rightarrow $Mg + H_2SO_4$ $MgSO_4 + H_2$	20	Hydrochloric acid produces chlorides, nitric acid produces nitrates, sulfuric acid produces sulfates	25	\rightarrow Metal + acid metal salt + hydrogen
16	(HT) When making magnesium salt from magnesium, this reaction happens: \rightarrow $Mg + 2H^+$ $Mg^{2+} + H_2$ The half equations are: \rightarrow $Mg - 2e^-$ Mg^{2+}	21	\rightarrow Sodium hydroxide + hydrochloric acid Sodium chloride + water	26	\rightarrow Metal oxide + acid metal salt + water
				27	\rightarrow Metal hydroxide + acid metal salt + water
				28	\rightarrow Metal carbonate + acid metal salt + water + carbon dioxide



Section D – pH and neutralisation		Section E – Strong and weak acids (HT)	
29	Acids produce hydrogen ions (H^+) in aqueous solutions.	35	A strong acid is completely ionised in aqueous solution.
30	Aqueous solutions of alkalis contain hydroxide ions (OH^-)	36	Examples of strong acids are hydrochloric, nitric and sulfuric acids.
31	The pH scale, from 0 to 14, is a measure of the acidity or alkalinity of a solution, and can be measured using universal indicator or a pH probe.	37	A weak acid is only partially ionised in aqueous solution
32	A solution with pH 7 is neutral. Aqueous solutions of acids have pH values of less than 7 and aqueous solutions of alkalis have pH values greater than 7.	38	Examples of weak acids are ethanoic, citric and carbonic acids.
33		39	For a given concentration of aqueous solutions, the stronger an acid, the lower the pH.
		40	As the pH decreases by one unit, the hydrogen ion concentration of the solution increases by a factor of 10.
			Acid concentration is not the same as H^+ ion concentration. A concentrated solution of weak acid still has a low concentration of H^+ ions.
		42	Concentration is measured in mol/dm^3 or g/dm^3
34	In neutralisation reactions between an acid and an alkali, hydrogen ions react with hydroxide ions to produce water. This reaction can be represented by the equation: $\text{H}^+ (\text{aq}) + \text{OH}^- (\text{aq})$	41	

GCSE History



Nazi Germany Key Dates

Nazi Rise to Power			Nazi Control & Propaganda		
1	1920	Anton Drexler founds the German Worker's Party	14	1933	Nuremberg rallies held annually from now on.
2	1920	The SA (Sturmabteilung) forms, these were the party militia known as Stormtroopers	15	April 1933	The Gestapo – Nazi secret police – is formed.
3	July 1921	Hitler replaces Drexler as leader of the National Socialist German Workers Party (NSDAP)	16	March 1935	Hitler publicly announced that the German Army was to be expanded. Conscription was introduced.
4	1924 - 1929	The Nazi Party had little support in these years	17	1936	Hitler Youth becomes compulsory
5	April 1925	The SS (Schutzstaffel) formed as Hitler's bodyguards. Later became the party militia	18	August 1936	Start of the Berlin Olympics where Hitler demonstrates the 'progress' Germany has made.
6	1929	Wall Street Crash causes a worldwide depression but support for the Nazis increases	19	September 1935	Nuremberg Laws introduced reducing Jews to second-class citizens.
7	July 1932	The Nazi party gains 37.4% of the vote in the Reichstag elections - becomes largest party	20	1937	Concentration camps set up for political prisoners and 'habitual criminals'.
8	30 th January 1933	Hitler appointed Chancellor by Hindenburg.	21	9-10 th November 1938	Kristallnacht – the Night of Broken Glass in which Jewish businesses, homes and synagogues targeted and attacked.
From Democracy to Dictatorship			Second World War		
9	27 th February 1933	The Reichstag Fire – Communists are blamed and therefore banned.	22	February 1942	Albert Speer was appointed Minister of Armaments and War Production.
10	22 nd March 1933	The first concentration camp at Dachau opened with arrival of 200 prisoners.	23	18 February 1943	Goebbels announced 'Total War'.
11	23 rd March 1933	The Enabling Act gives Hitler the power to make laws without consulting the Reichstag.	24	20 July 1944	Failed bomb plot.
12	30 th June 1934	Night of the Long Knives – 150 leaders of the SA, including Ernst Rohm were executed.	25	October 1944	Hitler ordered the creation of the Volkssturm.
13	August 1934	President Hindenburg dies. Hitler becomes Fuhrer.	26	30 April 1945	Hitler committed suicide.

Key People		
<p>27. Adolf Hitler Leader of the Nazi Party from 1921 and mastermind of its extremist policies.</p> 	<p>28. Paul von Hindenburg A general who led the Imperial German Army during WW1. President from 1925 until his death in 1934.</p> 	<p>29. Ernst Röhm Member of the Nazi party, co-founder of the SA and later its commander. Was executed on the Night of the Long Knives in 1934.</p> 
<p>30. Heinrich Himmler Leader of the SS, one of the most powerful men in Nazi Germany and architects of the Holocaust.</p> 	<p>31. Hermann Göring One of the most powerful figures in the Nazi Party and Hitler's second in command.</p> 	<p>32. Joseph Goebbels Nazi politician, Minister of Propaganda and one of Hitler's closest and most devoted associates.</p> 
<p>33. Albert Speer Leader of the German war economy from 1942.</p> 	<p>34. Cardinal Galen Delivered three famous sermons in 1941 against the Nazi Party. Survived but virtual house arrest 1941-5.</p> 	<p>35. Dietrich Bonhoeffer Protestant pastor who joined the Abwehr to resist the Nazi regime. Killed in a concentration camp in April 1945.</p> 

Key Words		
36	Opposition	Resistance or dissent, expressed in action or argument.
37	Mein Kampf	Book written by Hitler and meaning 'My Struggle'.
38	Anti-Semitism	Hostility to, prejudice, or discrimination against Jews.
39	Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
40	Dictatorship	A country governed by a dictator.
41	Police State	A state controlled by a political police force that secretly supervises the citizens' activities.
42	One Party State	One political party forms and runs the government.
43	Concentration Camp	Camp for political prisoners or minority groups who are confined for state security, exploitation, or punishment.
44	Censorship	The suppression or prohibition of parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.
45	Untermenschen	The Nazi word for so-called sub-human people, notably the Jews.
46	Fuhrer	German word meaning "leader" or "guide".
47	Kinder, Küche, Kirche	Hitler believed women's lives should revolve around the three 'Ks' meaning children, kitchen, church.
48	Lebensborn	The goal of raising the birth rate of Aryan children by people classified as 'racially pure' and 'healthy'.
49	Communist	People who believe all the people should own the wealth, rather than rich individuals or groups.
50	Aryan Supremacy	Belief that an Aryan race (white, blonde, blue eyed) is a distinct and superior racial group.
51	Lebensraum	The Nazi policy of taking land from other countries to gain extra 'living space' to keep the German people healthy and wealthy.
52	Gestapo	The secret police in Nazi Germany.
53	Persecution	Hostility and ill-treatment.
54	Boycott	To refuse to have dealings with something or someone or refuse to buy a product as a protest.
55	Einsatzgruppen	The mobile killing squads that carried out mass murders in the east after 1939.
56	Ideology	A system of ideas and ideals which form political theory and policy.
57	Ghetto	An enclosed area in a city where the Nazis forced Jews to live after 1939.

Making of America – Timeline of Events

Key Events

Enquiry 1 – What tensions arose as the USA grew, 1789 – 1838?

1789	George Washington became the first President of the USA. USA begins expansion into NW and SW territories
1793	Invention of the cotton gin by Eli Whitney – speeds up prep of raw cotton creating a higher demand for slavery
1794	Native Americans defeated at the Battle of Fallen Timbers
1795	Treaty of Greenville sees indigenous people give up vast areas of land to the White Americans
1803	Louisiana Purchase . Thomas Jefferson purchased it from French for \$15 million. Each acre cost \$0.28 and it doubled the size of the USA. Jefferson sold off land cheaply in parcels of 640 acres
1804	Lewis and Clark set out to explore the West going up the Missouri River into the Rocky Mountains. A Native American called Sacagawea acted as their guide
1820	Missouri Compromise – sought to keep balance between slave and non-slave states. Compromise said slavery only be allowed in Missouri and in areas south of its border.
1830	Indian Removal Act – This marked out land for 'Indians' in the west. Five 'Civilised' Tribes like the Choctaw, Chickasaw and Creek moved west.
1835-42	Second Seminole War – cost the USA \$40-60 million. The USA were defeated but then captured and killed the Seminole War Chief, Osceola.
1838	Trail of Tears saw 18,000 Cherokee forced marched to 'Indian' territory – 4,000 died of cold, hunger or disease

Enquiry 2 – Visions – How did different groups see the American West, 1839-60?

1841	Pre-emption Act – In Oregon meant a farmer who built a house and cleared trees had first opportunity to buy surrounding land. This encouraged many people to go west.
1844	Joseph Smith, Mormon Leader, who wanted to be US President, was shot dead by a mob. Henry Sager began the move to Oregon with his six children and pregnant wife. Both Henry and Naomi died on the journey. Daughter Catherine broke her leg.
c. 1845	Journalists and politicians began to speak of the ' Manifest Destiny '.
1847	Mormons settle at Salt Lake City , Utah led by their new leader Brigham Young 'the American Moses'.

1848/49	California Gold Rush – 50,000 move west in search of gold. Others like Levi Strauss make a fortune selling goods to the miners. Eventually, mining would become big business.
1850	Utah became a US territory. Brigham Young was its first governor. California became a state. Clay Compromise said California could be ‘free state’ if other new states could vote themselves if they wanted slavery.
1851	Harriet Beecher Stowe published Uncle Tom’s Cabin – told horrors of slavery – sold 2 million copies. Fort Laramie Treaty – white settlers could establish forts and safe routes across Plains – in return US government would pay indigenous tribes \$50,000 a year and protect hunting grounds.
1854	Kansas-Nebraska Act said new states could vote themselves on whether to allow slavery. Led to violence in Kansas with over 200 being killed – ‘Bleeding Kansas’.
1855	US gov’t signed treaty with Yakima tribes of Oregon territory. US gov’t promised not to settle on lands for 2 years, but colonists settled there after only 12 days. Led to violence and by 1858 the Yakima lost 90% of their lands. 24 of their chiefs hung or shot.
1856	James Buchanan (Democrat) elected President – wanted to spread slavery north of Missouri Compromise line.
1858-59	Pike’s Peak Gold Rush. Gold was discovered – more than 100,000 people made the journey to Kansas.
1860	Abraham Lincoln is elected President of the USA – ‘Honest Abe’ promised to end slavery to preserve the Union between N and S. This triggers Civil War – it led to secession of South Carolina and other southern states.

Enquiry 3 – The Civil War and its aftermath, 1861-1877

Enquiry 4 – Settlement and Conflict on the Plains, 1861-77

Outbreak of the American Civil War between North and South

Limited phase of Civil War – Black men were not initially allowed to join the North’s Army

Little Crow’s War – Dakota people starving triggers the conflict. 38 Dakota hanged Boxing Day

Sea Islands off coast of South Carolina was freed from slavery – 10,000 enslaved people freed.

First black regiment of formerly enslaved people formed in South Carolina.

Lincoln approves the **Pacific Railroad Act** to link east and west.

Homestead Act passes – 160 acres of land on Plains for small fee if farmed for 5 years.

Emancipation Proclamation issued. This is the **order** to free enslaved people. Emancipate = to free.

Total War phase of Civil War. First black regiment. Black men could not become officers and often did hardest jobs and were paid less.

1864	Sand Creek Massacre – Chivington's troops storm Black Kettle's camp – 105 Cheyenne killed.
1865	End of the Civil War, ' Presidential Reconstruction ' leads to creation of 13th Amendment which ends slavery – assassination of Lincoln halts 'Reconstruction'. President Andrew Johnson said Reconstruction finished – Black Codes begin e.g. can't own/ rent farmland.
1866-68	Red Cloud's War – White settlers discovered gold in Montana – the Bozeman trail set up – broke 1851 Fort Laramie Treaty. Red Cloud (Chief of Lakota) won many battles. Ended by the 1868 Fort Laramie Treaty gave Lakota land including Black Hills of Dakota.
1866-70	Radical Reconstruction – Freedmen's Bureau made permanent, 14th Amendment gives civil rights to all, 15th Amendment guarantees the vote to all male Americans.
1866	John Iliff begins to rear cattle on the Plains. Goodnight-Loving Trail set up to drive Texas Longhorn North.
1867	First cow town set up by Joseph McCoy at Abilene in Kansas. Others were Wichita, Dodge City.
1868	Andrew Johnson lost the election and ex Union general Ulysses S Grant became President
1869	Transcontinental Railroad finished – east-west linked – joined at Promontory Point, Utah.
1870-77	Reconstruction loses its way – Black voting rights not protected (literacy tests), rise of White League and KKK, many Black people working as 'sharecroppers'. Reconstruction ends in 1877.
1876-77	Great Sioux War which included the Battle of Little Bighorn.

Enquiry 5 – American Cultures, 1877-1900

1877	Benjamin Singleton begins the Exodusters – black people moving west onto the Plains (Homesteads)
1881	Sitting Bull (Lakota Chief) surrenders – Lakota forced to live in Standing Rock reservation
1882	Booker T. Washington sets up a school (Tuskegee Institute) for black students
1883	White Americans form the ' Friends of the Indian ' group
1887	Dawes Act – land offered to indigenous peoples in return for giving up tribal lands
1890	Wounded Knee massacre and Ghost Dance movement
1890s	Jim Crow Laws passed bringing about segregation – governments in south run by 'Redeemers'
1894	President Cleveland sent soldiers to break strike of Pullman Railroad Car Company – violent – 26 workers shot
1900	By 1900 , big business was very powerful. E.g. Bonanza farms, cotton, mining industries. Many had migrated to the USA in the 1890s – 600,000 from Italy alone.

1. What are Natural Hazards?

Natural hazards are physical events such as earthquakes and volcanoes that have the potential to do damage to humans and property. Hazards include tectonic hazards, tropical storms and forest fires.

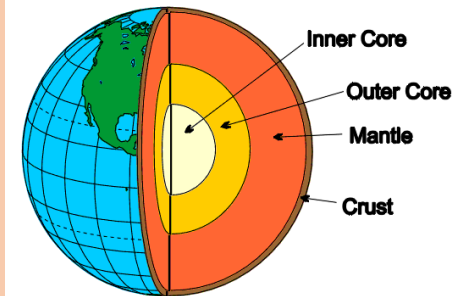
What affects hazard risk?

Population growth
Global climate change
Deforestation
Wealth - LICs are particularly at risk as they do not have the money to protect themselves



2. Structure of the Earth

The earth has 4 layers
The core (divided into inner and outer), mantle and crust.



The crust is split into major sections called **tectonic plates**.

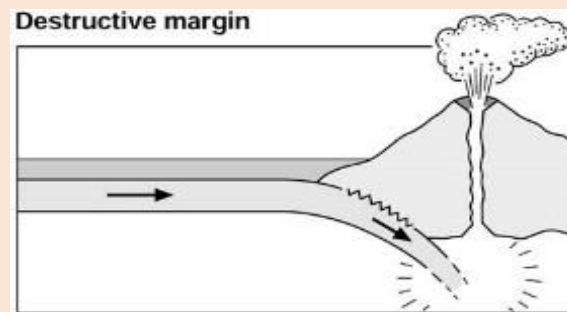
There are 2 types of crust: **Oceanic** (thin and younger but dense) and **Continental** (old and thicker but less dense). These plates move due to convection currents in the mantle and, where they meet, tectonic activity (volcanoes and earthquakes) occurs..

Plates either move towards each other (**destructive margin**) away from each other (**constructive**) or past each other (**conservative**).

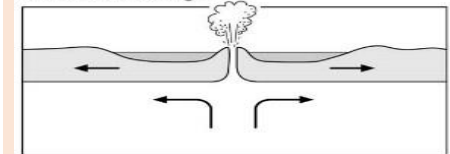
3. Earthquakes and Volcanoes

Volcanoes	Earthquakes
<ul style="list-style-type: none"> - Constructive margins – Hot magma rises between the plates e.g. Iceland. Forms Shield volcanoes. - Destructive margins – an oceanic plate subducts under a continental plate. Friction causes oceanic plate to melt and pressure forces magma up to form composite volcanoes e.g. the west coast of South America. 	<ul style="list-style-type: none"> - Constructive margins – usually small earthquakes as plates pull apart. - Destructive margins – violent earthquakes as pressure builds and is then released. - Conservative margins – plates slide past each other. They catch and then as pressure builds it is released e.g. San Andreas fault.

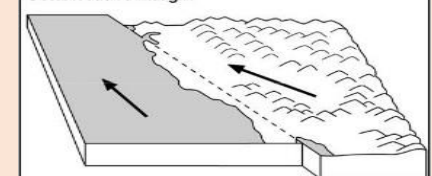
Destructive margin



Constructive margin



Conservative margin



4. Effects of Tectonic Hazards

Primary effects happen immediately. Secondary effects happen as a result of the primary effects and are therefore often later.

Primary - Earthquakes	Secondary - Earthquakes
<ul style="list-style-type: none"> - Property and buildings destroyed. - People injured or killed. - Ports, roads, railways damaged. - Pipes (water and gas) and electricity cables broken. 	<ul style="list-style-type: none"> - Business reduced as money spent repairing property. - Blocked transport hinders emergency services. - Broken gas pipes cause fire. - Broken water pipes lead to a lack of fresh water.
Primary - Volcanoes	Secondary - Volcanoes
<ul style="list-style-type: none"> - Property and farm land destroyed. - People and animals killed or injured. - Air travel halted due to volcanic ash. - Water supplies contaminated. 	<ul style="list-style-type: none"> - Economy slows down. Emergency services struggle to arrive. - Possible flooding if ice melts Tourism can increase as people come to watch. - Ash breaks down leading to fertile farm land.

5. Responses to Tectonic Hazards

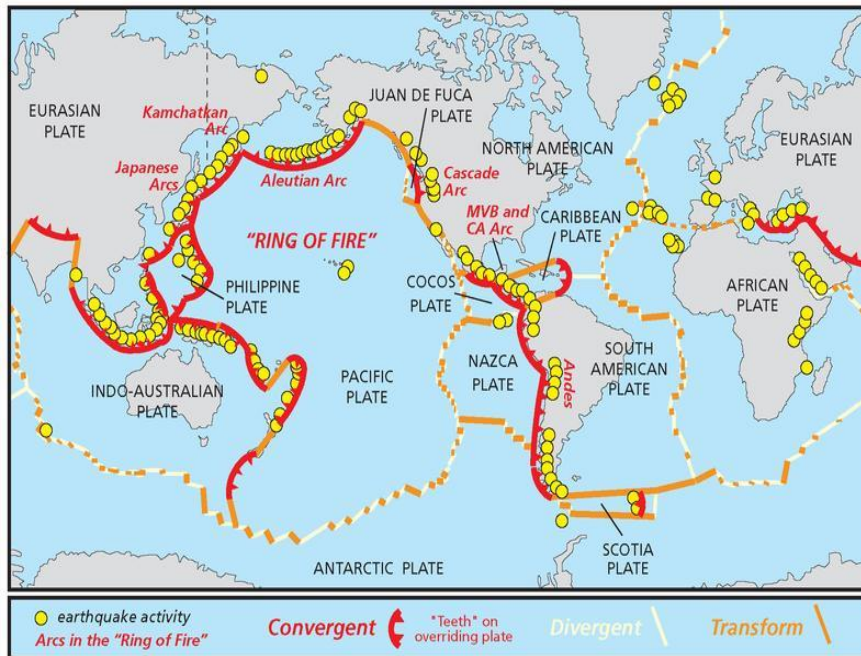
Immediate (short term)	Long-term
<ul style="list-style-type: none"> - Issue warnings if possible. - Rescue teams search for survivors. - Treat injured. - Provide food and shelter, food and drink. - Recover bodies. 	<ul style="list-style-type: none"> - Repair and re-build properties and infrastructure. - Improve building regulations - Restore utilities. - Resettle locals elsewhere. - Develop opportunities for recovery of economy. - Install monitoring technology.

6. Comparing Earthquakes – Nepal and Japan

Nepal. April 2015. Magnitude 7.8.	Japan March 2011 Magnitude 9.0
Primary Effects	
9000 deaths 23000 injured Over 500,000 homes destroyed Historic buildings including Dharahara Tower fell 26 hospitals and 50% of schools destroyed	Just under 16,000 deaths 26,000 injured 130,000 displaced Damage – 332,395 buildings, 2,126 roads, 56 bridges and 26 railways were destroyed or damaged. 300 hospitals were damaged 4.4 million households were left without electricity in North-East Japan.
Secondary Effects	
Avalanche on Mount Everest killing 19 people. Loss of income from tourism (which was 8.9% of Nepal's GDP). Rice seed stored in homes was ruined as homes collapsed. This caused food shortages.	10m Tsunami waves devastated coastal towns 18,00 deaths Explosion at Fukushima nuclear power plant US\$235 billion
Immediate Responses	
Nepal requested international help. UK's DEC raised \$126 million. Red Cross- tents for 225,000 people. UN and WHO distributed medical supplies to the worst districts. Facebook launched a safety feature so people could indicate they were safe.	Search & Rescue teams from Japan and abroad. 100 000 members of the Japanese Self-Defence Force worked for several days, yet no survivors found. 500 000 evacuated to higher ground before tsunami
Long term responses	
Rebuilding. World Heritage Sites reopen June 2015. Longer climbing season.	Reconstruction Design Council devised a long-term plan budget US\$150 billion Upgraded tsunami warning system.

9. Distribution of tectonic activity

Along plate boundaries.
On the edge of continents.
Around the edge of the Pacific.



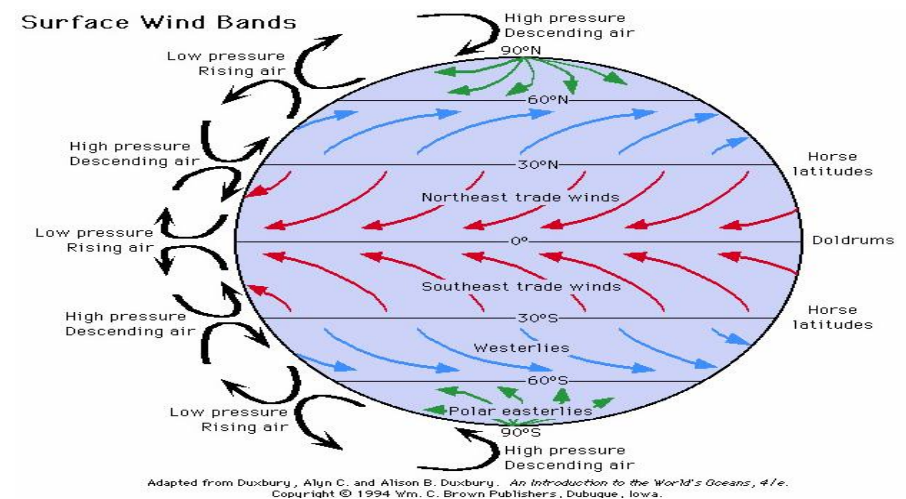
7. Global atmospheric circulation

At the equator, the sun's rays are most concentrated. This means it is hotter.
This one fact causes global atmospheric circulation at different latitudes.

High pressure = dry Low pressure = wet
As the air heats it rises – causing low pressure. As it cools, it sinks, causing high pressure. Winds move from high pressure to low pressure. They curve because of the **Coriolis effect** (the turning of the Earth)

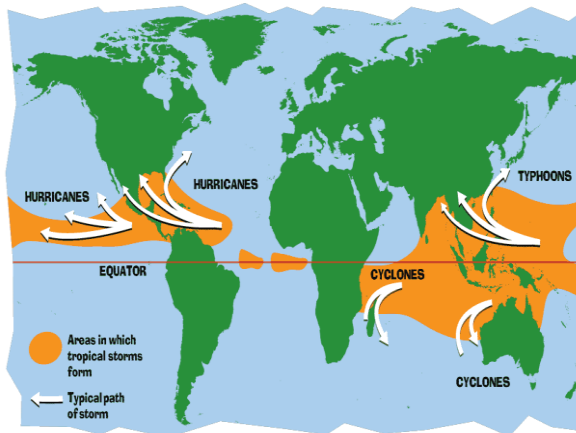
8. Reducing the impact of tectonic hazards

Monitoring	Prediction
Seismometers measure earth movement. Volcanoes give off gases.	By observing monitoring data, this can allow evacuation before event.
Protection	Planning
Reinforced buildings and making building foundations that absorb movement. Automatic shut offs for gas and electricity.	Avoid building in at risk areas. Training for emergency services and planned evacuation routes and drills.



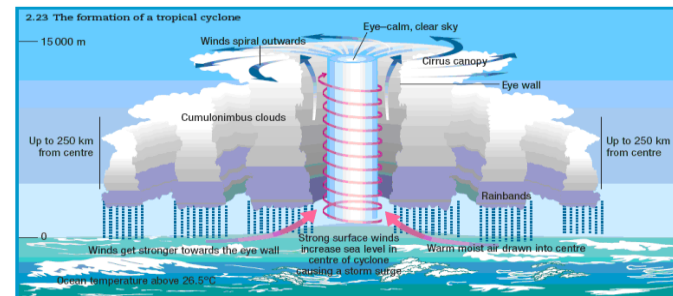
1. Tropical Storms

Occur in low latitudes between 5° and 30° north and south of the equator (in the tropics). Ocean temperature needs to be above 27° C. Happen between summer and autumn.



2. Sequence of a Tropical Storm

1. **Air is heated above warm tropical oceans.**
2. **Air rises under low pressure conditions.**
3. **Strong winds form as rising air draws in more air and moisture causing torrential rain.**
4. **Air spins due to Coriolis effect around a calm eye of the storm.**
5. **Cold air sinks in the eye so it is clear and dry.**
6. **Heat is given off as it cools powering the storm.**
7. **On meeting land, it loses source of heat and moisture so loses power.**



3. Extreme weather in the UK

Rain – can cause flooding damaging homes and business.

Snow & Ice – causes injuries and disruption to schools and business. Destroys farm crops.

Hail – causes damage to property and crops.

Drought – limited water supply can damage crops.

Wind – damage to property and damage to trees potentially leading to injury.

Thunderstorms – lightning can cause fires or even death.

Heat waves – causes breathing difficulties and can disrupt travel.

UK weather is getting more extreme due to climate change. Temperatures are more extreme and rain is more frequent and intense leading to more flooding events. Since 1980 average temperature has increased 1 degree and winter rainfall has increased.



4. Typhoon Haiyan, Philippines, November 2013

Primary Effects	Secondary Effects
At least 6340 killed 314 km/hr wind speeds. 5m Storm Surge 90% buildings in Tacloban destroyed Habitats & Crops destroyed	\$14 Billion of damage Water supply polluted 130,000 houses destroyed, leaving 4.2 million homeless Public Order – Looting Airports unusable for supplies
Immediate Responses	Long-term Responses
1,069 emergency shelters set up in public buildings. Disaster Emergency Committee helped 3,316,500 people outside these centres by providing aid. UK aid charities provided shelter, food and medical supplies.	UN appeal raised \$300 million. Typhoon warning systems have been improved. People are now better educated about how to respond.

5. UK Extreme Weather Event: Beast from the East

February 28th to March 2nd 2018
Polar Vortex & Storm Emma

Social Effects

3 deaths.
19000 homes flooded across Northern England.
100,000 homes affected by power cuts.
More than 40 schools in Cumbria were closed. Appointments in many hospitals in Cumbria were cancelled as hospitals had no mains electricity.

Economic Effects

Caused £500 million damage in Cumbria.
Landslides and flooding closed some main roads and many bridges were damaged causing extra transport costs for businesses.
The rail route between England and Scotland was closed due to flooding.

Environmental impacts

Large amounts of soil were washed into the rivers, with millions of tonnes of silt transported by rivers and deposited on floodplains

Management strategies

Met Office issued weather warning
Environment agency issued flood warning
Soldiers took supplies to remote areas in the Lake District.
The government gave £50 million to repair damage in Cumbria and Lancashire.
The Cumbria Flood Recovery Fund 2015 helped families who had little insurance .

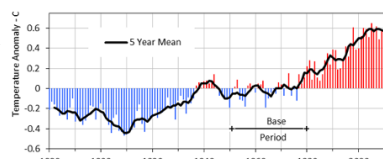
Flood



6. Climate Change – natural or human?

Global Temperature, 1880 - 2014

Land - Ocean Index: 1951-1980 Base



Source: Goddard Institute for Space Studies (GISS) and Climate Research Unit (CRU), prepared by ProcessTrends.com, updated by globalissues.org

Evidence for climate change shows changes before humans were on the planet. So some of it must be natural.

However, the **rate** of change since the 1970s is unprecedented. Humans are responsible – despite what Mr Trump says!

7. Causes

Natural

- **Orbital changes** – The sun's energy on the Earth's surface changes as the Earth's orbit is elliptical its axis is tilted on an angle.
- **Solar Output** – sunspots increase to a maximum every 11 years.
- **Volcanic activity** – volcanic aerosols reflect sunlight away reducing global temperatures temporarily.

Human

- **Fossil fuels** – release carbon dioxide with accounts for 50% of greenhouse gases.
- **Agriculture** – accounts for around 20% of greenhouse gases due to methane production from cows etc. Larger populations and growing demand for meat and rice increase contribution.
- **Deforestation** – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces ability to planet to absorb carbon through photosynthesis.

8. Evidence for Climate Change

The Met Office has reliable climate evidence since 1914 – but we can tell what happened before that using several methods.

Ice and Sediment Cores

- Ice sheets are made up of layers of snow, one per year. Gases trapped in layers of ice can be analysed. Ice cores from Antarctica show changes over the last 400 000 years.
- Remains of organisms found in cores from the ocean floor can be traced back 5 million years.

Pollen Analysis

- Pollen is preserved in sediment. Different species need different climatic conditions.

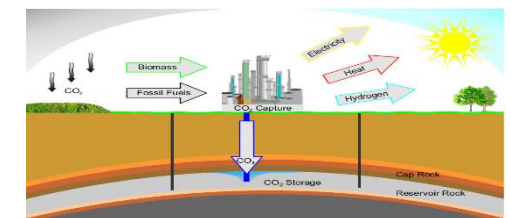
Tree Rings



- A tree grows one new ring each year. Rings are thicker in warm, wet conditions
- This gives us reliable evidence for the last 10 000 years.

Temperature Records

- Historical records date back to the 1850s. Historical records also tell us about harvest and weather reports.



9. Effects of Climate Change

Social	Environmental
<ul style="list-style-type: none"> - Increased disease eg. skin cancer and heat stroke. - Winter deaths decrease with milder winters. - Crop yields affected by up to 12% in South America but will increase in Northern Europe but will need more irrigation. - Less ice in Arctic Ocean increases shipping and extraction of oil and gas reserves. - Droughts reduce food and water supply in sub-Saharan Africa. Water scarcity in South and South East UK. - Increased flood risk. 70% of Asia is at risk of increased flooding - Declining fish in some areas affect diet and jobs. - Increased extreme weather - Skiing industry in Alps threatened. 	<ul style="list-style-type: none"> - Increased drought in Mediterranean region. - Lower rainfall causes food shortages for orangutans in Borneo and Indonesia. - Sea level rise leads to flooding and coastal erosion. - Ice melts threaten habitats of polar bears. - Warmer rivers affect marine wildlife. - Forests in North America may experience more pests, disease and forest fires. - Coral bleaching and decline in biodiversity.



10. Managing Climate Change

Mitigation	Adaption
<ul style="list-style-type: none"> - Alternative energy production will reduce CO2 production. - Planting Trees – helps to remove carbon dioxide. - Carbon Capture – takes carbon dioxide from emission sources is stored underground. - International Agreements e.g. the Paris Climate Agreement. 	<ul style="list-style-type: none"> - Changes in agricultural systems need to react to changing rainfall and temperature patterns and threat of disease and pests. - Managing water supplies – eg. by installing water efficient devices and increasing supply through desalination plants. - Reducing risk from rising sea levels would involve constructing defences such as the Thames Flood Barrier or restoring mangrove forests, or raising buildings on stilts.

GCSE Spanish



Describing a photo

A. To start off:

En la imagen...	In the image
En la foto ...	In the photo
Hay...	There is/ are
Veo...	I see
Se puede ver...	You can see
La foto muestra...	The photo shows...

B. Be specific!

En primer plano...	In the foreground
Al fondo..	In the background
A la izquierda..	to the left
A la derecha..	to the right
Cerca de..	close to
Delante de..	In front of

C.)Weather

Hace sol	it's sunny
Hace buen tiempo	it's nice weather
Hace mal tiempo	It's bad weather
Está lloviendo	it's raining
Está nublado	it's cloudy

D.) What's there?

Un hombre/una mujer	a man/woman
Unas personas	some people
Mucha gente	lots of people
Unaus edificios	some buildings
Unos árboles	some trees
Una escena de...	a scene of

E.) Describing people

Parece(n)...	he/she/they seem(s)
Contento/a(s)	happy
Triste(s)	sad
Cansado/a(s)	tired
Enfadado/a(s)	angry

F.) What are they doing?

Está(n) hablando	They are talking
Está(n) discutiendo	They are arguing
Está(n) sonriendo	They are smiling
Está(n) riendo	They are laughing
Está(n) trabajando	They are working
Está(n) jugando	They are playing

G.)Opinion phrases

Creo que...
I think that

Pienso que...
I think that...

Imagino que...
I imagine that...

Supongo que...
I presume that...

Diría que...
I would say that

Me parece que
It seems to me that..

Me recuerda a...
It reminds me of...

H.)Do you like it?

(No) Me gusta la foto → porque/ya que/dado que → es (it is...) → e.g. bonita (pretty)
I (don't)like the photo → because → está llena de... (it is full of) → e.g. color (colour)

Numbers

0 <i>cero</i>	15 <i>quince</i>	30 <i>treinta</i>
1 <i>uno</i>	16 <i>dieciséis</i>	40 <i>cuarenta</i>
2 <i>dos</i>	17 <i>diecisiete</i>	41 <i>cuarenta y uno</i>
3 <i>tres</i>	18 <i>dieciocho</i>	50 <i>cincuenta</i>
4 <i>cuatro</i>	19 <i>diecinueve</i>	52 <i>cincuenta y dos</i>
5 <i>cinco</i>	20 <i>veinte</i>	60 <i>sesenta</i>
6 <i>seis</i>	21 <i>veintiuno</i>	63 <i>sesenta y tres</i>
7 <i>siete</i>	22 <i>veintidós</i>	70 <i>setenta</i>
8 <i>ocho</i>	23 <i>veintitrés</i>	75 <i>setenta y cinco</i>
9 <i>nueve</i>	24 <i>veinticuatro</i>	80 <i>ochenta</i>
10 <i>diez</i>	25 <i>veinticinco</i>	86 <i>ochenta y seis</i>
11 <i>once</i>	26 <i>veintiséis</i>	90 <i>noventa</i>
12 <i>doce</i>	27 <i>veintisiete</i>	97 <i>noventa y siete</i>
13 <i>trece</i>	28 <i>veintiocho</i>	
14 <i>catorce</i>	29 <i>veintinueve</i>	

Large Numbers

100 <i>cien</i>	600 <i>seiscientos</i>
200 <i>doscientos</i>	700 <i>setecientos</i>
300 <i>trescientos</i>	800 <i>ochocientos</i>
400 <i>cuatrocientos</i>	900 <i>novecientos</i>
500 <i>quinientos</i>	
1,000 <i>mil</i>	
1,000,000 <i>un millón</i>	
1,000,000,000 <i>mil millones</i>	

Days and dates

- Remember that the days of the week are written with small letters in Spanish.
lunes, martes, miércoles, jueves, viernes, sábado, domingo
- The same is true of the months.
enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre
- To say the date, simply use *el + number + de + month*.
el cuatro de septiembre, el veintidós de mayo

Greetings and ages

<i>¡Hola!</i>	Hello!
<i>¡Buenos días!</i>	Hello / Good morning!
<i>¡Buenas tardes!</i>	Good afternoon!
<i>¡Buenas noches!</i>	Good evening / night!
<i>¡Adiós!</i>	Goodbye!
<i>¡Hasta luego!</i>	See you later!
<i>¡Buenas noches!</i>	Good night!
<i>¿Qué tal?</i>	How are you?
<i>Bien, gracias.</i>	Fine, thanks.
<i>¿Cuántos años tienes?</i>	How old are you?
<i>Tengo dieciséis años.</i>	I'm sixteen.
<i>¿Y tú?</i>	And you?

Time

There are two ways of telling the time in Spanish: the traditional 12-hour clock method and the 24-hour clock method, which is often used in Spanish, particularly to discuss travel times.

- To say what time it is using the traditional 12-hour clock, start with *Son las...*



- As in English, when using the 24-hour clock, use numbers such as *trece, dieciocho, etc.:*
a las veinte diez at 20.10
A mediodía. At midday.
A medianoche. At midnight.
Es la una. It's one o'clock.
- To ask the time:
¿Qué hora es? What time is it? / What's the time?

Interrogatives

<i>¿Quién?</i>	Who?
<i>¿Cuándo?</i>	When?
<i>¿Cómo?</i>	How? / What ... like?
<i>¿Por qué?</i>	Why?
<i>¿Cuánto?</i>	How much?
<i>¿Cuántos ...? ¿Cuántas ...?</i>	How many?
<i>¿Qué?</i>	What?
<i>¿Cuáles ...?</i>	Which ...?

Conjunctions

<i>y</i>	and
<i>pero</i>	but
<i>o</i>	or
<i>porque</i>	because
<i>donde</i>	where
<i>cuando</i>	when

Intensifiers

<i>bastante</i>	quite
<i>más</i>	more
<i>muy</i>	very
<i>menos</i>	less
<i>demasiado</i>	too

Adverbs of frequency

<i>nunca</i>	never
<i>raramente</i>	rarely
<i>de vez en cuando</i>	from time to time
<i>normalmente</i>	normally
<i>a veces</i>	sometimes
<i>frecuentemente</i>	often
<i>siempre</i>	always

Words that are highlighted in grey in this list are words that may be useful, but you won't need to know them for the exam.

1.1G ¿Cómo es?

<i>¿cómo?</i> how?	<i>la música</i> music
<i>el/la abuelo/a</i> grandfather/grandmother	<i>negro/a</i> black
<i>el/la actor/actriz</i> actor/actress	<i>el nombre</i> name
<i>alto/a</i> tall	<i>el ojo</i> eye
<i>azul</i> blue	<i>el padre</i> father
<i>bajo/a</i> short, low	<i>el pelo</i> hair
<i>bastante</i> quite, quite a lot, enough	<i>pequeño/a</i> small
<i>blanco/a</i> white	<i>el/la perro/a</i> dog
<i>el/la cantante</i> singer	<i>poco/a</i> little, bit
<i>casi</i> almost, nearly	que that, which, who
<i>el/la chico/a</i> boy/girl	<i>recordar</i> to remember
<i>el cine</i> cinema	<i>rojo/a</i> red
<i>con</i> with	<i>rubio/a</i> fair, blond(e)
<i>corto/a</i> short	<i>ser</i> to be
<i>creer</i> to think, believe	<i>también</i> also, as well
<i>delgado/a</i> slim, thin	<i>la tele</i> TV, telly
<i>dos</i> two	<i>tener</i> to have
<i>la familia</i> family	<i>yo</i> I
<i>famoso/a</i> (adj.) famous	
<i>feo/a</i> ugly	
<i>la foto</i> photo	
<i>las gafas</i> glasses	
<i>el/la gato/a</i> cat	
<i>gordo/a</i> fat	
<i>gris</i> grey	
<i>el grupo</i> group	
<i>guapo/a</i> good-looking	
<i>hay</i> there is, there are	
<i>el/la hermano/a</i> brother/sister	
<i>el/la hijo/a</i> son/daughter	
<i>el hombre</i> man	
<i>joven</i> young	
<i>largo/a</i> long	
<i>llamarse</i> to be called	
<i>la madre</i> mother	
<i>el metro</i> metre	
<i>moreno/a</i> brown, dark	
<i>la mujer</i> woman	

1.1F ¿Qué tipo de persona eres?

<i>el/la amigo/a</i> friend	<i>el/la estudiante</i> student
<i>animal</i> (adj.) animal	<i>fácil</i> easy
<i>artístico/a</i> artistic	<i>feliz</i> happy
<i>bueno/a</i> good	<i>fuerte</i> strong
<i>las ciencias</i> science	<i>general</i> general
<i>cinco</i> five	<i>gracioso/a</i> funny
<i>la clase</i> class	<i>gustar</i> to like (lit. to please)
<i>cuando</i> when	<i>hoy</i> today
<i>deportivo/a</i> (of) sports	<i>independiente</i> independent
<i>difícil</i> difficult	
<i>divertido/a</i> fun, enjoyable	
<i>especialmente</i> especially	
<i>estar</i> to be	

1.2G Las relaciones familiares

<i>activo/a</i> active	<i>la madrestra</i> stepmother
<i>bien</i> well	<i>mucho/a</i> much, a lot
<i>las compras</i> shopping	<i>la noche</i> night
<i>cuidar</i> to care for, look after	
<i>el deporte</i> sport	
<i>discutir</i> to discuss, argue	
<i>el ejercicio</i> exercise	
<i>este/esta</i> this	
<i>el estadio</i> stadium	
<i>el fin de semana</i> weekend	
<i>el fútbol</i> football	
<i>hacer</i> to do, make	
<i>hago</i> I do/make	
<i>ir</i> to go	
<i>llevarse bien/mal con</i> to get on well/badly with	

<i>el instituto</i> secondary school	<i>el padrastro</i> stepfather
<i>listo/a</i> clever	<i>la paella</i> paella (rice dish usually with seafood)
<i>muy</i> very	<i>pelear(se)</i> to fight
<i>nervioso/a</i> nervous	<i>el/la primo/a</i> cousin
<i>otro/a</i> other, another	<i>respetar</i> to respect
<i>pensar</i> to think	<i>el restaurante</i> restaurant
<i>perezoso/a</i> lazy	<i>el sábado</i> Saturday
<i>pero</i> but	<i>salgo</i> I go out
<i>la persona</i> person	<i>el/la tío/a</i> aunt/uncle
<i>la personalidad</i> personality	<i>va</i> he/she/it goes
<i>porque</i> because	<i>las vacaciones</i> holidays
<i>práctico/a</i> practical	<i>vals</i> you (plural) go
<i>responsable</i> responsible	<i>vamos</i> we go
<i>serlo/a</i> serious	<i>van</i> they go
<i>simpático/a</i> nice, friendly	<i>vas</i> you (singular) go
<i>la situación</i> situation	<i>voy</i> I go

1.2F Los amigos

<i>a veces</i> sometimes	<i>el/la compañero/a</i> colleague, (school) friend
<i>algo</i> something	<i>común</i> common
<i>allí</i> there	<i>la confianza</i> confidence, trust
<i>el año</i> year	<i>el contacto</i> contact
<i>casarse</i> to get married	<i>la definición</i> definition
<i>el día</i> day	<i>diferente</i> different
<i>divorciarse</i> to get divorced	<i>escuchar</i> to listen (to)
<i>escuchar</i> to listen (to)	<i>fatal</i> terrible
<i>fatal</i> terrible	<i>la frecuencia</i> frequency
<i>la frecuencia</i> frequency	<i>genial</i> great
<i>genial</i> great	<i>guardar</i> to keep
<i>guardar</i> to keep	<i>hablar</i> to speak, talk
<i>hablar</i> to speak, talk	<i>la idea</i> idea
<i>la idea</i> idea	<i>levantarse</i> to get up
<i>levantarse</i> to get up	<i>mejor</i> better, best
<i>mejor</i> better, best	<i>la opinión</i> opinion
<i>la opinión</i> opinion	<i>paciente</i> patient
<i>paciente</i> patient	<i>parecerse a</i> to look like
<i>parecerse a</i> to look like	

<i>pasar</i> to pass, spend	<i>el gimnasio</i> gym
<i>ponerse</i> to put on, to become	<i>importante</i> important
<i>preocupar(se)</i> to worry	<i>el jueves</i> Thursday
<i>el problema</i> problem	<i>jugar</i> to play
<i>próximo/a</i> next	<i>la manzana</i> apple
<i>qué</i> what	<i>el mar</i> sea
<i>raramente</i> rarely	<i>el martes</i> Tuesday
<i>raro/a</i> strange, odd, rare	<i>el mercado</i> market
<i>la relación</i> relationship	<i>el miembro</i> member
<i>el secreto</i> secret	<i>montar</i> to ride, set up
<i>siempre</i> always	<i>nadar</i> to swim
<i>tarde</i> late	<i>la naranja</i> orange
<i>temprano</i> early	<i>el pan</i> bread
<i>el texto</i> text	<i>el paseo</i> stroll, walk
<i>el tiempo</i> time, weather	<i>el pescado</i> fish
<i>todo/a</i> all, every	<i>la piscina</i> swimming pool

2.1G La vida sana

<i>a pie</i> on foot	<i>el/la cliente</i> client, customer
<i>el (fem.) agua</i> water	<i>cubano/a</i> Cuban
<i>el baile</i> dance	<i>deber</i> to owe (must)
<i>el baloncesto</i> basketball	<i>el dulce</i> sweet
<i>beber</i> to drink	<i>el europeo/a</i> European
<i>la bicicleta</i> bicycle	<i>francés/francesa</i> French
<i>el bocadillo</i> sandwich	<i>fresco/a</i> cool, fresh
<i>la cama</i> bed	<i>grande</i> big
<i>el campo</i> country, countryside	<i>el (fem.) hambre</i> hunger
<i>la carne</i> meat	<i>el huevo</i> egg
<i>cerca</i> close, near	<i>ideal</i> ideal
<i>el club</i> club	<i>inglés/inglesa</i> English
<i>comer</i> to eat	<i>la leche</i> milk
<i>la comida</i> food, meal	<i>el lugar</i> place
<i>comprar</i> to buy	<i>más</i> more, most
<i>¿cuándo?</i> when?	<i>menos</i> less, least
<i>dar</i> to give	<i>mexicano/a</i> Mexican
<i>demasiado</i> too, too much	<i>el plato</i> plate, dish
<i>el desayuno</i> breakfast	<i>por favor</i> please
<i>el domingo</i> Sunday	<i>rico/a</i> rich, tasty
<i>¿dónde?</i> where?	
<i>la ensalada</i> salad	
<i>el equipo</i> team, equipment	
<i>evitar</i> to avoid	
<i>favorito/a</i> favourite	
<i>la fruta</i> fruit	

<i>divertirse</i> to enjoy oneself, to have fun	<i>la actividad</i> activity
<i>dormir</i> to sleep	<i>andar</i> to walk
<i>empezar</i> to start, begin	<i>el beneficio</i> benefit
<i>encantar</i> to love (lit. to delight)	<i>el caballo</i> horse
<i>encontrar</i> to find	<i>la calle</i> street
<i>entender</i> to understand	<i>el caramelo</i> sweet
<i>entrenar(se)</i> to train	<i>caro/a</i> expensive, dear
<i>equilibrado/a</i> balanced	<i>cerrar</i> to close, shut
<i>esperar</i> to wait, hope, expect	<i>claro</i> clear, of course
<i>el estudio</i> study, studio	<i>contar</i> to tell, count
<i>físico/a</i> physical	<i>la copa</i> cup, wine glass, trophy
<i>frio/a</i> cold	<i>correr</i> to run
<i>fumar</i> to smoke	<i>costar</i> to cost,
<i>ganar</i> to earn, win	<i>cuatro</i> four
<i>la grasa</i> grease, fat	<i>el diente</i> tooth
<i>la hamburguesa</i> burger	<i>la dieta</i> diet
<i>el jamón</i> ham	
<i>el kilómetro</i> kilometre	
<i>llevar</i> to take, carry, wear, lead	
<i>malo/a</i> bad	
<i>mental</i> mental	
<i>el montón</i> load, lot	
<i>mostrar</i> to show	
<i>la natación</i> swimming	
<i>el/la niño/a</i> child, little boy/girl	
<i>normalmente</i> normally	
<i>nosotros/as</i> we, us	

2.1F ¿Estás en forma?

<i>la uva</i> grape	<i>la actividad</i> activity
<i>el vaso</i> glass, tumbler	<i>andar</i> to walk
<i>vegetariano/a</i> vegetarian	<i>el beneficio</i> benefit
<i>la(s) verdura(s)</i> vegetables	<i>el caballo</i> horse
<i>la vez</i> time, occasion	<i>la calle</i> street
<i>vivir</i> to live	<i>el caramelo</i> sweet
<i>el zumo</i> juice	<i>caro/a</i> expensive, dear
	<i>cerrar</i> to close, shut
	<i>claro</i> clear, of course
	<i>contar</i> to tell, count
	<i>la copa</i> cup, wine glass, trophy
	<i>correr</i> to run
	<i>costar</i> to cost,
	<i>cuatro</i> four
	<i>el diente</i> tooth
	<i>la dieta</i> diet
	<i>divertirse</i> to enjoy oneself, to have fun
	<i>dormir</i> to sleep
	<i>empezar</i> to start, begin
	<i>encantar</i> to love (lit. to delight)
	<i>encontrar</i> to find
	<i>entender</i> to understand
	<i>entrenar(se)</i> to train
	<i>equilibrado/a</i> balanced
	<i>esperar</i> to wait, hope, expect
	<i>el estudio</i> study, studio
	<i>físico/a</i> physical
	<i>frio/a</i> cold
	<i>fumar</i> to smoke
	<i>ganar</i> to earn, win
	<i>la grasa</i> grease, fat
	<i>la hamburguesa</i> burger
	<i>el jamón</i> ham
	<i>el kilómetro</i> kilometre
	<i>llevar</i> to take, carry, wear, lead
	<i>malo/a</i> bad
	<i>mental</i> mental
	<i>el montón</i> load, lot
	<i>mostrar</i> to show
	<i>la natación</i> swimming
	<i>el/la niño/a</i> child, little boy/girl
	<i>normalmente</i> normally
	<i>nosotros/as</i> we, us

2.2G Salir a comer

<i>alemán/alemana</i> German	<i>la variedad</i> variety
<i>aquí</i> here	<i>volver</i> to return, go back
<i>el café</i> coffee	
<i>chileno/a</i> Chilean	
<i>el/la cliente</i> client, customer	
<i>cubano/a</i> Cuban	
<i>deber</i> to owe (must)	
<i>el dulce</i> sweet	
<i>europeo/a</i> European	
<i>francés/francesa</i> French	
<i>fresco/a</i> cool, fresh	
<i>grande</i> big	
<i>el (fem.) hambre</i> hunger	
<i>el huevo</i> egg	
<i>ideal</i> ideal	
<i>inglés/inglesa</i> English	
<i>la leche</i> milk	
<i>el lugar</i> place	
<i>más</i> more, most	
<i>menos</i> less, least	
<i>mexicano/a</i> Mexican	
<i>el plato</i> plate, dish	
<i>por favor</i> please	
<i>rico/a</i> rich, tasty	

Theme 1

Foundation Vocabulary

servir to serve
solo only
las tapas bar snacks
típico/a typical
el tomate tomato
el/la turista tourist
venir to come
el vino wine

2.2F Tipos de dietas

ayudar to help
el azúcar sugar
cada each, every
complicado/a complicated
consistir to consist
el corazón heart
durante during
España Spain
estricto/a strict
Europa Europe
la falta lack, shortage
frito/a fried
el futuro future
intentar to try
el/la Internet Internet
lo que what
luego then
el/la médico/a doctor
el medio ambiente environment
mediterráneo/a Mediterranean
menor younger, smaller
ninguno/a none, not any
la oficina office
el peso weight
la planta planta
la proteína protein
quedarse to stay
el régimen diet
la región region
la revista magazine
sacar to take out, (get)
seguir to follow
el sur south
el tipo type
tonto/a silly, stupid

trabajar to work
vegano/a vegan
el/la veterinario/a vet
la vida life

3.1G El día escolar

aburrido/a boring
amarillo/a yellow
la camisa shirt
la corbata tie
la chaqueta jacket
el dibujo art, drawing
la educación education
la falda skirt
la geografía Geography
la historia History
el horario timetable, schedule
el idioma language
la informática ICT
la lengua language
la literatura literature
marrón brown
las matemáticas Maths
el pantalón trousers
primero/a first
el recreo break, break time
la religión religion, R.E.
terminar to finish
la tutoría tutorial, tutor group, form period
último/a last, latest
el uniforme uniform
verde green
el zapato shoe

3.1F En el instituto

agradable pleasant
el/la alumno/a pupil
el ambiente atmosphere
anterior previous
apoyar to support
la asignatura subject
la biblioteca library
bonito/a pretty, lovely
correcto/a correct
los deberes homework

donde where
duro/a hard
explicar to explain
la instalación facility
interesante interesting
levantar to raise
el libro book
el lunes Monday
la mano hand
la mesa table, desk
moderno/a modern
el móvil mobile (phone)
nada nothing
necesitar to need
nuevo/a new
el ordenador computer, PC
el pasillo corridor
el patio yard, patio, playground
peor worse, worst
privado/a private
el/la profesor(a) teacher
la silla chair
sin embargo however
traer to bring
usar to use
útil useful
el viernes Friday

3.2G Las opciones a los 16 años

antes before
aprender to learn
aprobar to pass (ie. exam)
apropiado/a appropriate, suitable
el/la artista artist
el bachillerato Baccalaureate (equivalent to A levels)
buscar to look for, search for
el/la camarero/a waiter/waitress
como as, like
la compañía company
la construcción building, construction

el curso course
la decisión decision
después after
dieciséis sixteen
el dinero money
diseñar to design
doce twelve
el/la electricista electrician
el/la enfermero/a nurse
entrar (en) to enter
entre between, among
escoger to choose
escribir to write
estudiar to study
el euro euro
el examen exam
la experiencia experience
extranjero/a foreign
la formación training
habrá there will be
la hora hour, time
el hospital hospital
incluir to include
laboral (of) work
leer to read
limpiar to clean
me gustaría I would like
mientras while
la nota grade, mark
obligatorio/a compulsory
optativo/a optional
to, for para
el paro unemployment
el/la peluquero/a hairdresser
perfecto/a perfect
el periódico newspaper
el/la periodista journalist
pocas/as few
el/la policía police officer
por eso so, therefore
posible possible
la pregunta question
la profesión profession
el programa programme
la recepción reception
el/la recepcionista receptionist

la ropa clothes
septiembre September
el sitio web website
la tecnología technology
la tienda shop, tent
el trabajo work, job
el turismo tourism
la universidad university
viajar to travel

3.2F Los trabajos

el/la abogado/a lawyer
el accidente accident
aceptar to accept
el aeropuerto airport
el artículo article
el aspecto aspect, appearance
el banco bank
la caja box, till
la carrera career, degree course, race
la casa house, home
el centro centre
cerca de near to
la ciudad city, town
cómodo/a comfortable
comprensivo/a understanding
contento/a happy, glad, pleased
la cosa thing
crear to create
de moda fashionable
describir to describe
la desventaja disadvantage
disadvantage
el/la empleado/a employee
enfermo/a ill, sick
enojado/a angry
enseñar to teach, show
el estrés stress
estupendo/a great, brilliant
la experiencia laboral work experience
la física physics
la gente people
gritar to shout

hacer preguntas to ask questions
hasta until
hermoso/a beautiful
la información information
el/la ingeniero/a engineer
interesar to be interested in
el/la jefe/jefa boss
la medicina medicine
mil thousand
misma/a same
el mundo world
el museo museum
las noticias news
la novela novel
la obra work (of art, literature)
la opción option
pagar to pay
el papel role, paper
la película film
presentar to present, introduce
la presión pressure
proteger to protect
resolver to solve
el salario salary
salir to leave, go out
seguro/a safe, sure, secure
sentir(se) to feel
la serie series
el teatro theatre, drama
tener éxito to be successful
el traje suit, costume
el viaje journey
el vuelo flight

Spanish is a language with grammatical genders, so some of the words in this list have a masculine and feminine form, which are used for referring to different people. You will not be marked down in the exam for your preferred ways of referring to yourself and others through the use of pronouns, gendered language and grammatical agreements.

GCSE Religious Studies



Christianity: Beliefs, Teachings and Practices Knowledge Organiser

Number	Key Terminology	Definition
1	Ascension	The event 40 days after the Resurrection, when Jesus returned to God, the Father in heaven.
2	Atonement	The reconciliation between God and humanity that was sealed by the sacrificial death of Jesus.
3	Baptism	The sacrament through which people become members of the Church. It is a rite of initiation
4	Bible	Sacred book for Christians containing both the Old and New Testaments.
5	Catholic	A branch of Christianity based in Rome and led by the Pope.
6	Christ	Literally means 'Anointed One' in Greek. Christians believe Jesus to be the Christ.
7	Christian	Someone who believes in Jesus Christ and follows the religion based on his teachings.
8	Crucifixion	The Roman method of execution by which criminals were fixed to a cross.
9	Denomination	A distinct group within the Christian faith, with its own organisation and traditions.
10	Eucharist	The part of the mass when the sacrificial death and resurrection of Jesus are remembered using bread and wine.
11	Evangelism	Preaching the gospel to convert people to the Christian faith.
12	Evil	The opposite of good. A force that is seen in many traditions as destructive and against God.
13	The Father	The first person of the Trinity, the creator of the universe.
14	God	The supreme being.
15	Grace	The unconditional and generous love that God shows to people who do not deserve it.
16	Heaven	The state of being with and enjoying eternity with God.
17	Hell	The place of eternal suffering or the state after death of separation from God for those who want no relationship with him.
18	Holy Communion	Another name for the Eucharist when the death and resurrection of Jesus are remembered.
19	Holy Spirit	The third person of the Holy Trinity. Christians believe that the Holy Spirit is present and inspires them.

20	Incarnation	Literally 'in flesh'. The doctrine that God took the human form as Jesus.
21	Judgement	When God decides whether each person should receive eternal life or eternal punishment.
22	Just	This refers to the nature of God as one who treats each individual human being fairly and equally.
23	Mission	It refers to the duty of Christians to spread the gospel (the good news about Jesus).
24	Omnibenevolent	The belief that God is all loving.
25	Omnipotent	The belief that God is all powerful.
26	Orthodox	A branch of Christianity mainly, but not entirely practised in Eastern Europe.
27	Original Sin	The traditional belief still held by some Christians that human nature is basically flawed, and so humans have a tendency to go against God's will.
28	Persecution	Throughout the centuries and still in some part of the world Christians face punishment and even death for adherence to their faith.
29	Prayer	Communicating with God through words of praise, thanksgiving or confession, or requests for his help or guidance. Listening to and speaking to God.
30	Protestant	A branch of Christianity. There are many Protestant denominations but they agree on the central belief that the Bible is the only authority for Christians.
31	Reconciliation	The process of restoring harmony after relationships between people have broken down. It is also a specific sacrament in the Roman Catholic and some Anglican Churches.
32	Resurrection	The event celebrated on Easter Day of Jesus rising from the dead. It is the central belief of Christianity.
33	Sacrament	The outward and visible sign of an invisible and spiritual grace.
34	Salvation	Saving the soul and deliverance from sin and admission to heaven brought about by Jesus.
35	Sin	Behaviour which is against God's laws and wishes/against principles of morality. A thought, word or action which is wrong, which people know is wrong and which people freely choose.
36	The Son	The second Person of the Trinity. This is Jesus, in whom God became incarnate.
37	Son of God	A title used for Jesus, it denotes the special relationship between Jesus and God.
38	Suffering	When people have to face and live with unpleasant events or conditions.
39	Trinity	The belief that there are three Persons in the One God. The Father, Son and Holy Spirit are separate, but are also one being.
40	Worship	Offering to God the praise that he is due. This may be done in public or in private worship.

Key Ideas - Beliefs and Teachings		
41	Nature of God	<ul style="list-style-type: none"> - Christians believe in one God who is the creator of the world and who sustains all that exists. - God is omnipotent, omni-benevolent and just. - The Problem of Suffering asks: If God is all these things why does suffering exist?
42	The Trinity	<ul style="list-style-type: none"> - Christians believe God is three persons in one. This idea is called the Trinity. - Each person of the Trinity is fully God but the three persons of the Trinity are not the same. - The Father is the creator of all life. - The Son is Jesus Christ who is both fully human and fully God. - The Holy Spirit is the unseen power of God at work in the world.
43	Incarnation	<ul style="list-style-type: none"> - Christians believe that God was incarnated (born) in human form as Jesus Christ. - Mary became pregnant by the Holy Spirit and gave birth as a virgin - for Christians this is proof of Jesus' status as the son of God. - Christmas is the festival that celebrates the incarnation.
44	Crucifixion	<ul style="list-style-type: none"> - Jesus travelled to Jerusalem to preach and he was sentenced to death by Pontius Pilate. - Jesus was then nailed to a cross where he died. - In his last moments Jesus was able to forgive those who were killing him showing Christians how important forgiveness is. - This event is remembered on Good Friday.
45	Resurrection	<ul style="list-style-type: none"> - Three days after Jesus died on the cross Christians believe he rose from the dead - this is the resurrection. - Early on the Sunday three women visited his tomb expecting to find his body but it was not there. - After his resurrection Jesus appeared to his disciples and told them to spread the word of God. - This event is celebrated on Easter Sunday.
46	Ascension	<ul style="list-style-type: none"> - Forty days after he rose from the dead Jesus ascended into heaven. <p>A belief in resurrection and ascension:</p> <ul style="list-style-type: none"> - Shows life after death is real. - Assures Christians they will rise again after death and live on in the afterlife. - Leads Christians to try and lead a good life.
47	Sin and Salvation	<ul style="list-style-type: none"> - Christians believe you are judged after death and how well or badly you have lived and treated others decides if you go to heaven or hell. - Sin is any action or thought that goes against God's will, Christians can look in the Bible for advice on what is a sin e.g. murder and adultery. - God gave humans free will but they should use that freedom to make good choices and not sin.

		<ul style="list-style-type: none"> - Salvation is the idea that Jesus's crucifixion saves human beings from eternal damnation. - The death of Jesus made up for original sin - the idea that we were all damned by Eve's choice to disobey God - it allows us to atone for sins and reach eternal life in heaven.
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Key Ideas - Christianity Practices		
48	Worship	<p>Liturgical Worship</p> <ul style="list-style-type: none"> - This formal and traditional style of worship takes place in a church and is led by a priest. - Formal, set prayers are read out. <p>Non-liturgical Worship</p> <ul style="list-style-type: none"> - Also takes place in a church but less formal. - No set prayers, instead people take turns to preach and read from the Bible. - Can be modern and appealing to young people.
49	Prayer	<ul style="list-style-type: none"> - Prayer means communicating with God, either silently or out loud, sometimes through song. - It is one of the most important parts of the spiritual life of a Christian and enables them to have a personal relationship with God. - Intercessions are prayers made on behalf of others. - Set prayers are written down and used in liturgical worship. - Informal prayer is off-the-cuff and often used in non-liturgical worship.
50	Eucharist	<ul style="list-style-type: none"> - In the Eucharist a priest consecrates (blesses) bread and wine and the congregation then receives these. - Catholics believe the Holy Spirit transforms the bread and wine into Jesus' body and blood. - Anglicans believe the bread and wine are symbolic. - Christians take part in this ritual to remember the sacrifice Jesus Christ made for them by being crucified on the cross.

51	Baptism	<p>Infant Baptism</p> <ul style="list-style-type: none"> - This is a formal service welcoming a new child into the Christian church. - Holy water is sprinkled over the baby's head. - All Catholics baptise their children soon after birth to ensure they go to heaven. <p>Believer's Baptism</p> <ul style="list-style-type: none"> - A believer's baptism welcomes someone into the church who is old enough to decide themselves. - They are submerged in a pool of holy water. - They make promises to stay away from evil. - Baptists only practice this type of baptism.
52	Pilgrimage	<ul style="list-style-type: none"> - A pilgrimage is a journey made by a Christian to a holy site. - Catholics go on pilgrimage to Lourdes where a vision of Mary was once seen, they believe the water there has healing effects.
53	Festivals	<p>Christmas</p> <ul style="list-style-type: none"> - Christmas celebrates the incarnation (birth) of Jesus Christ - Christians give gifts to commemorate the gift of God sending his own son to the world <p>Easter</p> <ul style="list-style-type: none"> - Easter celebrates the resurrection of Jesus Christ - Christians celebrate by saying "he is risen".
54	Evangelism	Christians have a duty to evangelise (tell others of the word of God). An example is the Alpha Course which is an educational course that tells people more about the life of Jesus.
55	Church in the Community	Christians also have a duty to help others in the local community. Two examples of this are Street Pastors who help drunk people at night and Food Banks that provide food to people in poverty.
56	Reconciliation	<ul style="list-style-type: none"> - Christians across the world play an important role in reconciliation (seeking to restore friendly relations after a conflict or falling out) - An example is Coventry Cathedral which was bombed during World War II but now seeks to create peace and reconciliation elsewhere in the world. The World Council of Churches also works to help after conflict. - In some places Christians face persecution where they are treated badly for their faith. Churches around the world work together to try and overcome this.

A1: Size and features of SMEs

1	Enterprise	An organisation that carries out one or more activities, such as being involved with goods, services or both.
2	SME	An SME is a Small or Medium Enterprise
3	Micro Enterprises	These are run by ONE owner, and employ up to 10 people
4	Small Enterprises	These are run by ONE OR MORE owners, employing between 11-49 people
5	Medium Enterprises	These are run by ONE OR MORE owners, employing between 50-249 people
6	Operation locations	SMEs can operate from an office, shop, owner's home, customer's house (e.g mobile hairdresser) or online.
7	Sole trader	Legal owner of an enterprise Keep all profits, but also responsible for losses If they cannot pay bills, they can be declared bankrupt, as they have unlimited liability
8	Partnership	Two or more people who legally own the enterprise, who have unlimited liability Responsibility of business decisions is shared, along with profits and debts
9	Private Limited Company	Have their own legal identity and are separate enterprises from their owners. This means they have limited liability Boards of directors and the owners of a limited company do not always run it – they may invest in private shares while other people are responsible for the daily operations of the enterprise.
10	Social enterprise	Can take any of the above types of ownership but aim to use some of their profits to improve society and support the environment
11	Features of SMEs	<ul style="list-style-type: none"> • run by a single individual or small team of people • physical location and/or online operation • sole employment or as part of a hobby/side hustle • existing in one or more sectors of the economy

A2 Markets, sectors, models and industries in which enterprises operate

12	Markets	Business to Business (B2B) Business to Customer (B2C)
13	Sector	The UK economy is broken down into many different sectors that provide goods or services.
14	Goods	Goods are physical (tangible) products that can be touched eg, phone, house, clothing, food

15	Services	Services are non-physical (known as intangible) parts of the product offering that meets a customer's need e.g. Pet grooming, removal services, banking, hairdressing
16	Models	<ul style="list-style-type: none"> • Bricks and clicks – have a physical presence and operate online • Flips – use catalogues to sell their products eg IKEA, • e-commerce – only sell items online • hybrid – a combination of the above the models
17	Industries	Retail; Wholesale; construction; entertainment; sports; hospitality; finance; information technology; health, well being and beauty.
A3 Aims and activities of enterprises		
18	Aim	Something you plan or hope to achieve in the long term
19	Making a profit	When more money is made than is lost over a period of time
20	Surviving	Many start-up businesses will have their first aim being survival, while they attract customers, build their reputation, and learn what works.
21	Expanding	Growing from Micro to Small, Small to Medium etc. as being a larger enterprise can result in higher profits Examples include; moving to a new location, increasing customers/sales, moving into new markets, offering additional services
22	Maximise sales	Trying to make as many sales as possible, making sure each sale brings in as much revenue as possible.
23	Being ethical	To attract customers and create a positive image of the company, they might use Fair Trade materials, enhance working conditions and pay for staff, and pay their suppliers on time.
24	Satisfying customers	By meeting their needs and keeping them happy so they return to the business to buy again (repeat customers). Also satisfied customers will share this with their friends and families which might lead to increased sales.
25	Providing a social service	<p>Social enterprises can provide a social service by:</p> <ul style="list-style-type: none"> • Fundraising for local charities or causes • Sponsorship can provide much needed income (using the enterprise's profits) • Community work is provided
26	Develop new products	Enterprises need to continually develop and produce goods and services to meet the changing needs of the market. If enterprise do not do this, they risk losing customers to their competitors which results in a decrease in sales.
27	Attract new customers	Enterprises need to continually attract new customers to increase their sales. This can be done through advertising to raise awareness of the products/services and promotions and offers.
28	Retain existing customers	Existing customers need to be retained so that they make additional future purchases. This can be done by meeting their needs and keeping them happy by providing good value for money products/services and good quality customer services. Advertising and promotions will also help to remind customers that they are there.

29	Carefully manage their finances	Managing finances means that costs will not spiral out of control. Enterprises must operate within their budgets to keep costs as low as possible without affecting the quality. Also ensuring bills are paid on time so that supply is not affected. If finance is not managed it could lead to loss of customers, revenue and profit.
30	Carefully manage their people	Managing people is essential to achieving aims. Employing the right staff who understand the business' aims is important as they will provide the best customer service. If you have too many staff or the right staff are not employed this may increase the costs for the enterprise and affect its ability to operate efficiently.
31	Carefully managing technology	Technology is essential in helping to meet the needs of customers. Enterprises will use technology to communicate with customers through information on websites, faster shipment of orders over larger areas, and social media sites that enable the enterprise to market their goods/services to larger populations quickly and conveniently.
32	Failing Enterprises	Enterprises may fail due to: <ul style="list-style-type: none"> • Not listening to customers • Not planning for future growth • Not having a USP • Not adapting to suit customer needs • Try to expand too quickly – can't meet customer demand
33	Impact of failure	Failure to manage their resources could lead to: <ul style="list-style-type: none"> • Staff losing their wages or salaries they need to survive so entrepreneurs have a duty towards them • Customers may lose the goods or services they once relied upon • The reputation of the entrepreneur may suffer if failure was avoidable
A4 Skills and characteristics of entrepreneurs		
34	Reasons for Start-up	Make a difference, be your own boss, being made redundant , pursuing a hobby that can pay, have flexibility
35	Entrepreneurial skills	These include: knowledge of industry/sector, technical, interpersonal, communication and presentation, planning and researching, time management, negotiation, prioritising tasks, problem solving, managing risk, leadership and teamwork
36	Entrepreneurial characteristics	These include: focus, passion, versatility, motivation and dedication, inventiveness, proactiveness, confidence, flexibility and adaptability, resilience and willingness to risk adversity, self-reliance, optimism, vision, resourcefulness, creativity and the capacity to inspire
B1 Market research methods		
37	Market Research	The process of finding information on the market, customers and competitors to help design products and services.
38	Primary research	This is information or data that is collected 'first hand' by using questionnaires, visits or observation, interviews or focus groups, or surveys.
39	Questionnaire	A set of questions that a respondent is asked about a particular topic.
40	Survey	This is a process of collecting, analyzing and interpreting the responses from a set of questions

41	Visits an or observations	This involves watching and recording how customers or competitors behave in situations in a structured way.
42	Mystery shopper	Someone who is employed to visit an enterprise pretending to be a genuine customer.
43	Focus group	This is a group interview involving people who have similar traits or experiences, who participate in a discussion so the enterprise can get their thoughts and opinions.
44	Quantitative data	Research in which the answers are based on numerical and statistical data.
45	Qualitative data	Research in which the answers are based on individual customer responses and open-ended questions.
46	Secondary research	Research which uses existing research from third parties. Sources can include, online research, company materials, market reports and government reports.
B2 Understanding customer needs		
47	Customer needs	Are the wants or requirements a customer has for goods or services.
48	Anticipating customer needs	This means working out: how many customers are likely to buy from the enterprise; the market the enterprise operates within; when customers are likely to buy; and what customers are likely to buy.
49	Customer expectations	These are what a customer expects to receive from an enterprise. For example, good value products, rapid response to enquiries, clear and honest information, after sales service.
B3 Understanding competitor behaviour		
50	Competitor behaviour	Enterprises need to understand the market by anticipating and identifying competitor behaviour, producing products to market that are different from competitors, identifying features of the competitor.
51	Unique selling point	This is the feature of a good or service that makes it different from competitors.
52	Competitive advantage	This means being compared to a competitor that sell similar goods and services and being perceived as better than them by customers. This can be achieved through: <ul style="list-style-type: none"> • Price • Quality • Availability • Customer service • Unique features and selling points • Convenience • Loyalty
53	Loyalty	This is when a customer returns to an enterprise to continue buying goods or services. They may gain an additional reward for doing so.
B4 Suitability of market research methods		

54	Suitability of market research method	Enterprises need to consider whether the information gathered through market research is useful and whether there are alternative methods that could provide better information for them about the market, customers and competitors.
55	Factors to consider	Enterprises should consider the following factors when conducting market research: <ul style="list-style-type: none"> • the size of the enterprise • cost of research • time • human resources available
C1 PEST (Political, Economic, Social, Technological) analysis		
56	Political factors	Political factors include: <ul style="list-style-type: none"> ○ governmental changes ○ new regulations ○ changes in taxation
57	Economic factors	Economic factors include: <ul style="list-style-type: none"> ○ consumer confidence in the economy ○ growth/recession ○ level of employment ○ cost of borrowing ○ cost of energy
58	Social Factors	Social factors include: changing consumer behaviour and trends
59	Technological factors	Technological factors include: <ul style="list-style-type: none"> ○ social media ○ energy efficiency ○ technological trends ○ costs of marketing and selling.
C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis		
60	Strengths	Internal factors and include: <ul style="list-style-type: none"> • effective planning and financing • marketing and promoting the enterprise • location • reputation

		<ul style="list-style-type: none"> • unique selling point (USP) • strong branding • competitive advantage
61	Weaknesses	<p>Internal factors and include:</p> <ul style="list-style-type: none"> • unforeseen human resources costs (i.e. staff illness) • lack of investment • poorly performing product/service • competitive disadvantage
62	Opportunities	<p>External factors and include: growing market trends; developments in technology; gaps in the market; government policy changes; loans and grants; funding; events/holidays; development of additional products and services; adaptations to existing market offering; developing adapted marketing strategies; amendments to staffing; alternative investment decisions.</p>
63	Threats	<p>External factors and include: competitors; supplier problems; developments in technology; government policy; lack of funding; market changes.</p>

GCSE Art

GCSE YR10 Art Knowledge Organiser Autumn Term Nature and Portraiture



Key Concepts-Key Definitions		
1.	Realistic drawing	Realistic drawing is what most people think of when they think of drawing - capturing what we see with our eyes and representing the three-dimensional world onto a two-dimensional surface using the elements of art such as line, shape, colour, value, texture, space, and form
2	Illustration	An illustration is a drawing, painting or printed work of art which explains, clarifies, illuminates, visually represents, or merely decorates a written text. It can simply be a picture illustrating a book, newspaper, etc
3.	Tonal range	In art, tonal range is the range from light to dark of an object or of an entire drawing or painting.
4.	Form in drawing and painting.	The illusion of three-dimensional form is conveyed through the use of lighting and shadows, and the rendering of value and tone.
5.	Mark Making	Marks made with media to show the texture or surface of something e.g furry, smooth
6.	Mixed Media	Mixed media is a term used to describe artworks composed from a combination of different media or materials.
7.	Colour Blending	Blending is a term used often in art, particularly in painting and drawing. It is the technique of gently intermingling two or more colours or values to create a gradual transition.
8.	Translucent colour	Transmitting light, but not clearly enough to be transparent. A translucent object causes enough diffusion of light that an object or image on the other side of it can only be seen indistinctly. Frosted glass is translucent.
9.	Observational Drawing	To record (look closely) a subject as accurately as possible.
10.	Biro pen drawings	A Biro is a pen with a small metal ball at its tip which transfers the ink onto the paper.
11.	Watercolour painting	Watercolour, also aquarelle, is a painting method in which the paints are made of pigments suspended in a water-based solution.

Art History Key terms		
12.	Realism	A mid nineteenth century artistic movement characterised by subjects painted from everyday life in a naturalistic manner; however the term is also generally used to describe artworks painted in a realistic almost photographic way. Key artists; Jean Francois Millet, Winslow Homer, Gustave Courbet, Honore Daumier.
13.	Photorealism	Photorealism is a painting style that emerged in Europe and the USA in the late 1960s, characterised by its painstaking detail and precision. Key artists; Chuck Close, Richard Estes.
14.	Natural Form	A natural form is the original form of an object in nature. Example: A flower in the garden unpicked is in its natural form. It is also used in terms of art as the items nature gives us used artistically to represent different things.
15.	Botanical Illustration	A very detailed drawing or painting of a plant form
16.	Scientific Illustration	Artists draw or render images of scientific subjects in an accurate way to inform and communicate. A scientific illustrator must use technical art and aesthetic skills in combination with scientifically informed observations and research to make accurate representations of the subject.
17.	Portrait	A portrait is a representation of a particular person. A self-portrait is a portrait of the artist by the artist
18.	Portraiture	The art of painting or taking portraits; a portrait; a likeness; a resemblance copied from a photograph or model.

Nature and Portraiture - Historical context	
19.	Portraiture is a very old art form going back at least to ancient Egypt, where it flourished from about 5,000 years ago. Before the invention of photography, a painted, sculpted, or drawn portrait was the only way to record the appearance of someone.
20.	Nature; Naturalist sculpture predates naturalist painting by several centuries. Ever since the great exponents of Greek sculpture succeeded in replicating the human body, they laid a claim to achieving the first form of naturalism in art.
21.	Botanical art and illustration combine art and science. Artists aim to record accurate information about the shapes, structures, colours, life cycle and habits of unique species of plants and flowers while also providing a pleasing image. Links with Botanical Illustrators; Ernst Haeckel, E.A. Seguy and Evelyn Binns.
22.	Ernst Haeckel; (16 February 1834 – 9 August 1919) was an influential German zoologist , naturalist , and artist . He was also a physician , but in those fields he is not regarded as particularly notable.
23.	Haeckel discovered, described and named thousands of new species , mapped a tree of life relating all life forms. The published work of Haeckel includes over 100 detailed, multi-colour illustrations of animals and sea creatures.





<u>Mark Powell</u>	
24.	Mark Powell born originally in Leeds; is a London based artist who reuses old documents and envelopes as canvases to produce incredible drawings.
25.	He is famous for his use of nothing but a simple Bic Biro ballpoint pen to create incredibly detailed portraits of the elderly.
26.	His sketches using only a Biro pen as he states it is the most simple readily available tool to hand. He wants to inspire people to draw without spending money on art and craft materials. <i>His tip is 'to always remember to work from light to dark with the pen'.</i>
27.	By recycling envelopes and antique documents he is in some way preserving a bit of history and the tales behind the sender. He finds that each background he works on is different and the technique differs on each. Some take ink better than others, some are thicker than others.

<u>Susannah Blaxill</u>	
28.	Susannah Blaxill is a botanical artist. Blaxill was born and currently lives in Australia, but lived in England for about 17 years, where she became a member of the Society of Botanical Artists.
29.	Blaxill is internationally recognised as a leading artist specialising in watercolour, pencil and charcoal drawings.
30.	From an empty field behind a small cottage in East Anglia, Blaxill gradually created a small garden of one acre, planting trees, shrubs, perennials, bulbs, vegetables and fruit. She was entranced by plant form and spent many hours observing and considering carefully the plants that she grew.



<u>Hannah Klaus Hunter</u>	
31.	An American botanical artist, Hannah Klaus Hunter is a native of New York and spent most of her adult life in northern California until relocating in 2019 to Washington.
32.	A practicing artist since 1983, She currently works in printmaking and collage. Her pieces involve a variety of materials and have been exhibited widely, both in the United States and abroad.
33.	She creates work infused with the colours, textures, and wild, uninhibited compositions found in nature. As a child, Hannah enjoyed spending time in her father's vegetable garden, where she studied the colours and shapes she found there
34.	Her brilliant portfolio ranges from printmaking to collage using a range of materials. Hannah works with a combination of monoprinting, eco printing and collage.













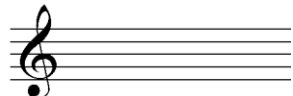

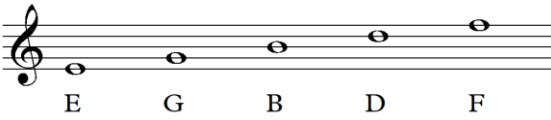
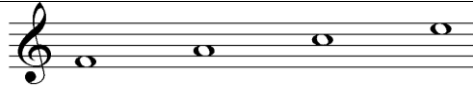


GCSE Musical Elements Knowledge Organiser

A – MAD TSHIRT Elements and Keywords

		Definition	
1.	M	Melody: the tune	Keywords: ascending, descending, conjunct, disjunct, repetition, sequence, ornamentation (trill, acciaccatura, appoggiatura, upper mordent, lower mordent, turn, glissando), additive melody, scalar, triadic, arpeggio, blue notes, chromatic, diatonic, improvisation, ostinato, riff, motif, passing notes
2.	A	Articulation: how a note is played	Keywords: legato, staccato, accent, pizzicato, arco, syllabic, melismatic, phrasing
3.	D	Dynamics: the volume	Keywords: fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, diminuendo, terraced dynamics, sforzando
5.	T	Tempo: the speed	Keywords: presto, allegro, moderato, andante, adagio, largo, accelerando, rallentando, bpm, rubato
6.	S	Structure: the layout of a piece	Keywords: introduction, verse, chorus, middle 8, outro, breakdown, mix in, mix out, binary form, ternary form, 12 bar blues, symphony, movement, sonata form, recitative, cadenza, concerto, strophic, rondo
7.	H	Harmony: how notes sound when they are playing together	Keywords: consonant, dissonant, tonality, major, minor, modal, atonal, cadence (perfect, plagal, imperfect, interrupted), tonic, dominant, modulation, relative major, relative minor, pedal, basso continuo, 7 th chords, diminished, sharp, flat, natural, accidental, suspension, Tierce de Picardie
8.	I	Instruments: the instruments and sounds you can hear	Keywords: strings, woodwind, brass, percussion, keys, sonority, timbre, guitar and electronic effects (flanger, phaser, chorus, wah wah, distortion, reverb, panning, vocoder), orchestra, band, choir (mixed voice – SATB, children/female voices – SSAA, male voices – TTBB), falsetto, mute, portamento
9.	R	Rhythm: the pattern of long and short notes	Keywords: pulse, time signature/metre, syncopation, dotted rhythm, triplet, hemiola, skank, bubble, anacrusis, clave, pause, scotch snap, swung
10.	T	Texture: the different layers in the music	Keywords: melody and accompaniment, a cappella, polyphonic, call and response, homophonic, canon, contrapuntal, unison, octaves, monophonic, heterophonic, imitation, layering

B - Note Names, Symbols, Duration & Rests				
	Note	Name	Duration	Rest
11.		Semibreve	4 beats	
12.		Minim	2 beats	
13.		Crotchet	1 beat	
14.		Quaver	½ beat	
15.		Semiquaver	¼ beat	

C – Staff Notation		
16.	Staff – the 5 lines we write music on	
17.	Treble clef – tell us we're using the higher notes on the staff	
18.	Notes on the lines: Every Good Boy Deserves Football	
19.	Notes in the spaces: FACE in the space	

Areas of Study

Area of Study 1: Western Classical Tradition 1650-1910

- The Coronation Anthems and Oratorios of Handel.
- The Orchestra Music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.

Area of Study 2: Popular Music

- The Music of Broadway 1950s-1990s
- Rock Music of 1960s and 1970s
- Film and Computer Gaming Music 1990s-Present
- Pop Music 1990s-Present

Area of Study 3: Traditional Music

- Blues music from 1920-1950
- Fusion Music incorporating African and/or Caribbean Music
- Contemporary Latin Music
- Contemporary Folk Music of the British Isles

Area of Study 4: Western Classical Tradition Since 1910

- The Orchestral Music of Copland
- British Music of Arnold, Britten, Maxwell-Davies and Tavener
- The Orchestral Music of Zoltan Kodaly and Bela Bartok
- Minimalist Music of John Adams, Steve Reich and Terry Riley

BTEC Performing Arts



1A Key Terms

1.	Assignment	A task or a piece of work allocated to someone as a job or a course of study.
2.	Naturalism	Naturalism refers to theatre that tries to create a perfect illusion of reality by use of a range of dramatic and theatrical strategies.
3.	Practitioner	A theatre practitioner is a person or theatre company that creates practical work or theories to do with performance and theatre.
4.	Interrelationship	The relationship or connection between multiple things.
5.	Motif	A motif is a symbolic element that repeats throughout the drama, it could be a repeated movement, music or a visual component.
6.	Professional repertoire	A collection of works an artist or a company can perform professionally.
7.	Context	The factors surrounding a text that help us to understand it; the background events that help to explain something.
8.	Constituent	Being part of a whole.
9.	Genre	The genre of a performance refers to the type of story being told, and the style refers to how the work is presented on stage. A genre or style can help to give performers a framework to shape the devised work.

2B Key Knowledge

9.	Mark Wheeler	Contemporary playwright. He wrote the play Too Much Punch for Judy and is one of the most studied contemporary playwrights due to his plays being studied and performed in schools and colleges.
10.	Verbatim theatre	Verbatim theatre is based on true events, containing testimonials from real people involved. A form of documentary theatre.
11.	Creative intentions	Refers to the purpose of the play, in other words it's what the performer intended to achieve within their performance. Actors can convey this using different techniques.

12.	Director	Theatre directors set their artistic vision for a play, including selecting the cast, collaborating with designers, blocking the play's movements, leading rehearsals, and monitoring the production's pacing.
13.	Stage manager	A person responsible for the technical details of a theatrical production, assisting the director during rehearsal, supervising the lighting, costuming, setting, prompting, etc., and assuming full responsibility for the stage during a performance of a play.
14.	Sound technician	A sound technician's role is to assemble, operate and maintain the technical equipment used to produce sound. They will identify the sound requirements for a given task or situation and perform the appropriate actions to produce this sound.
15.	Testimonials	Testimonials are statements from those involved or who knew the people involved.
16.	Too Much Punch for Judy	Written by Mark Wheeler, this piece of verbatim theatre was inspired by the tragic events of May 20 1983 and the story of a young girl who kills her sister in a drink-drive incident. Ten years later, 'Judy' goes on to kill someone else in a road collision, this time with not only alcohol but cannabis in her system.
17.	Themes of Too Much Punch for Judy	The themes of the play are: drink driving, loss, grief, young adulthood.
18.	Bertolt Brecht	Brecht was a German theatre practitioner and playwright who developed the idea of epic theatre.
19.	Epic theatre	A style of theatre developed by Brecht. He wanted to make the audience think and not passively watch, so he used a range of devices to remind them they were watching theatre and not real life.
20	Essence machine	An essence machine is used to physically and vocally represent a key idea or situation.

Term 1b Key Terms		
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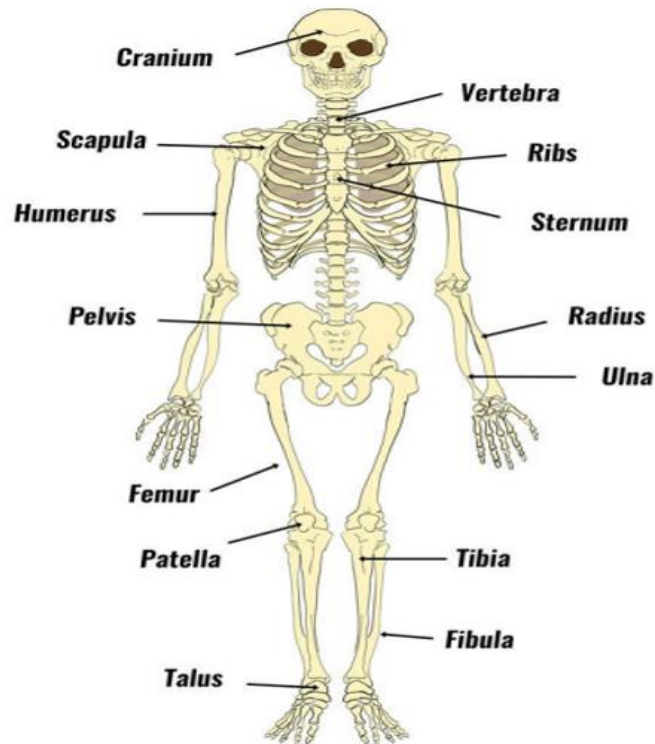
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NCFE Sport, Exercise and Fitness



NCFE: Health and Fitness

1



2 Functions of the skeletal system

- Support
- Movement
- Protection of vital organs
- Storage of minerals
- Blood cell production
- Shape.

4 Types of bones

- Long - humerus, femur
- Flat - ribs, sternum
- Irregular - vertebrae
- Short - carpals, tarsals
- Sesamoid – patella.

5 Joint Actions

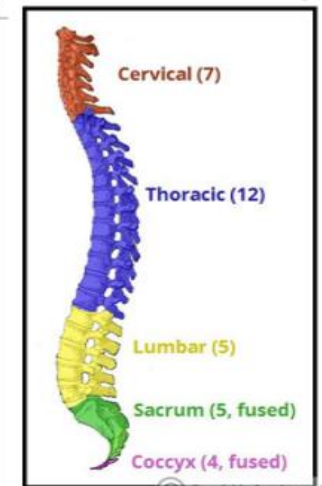
- Flexion
- Extension
- Rotation
- Adduction
- Abduction

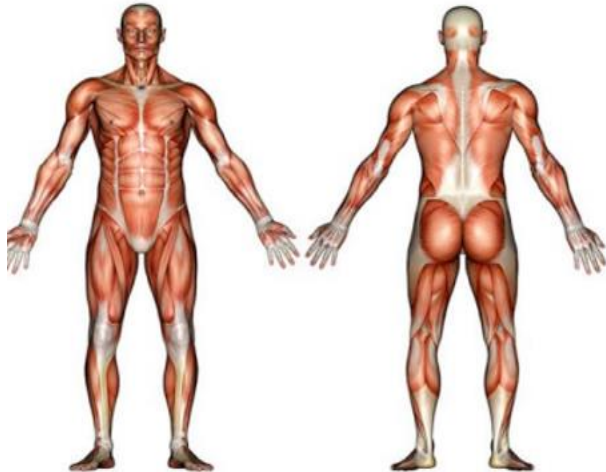
3 Joints- where two or more bones meet.

- Fixed joints - skull, pelvis
- Slightly moveable joints - spine
- Synovial joints pivot - vertebrae condyloid - wrist saddle - thumb gliding - clavicle ball and socket - shoulder

6 The appendicular skeleton- this consists of 126 bones which are located at the extremities of the body.

The axial skeleton- this consists of 80 bones which are located in the upper central part of the body.





You must be able to locate the following: Deltoid, Trapezius, Latissimus Dorsi, Pectoralis Major, Biceps, Triceps, Rectus Abdominis, Gluteus Maximus, hip flexors, Quadriceps, Hamstrings, Gastrocnemius and Soleus.

8 Types of Muscles

Cardiac:

- found in the heart
- oxygen dependent, involuntary
- aids blood flow through the heart.

Smooth:

- found in multiple locations including digestive tract, blood vessels, and lungs, contracts in all directions
- can work without oxygen, involuntary
- aids digestion, helps the distribution of blood.

Skeletal:

- found around the body
- can work with or without oxygen, works voluntarily
- aids with movement.

9 Muscle Movement and Contraction

In an antagonistic muscle pair as one muscle contracts the other muscle relaxes or lengthens. The muscle that is contracting is called the **agonist** and the muscle that is relaxing or lengthening is called the **antagonist**.

Isotonic- these occur when a muscle contracts and changes length. There are two types:

Isotonic concentric contraction – this involves the muscle shortening.

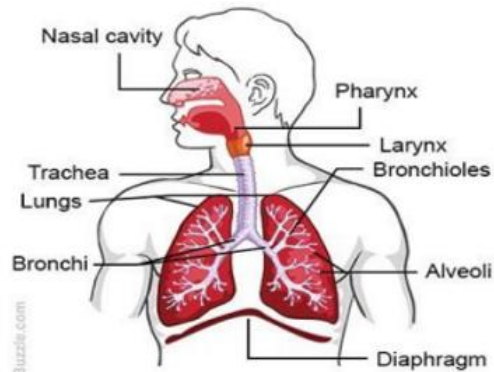
Isotonic eccentric contraction – this involves the muscle lengthening whilst it is under tension.

Isometric contraction – this involves a muscle producing tension but staying the same length. This occurs when the body is fixed in one position.

Muscle Fibre Types

• Type 1 (slow twitch fibres)

• Type 2 (fast twitch fibres)



Inspiration (breathing in)- The diaphragm contracts and moves downwards. The intercostal muscles contract and move the ribs upwards and outwards.

Expiration (breathing out)- The diaphragm relaxes and moves back to its domed shape. The intercostal muscles relax so the ribs move inwards and downwards under their own weight.

Gaseous Exchange

Gaseous exchange occurs at the alveoli in the lungs and takes place by diffusion. The **alveoli** are surrounded by capillaries so oxygen and carbon dioxide diffuse between the air in the alveoli and the blood in the capillaries.

Diffusion is the movement of gas from an area of high concentration to an area of low concentration.

Features of the alveoli that assist gaseous exchange

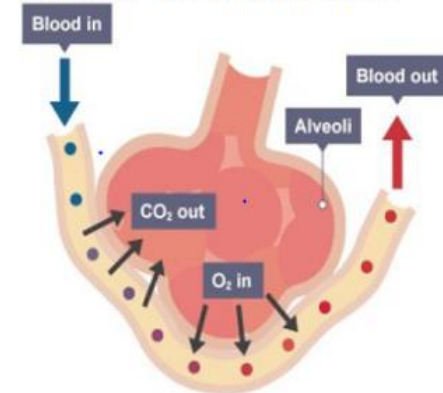
- moist, very thin walls (one cell thick)
- provide large surface area for gaseous exchange to occur
- short diffusion distance
- surrounded by capillaries

Lung Volumes

Tidal volume is the amount of air breathed in with each normal breath.

Residual volume is the amount of air left in the lungs after a maximal out breath.

Vital capacity is the total amount of air exhaled after maximal inhalation.

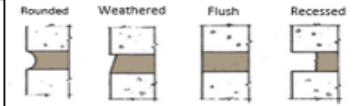


BTEC Construction

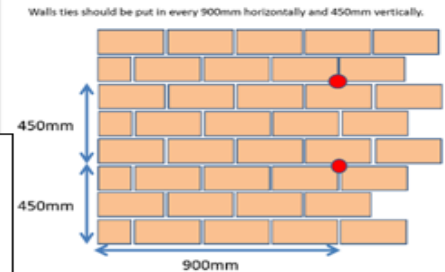
Weather Resistance	1	The Purpose of Weather Resistance	
		Keeping occupants in an acceptable environment	
		Ensuring thermal comfort of occupants	
		Humidity levels	
		Preventing damage to finishes and water staining	
		Types and selection of waterproof and impervious materials, including	
	2	Double Glazing	Windows which have two layers of glass with a space between them, designed to reduce loss of heat and exclude noise.
	3	Use of falls	Angle the roof/drain so water can fall
	4	Weather seals and sealants	Sealing doors and windows
	5	Flashings	A strip of metal used to stop water penetrating the junction of a roof with another surface
	6	Soffits	The underside of an architectural structure such as an arch, a balcony, or overhanging eaves.
	The location of weather-resistant materials		
	7	Guttering, window and door openings, external walls, ventilation ducts, roof finishes and overhanging eaves	

Sustainability	The purpose of sustainability	
	17	Reduction in building energy use
		Conserving finite resources
		Reducing CO2 emissions to the atmosphere
		Reducing pollution and wastage
Sustainability	Methods of ensuring sustainability:	
	18	<ul style="list-style-type: none"> orientating buildings for light and heat in the UK reducing the use of greenfield sites and improving the re-use of brownfield sites recycling waste materials into new products using low embodied energy materials and green renewable natural materials using local suppliers utilising prefabrication of elements and reducing wastage of construction materials.
	Materials	
	19	<ul style="list-style-type: none"> hemp, lime (as rendering finishes) sheep's wool (as insulation) straw (for the construction of walls) timber (such as cedar cladding or softwoods in timber framing) aluminium (as guttering and downpipes)

20. Pointing is the finish that is applied to mortar (provides the bond between layers of bricks and blocks) once bricks have been laid. There are four main



21. Wall ties are used to connect two halves of a cavity wall together. They stop the wall from moving

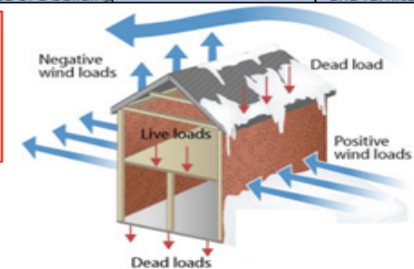


22. A weep, a weep hole, or a weep-brick is a small opening that allows water to drain from within an assembly. Weeps are located at the bottom of the object to allow for drainage;

Strength and stability There are three types of load acting on a building			
	Name	Description	Example
23	Impact/live load	This is when something hits a building or falls on it	Rain, wind and snow
24	Dead load	These are loads that do not move such as the weight of the building itself	Walls, floors, windows and roofs
25	Dynamic load	These are the loads that can change during the use of a building	Weight of people and furniture

26 The strength of a material is calculated by working out how much pressure it can take.

The pressure is measured in Newtons (N)



27 A building is usually divided up into sections.

These are called fire compartments

If there is a fire in one compartment, it will not affect other compartments. Stops the spread of fire through a building.

Fire barriers include: Sprinklers, Fire walls, Fire resistant doors – made from steel

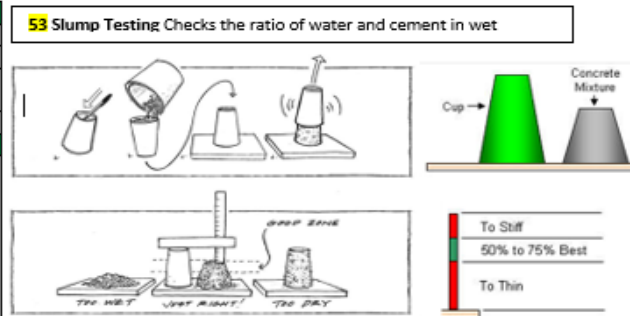
Door closures, Separate floors made out of concrete

Fire Resistance	Fire resistance materials including		
	8	Plasterboard	board made of plaster set between two sheets of paper, used especially to form or line the inner walls of houses.
	9	Concrete	a building material made from a mixture of broken stone or gravel, sand, cement, and water, which can be spread or poured into moulds and forms a mass resembling stone on hardening.
	10	Blockwork	Blocks of concrete, cement, or similar material in a wall or other structure.
	11	Intumescent paint	a coating that reacts to heat by swelling in a controlled manner to many times its original thickness, producing a carbonaceous char formed by a large number of small bubbles that act as an insulating layer to protect the substrate.
Fire Resistance	Fire-resistance techniques:		
	12	Fire compartments and fire barriers (walls, separating floors, door closes, fire resistant doors)	
	13	Fire escapes	a staircase or other apparatus used for escaping from a building on fire.
	14	Refuge areas	a location in a building designed to hold occupants during a fire or other emergency, when evacuation may not be safe or possible. Occupants can wait there until rescued
	15	Cavity fire barriers	In a concealed, hollow construction, a material or member which fills or seals the open construction to prevent or retard the spread of fire.
	16	Fire alarm systems, smoke detections and sprinkler system	

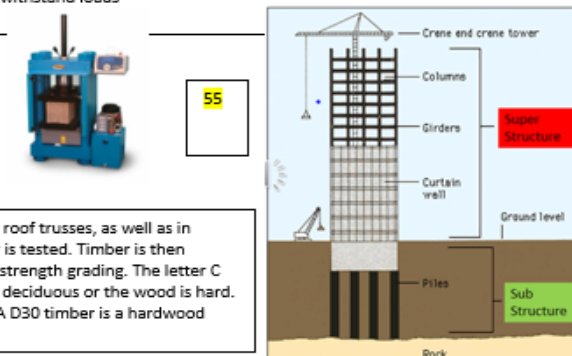
T h e r m a l I n s u l a t i o n	28	The purpose of insulation	
		reduction of heat loss from a building	
		reduction of energy use and costs	
		prevention of the loss of heated air through gaps within a building or structure and providing an acceptable U-value in accordance with regulations	
		Types of insulation	
	29	Sheep's wool	Made from sheep wool fibres that are either mechanically held together or bonded using recycled polyester adhesive to form insulating batts, rolls and ropes. Natural wool insulation is effective for both thermal and acoustic insulation
	30	mineral wool	Mineral wool is any fibrous material formed by spinning or drawing molten mineral or rock materials such as slag and ceramics.
	31	glass fibre	A strong plastic, textile, or other material containing embedded glass filaments for reinforcement.
	32	cellulose	An insoluble substance which is the main constituent of plant cell walls and of vegetable fibres such as cotton
	33	foam	Spray foam insulation can be blown into walls, onto concrete slabs, on attic surfaces, or under floors to insulate and reduce air leakage.
		Types of thermally resistant materials	
	34	aerated lightweight concrete blocks	An innovative type of concrete containing around 80 percent air. These special concrete blocks have several advantages: They're strong, light and provide better sound and thermal insulation than conventional blocks.
	35	Timber	Wood prepared for use in building and carpentry.
	36	Light weight screeds	A pre-blended, dry bagged lightweight screed for weight reduction and thermal insulation on floors and roofs.
		Location of insulation including:	
	37	cavity insulation	used to reduce heat loss through a cavity wall by filling the air space with material that inhibits heat transfer. This immobilises the air within the cavity (air is still the actual insulator), preventing convection, and can substantially reduce space heating costs.
	38	wall insulation	Involves fixing a layer of insulation material to the wall, then covering it with a special type of render (plasterwork) or cladding.
	39	roofing insulation	A board-type product, usually of low or medium density, made of mineral fibres, cellular glass, foamed plastic, lightweight concrete, wood fibreboard, one or both sides of which may be faced with another material; provides thermal insulation in a roofing system.
	40	flooring insulation	Carpet, rugs and laminate flooring can all act as insulation
	41	double glazing	Windows which have two layers of glass with a space between them, designed to reduce loss of heat and exclude noise.
	42	draught strips	a narrow piece, comparatively long and usually of uniform width: a strip of cloth, metal, land,

43	The purpose of sound insulation	
	✓ Resisting the passage of sound through a structure	
	✓ preventing nuisance and noise	
	✓ reducing external infrastructure noise	
	✓ reducing aircraft noise	
	Types of sound insulation which can be located in floors, walls, ceilings between adjacent rooms and flats/party walls	
44	Triple glazing	Made up of three panes of glass instead of one or two. The cavity between each pane of glass is usually filled with an inert gas – such as argon, xenon or krypton.
45	Heavy-density block work	Consists of cement, sand and various aggregates, such as barite, magnetite, iron or lead pellets
46	Sound insulation quilt	To achieve a high level of noise insulation, create a timber or metal stud wall and fill between the studs with a mineral wool such as Superglass or Rockwool quilt
47	Plaster board layers	Consists of layers of paper that has been bonded to gypsum plastered core and is used mainly in the construction of wall
48	Flooring mats and carpeting	There thickness and weave acts as insulation – absorbing the sound
49	Acoustic ceilings	Tend to be made from fibrous materials that absorb sound energy, unlike plaster and gypsum ceilings. They do not necessarily reduce the transmission of sound between spaces, rather they reduce the amount that reflects back into the space and so can be used to tailor the acoustic character of a space.

S u s t a i n a b i l i t y	The purpose of sustainability	
50	Reduction in building energy use	
	Conserving finite resources	
	Reducing carbon emissions to the atmosphere	
	Reducing pollution and waste	
	Methods of ensuring sustainability:	
51	<ul style="list-style-type: none"> orientating buildings for light and heat in the UK reducing the use of greenfield sites and improving the re-use of brownfield sites recycling waste materials into new products using low embodied energy materials and green renewable natural materials using local suppliers utilising prefabrication of elements and reducing wastage of construction materials. 	
	Materials	
52	<ul style="list-style-type: none"> hemp, lime (as rendering finishes) sheep's wool (as insulation) straw (for the construction of walls) timber (such as cedar cladding or softwoods in timber framing) aluminium (as guttering and downpipes) 	



54. Compression testing – checks that the hardened concrete is strong enough to withstand loads



56. Timber is used in structures such as building frames and roof trusses, as well as in doors and windows. The strength of various types of timber is tested. Timber is then sorted into groups. This process is called stress grading and strength grading. The letter C stands for coniferous and means it is a soft wood. D means deciduous or the wood is hard. A C25 timber is a softwood with a strength of 25 Newtons. A D30 timber is a hardwood with a strength of 30 Newtons.

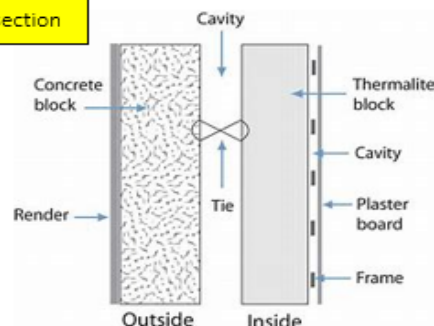
Topic A.2 Construction knowledge organiser – Common structural forms for low-rise construction

Key Words		
1	SIPS	Structurally Insulated Panels – insulated timber panels that are strong enough to take loads
2	Timber-framed construction	Frame made of softwood and faced (or covered with plywood. Commonly used in houses.
3	Lateral restraint	When movement of building elements is stopped sideways.
4	Box frame construction	If both walls and floors are made using reinforced concrete, series of 'boxes' are formed.
5	Load bearing	(especially of a wall) supporting much of the weight of the overlying parts of a building or other structure.
6	Claddings	A covering or coating on a structure
7	Render	A type of plaster finish used on external as well as internal walls. It can improve a building's insulation,
8	Pointing	Filling the joints in brickwork with mortar to improve appearance and weather proofing
9	Aesthetics	The appreciation of beauty or the appearance of something
10	Shingles	A roofing material, generally made of cedar wood
11	uPVC cladding	A covering made of unplasticised polyvinyl chloride

Traditional cavity wall construction	
12	In a traditional cavity wall construction.
13	the walls and foundations are usually the loadbearing elements of the construction.
14	the external walls are normally constructed as cavity walls while internal walls are solid or partition walls.
15	the external cavity walls have an outer skin of brickwork and an inner skin of block work.
16	the outer skin can also be rendered to provide extra insulation.

Timber-framed construction	
17	Commonly used in houses.
18	The frames are made of softwood and face (or covered) with plywood.
19	Loadbearing timber walls are made up of small timbers called studs
20	Short timber pieces called nogginns are placed between them to give stability.

Cross wall section



The most common parts of timber-framed buildings and their functions are:

21	Damp-proof course	Moisture can penetrate the building from the foundations or under the floor. A dpc stops moisture coming in from the foundations.
22	Finishes	Timber-framed buildings can even be given the look of a traditional building with a brickwork finish. These finishes are attached to the timber frame using flexible wall ties.
23	Insulation	Is provided between the timber studs – tied so there is no gaps.
24	Lintels	A small beam above where openings are provided for window and doors. Directs rainwater away and add strength.
25	Studs	The timber frame is made of a number of upright timbers called studs.
26	Moisture resistance	A polythene sheet, called a vapour check, is built in between the internal wall and the insulation to stop moisture penetration.
27	Plywood sheets	These are attached to the external walls to provide bracing

Cross-wall construction	
28	The front and back of the building is constructed as non-loadbearing
29	While load bearing walls are at right angles to these walls
30	This lead to the name cross wall
31	The floor between these cross-walls is connected to all four wall and provides lateral restraint
32	There can be problems where the non-loadbearing claddings and the cross walls meet, as these junctions might not be weatherproof

Structurally insulated panels	
33	They have a central layer of insulation, with plywood face on each side.
34	SIPS construction is similar to timber framed construction, but is faster and large panels can be made to speed up the process.
35	The method provides a light frame, is thermally efficient and helps to reduce site waste.
36	Because the panels are wooden, fire resistance could be an issue.
37	Finishes can be applied directly to the panels.
38	These include exterior brickwork, blockwork, tiling and rendered finishes as well as more suitable finishes such as timber cladding and hemp rendering

Topic B.1/B.2 Construction knowledge organiser – Pre-construction and ground works

Key Words

1	Preconstruction	The various activities that must be done before work can begin on site
2	Sub-structure groundworks	These works are activities that need to be completed below the ground e.g. adding a gas pipe
3	Hazard	Is something that has the potential to cause harm, such as the collapse of the sides of excavation
4	Risk	Is the results of any accident or event that happened because of the hazard, such as a broken arm resulting from the collapse of the excavation
5	Foundations	Usually poured concrete that provides stability by spreading the building load over a large area
6	Musculoskeletal	To do with the human frame and muscles that function to give movement

	Desk based pre-construction – before work start on site, a range of activities need to be carried out
7	Legal requirements e.g. health and safety plan, method statements and risk assessment.
8	A scaled site layout plan is prepared. This needs to show site accommodation such as site offices and material storage and toilets for staff
9	A document showing the programme of work – also helps to plan delivery of resources and materials
10	Resources and materials are brought
11	Safety signs are set out and statutory notices are organised
12	Road crossings for plant and deliveries and traffic management are planned

Hazards associated with groundworks

	Hazard	Risk	Control measure
13	Gas	Injury or death	Avoiding services such as the gas mains
14	Collapse of the sides of the excavation (could be due to soil type)	Injury or death	Trench support such as timbering is provided to hold back the sides of the excavation Physical barriers can be put in place to stop machinery or people putting pressure on weak ground near the edge of the excavation A different method could be used, such as trench fill foundation, which lets foundations be excavated and poured immediately, giving the soil no time to loosen.
15	Presence of ground water	Flooding or drowning	Pumping out excess water
16	Confined space	Crushing or musculoskeletal injuries	Using appropriate PPE and reducing the amount of work done in confined spaces
17	Existing services such as gas mains, water pipes, or electricity cables	Injury, flooding, death or power outages	Locate and protect all existing services before work begins
18	Proximity of excavation plant	Injury or death	Barriers stop moving machinery from going too close to excavation

Pre-construction work on the site

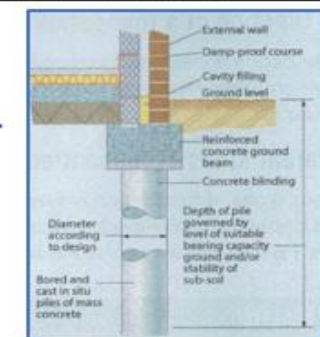
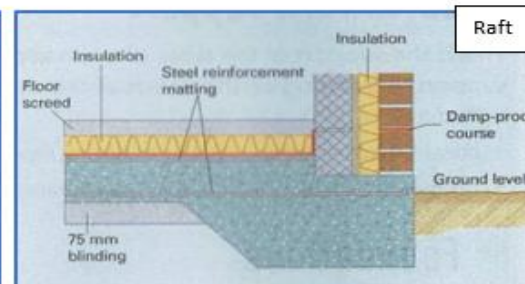
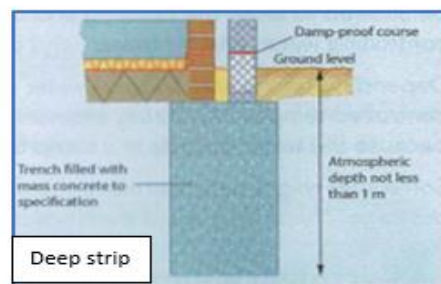
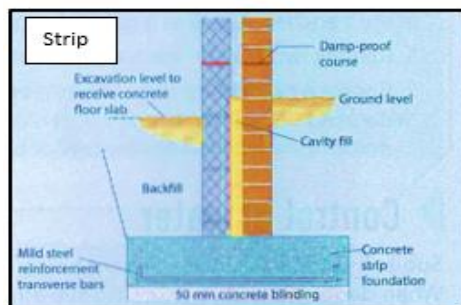
20	First, the site is cleared of vegetation and trees.
21	Any existing structures are knocked down.
22	Then any existing services (water, gas, electricity) are protected from damage by the building work
23	Next, access and egress (exit) routes into and out of the site are constructed
24	Finally, the site is set up, providing site accommodation and temporary services including temporary lighting and roads.
24	Security arrangements are also installed at this point, including fences and gates

Control of water	
1	Sub-soil water is the water present below ground (ground water)
2	By law the sub-soil water must not be allowed to enter the building and damage it.
3	Sub-soil water and surface water might just need to be controlled temporarily during excavation. This is called simple sump pumping, because the water collects in a pool and is then pumped out.
4	Some sites might <u>need</u> permanent control of sub-soil water. This is known as land drainage.

Earthwork support	
5	This is the support of the sides of excavation.
6	There are different methods earthwork support depending on the needs of the site and the type of the soil including:
7	Steel trench sheets
8	Timbering
9	Hydraulic trench supports
10	Aluminium walling

Foundations	
11	A foundation is designed and constructed to safely transmit the loads of the building to the ground or sub-soil.
12	They should be able to support the loads of the building for its lifespan
13	The kind of foundation used depends on the load, type of structure, site requirements and the type of soil.

Type of foundation	Uses	Advantages	Disadvantages
14 Strip	19 Commonly used in low rise construction such as houses where the soil has the right strength	24 <ul style="list-style-type: none"> Traditional well-known method Involves doing brickwork and blockwork in trenches Cheap 	29 <ul style="list-style-type: none"> Might take longer Can be hazardous as the soil can get loosened Might need trench support
15 Deep strip	20 Used for similar types of buildings, quick to construct	25 <ul style="list-style-type: none"> No brick or blockwork needs Faster method of construction 	30 <ul style="list-style-type: none"> Could be more expensive
16 Raft	21 Used where soil does not have the same strength or where heavy loads are expected	26 <ul style="list-style-type: none"> Provides good foundation where soil is variable Can be used as a floor Can be used to fit in services 	31 <ul style="list-style-type: none"> Expensive to construct Can crack if not constructed correctly Needs formwork
17 Short bored piles	22	27 <ul style="list-style-type: none"> Provides foundations when the soil is weak Quick to construct 	32 <ul style="list-style-type: none"> Expensive to construct Construction causes a lot of noise
18 Pad foundations	23	28 <ul style="list-style-type: none"> Provides foundations for heavy loads Quick to construct 	33 <ul style="list-style-type: none"> Needs formwork Can move if loads are not balanced around it



Short bored piles

BTEC Hospitality




	Key words	AC 1.1 Structure of the hospitality and catering Industry
1	Hospitality	friendly and <u>generous</u> treatment of <u>guests</u> and <u>strangers</u> .
2	Customer (Guest/Cli ent)	the <u>person/people</u> who <u>book/receive</u> the service, e.g. <u>hotel guests</u>
3	Service	to <u>do/provide</u> something for someone else, this can be <u>paid</u> for or done for <u>free</u> depending on the business, e.g. hospitals provide free healthcare services. Restaurants provide food service that customers pay for.
4	Business	the <u>buying</u> and <u>selling</u> of goods/services to <u>make money</u> , e.g. airports make money from flight ticket sales/meals.
5	Accommodation	a room, group of rooms, or building in which someone may live or stay.
6	Catering	offering facilities to people, especially the <u>provision</u> of <u>food and beverages</u> .
7	Hostel	establishment which provides <u>inexpensive food and lodging</u> for specific groups of people, e.g.: <u>students, workers, or travelers</u> .
8	Hotel	an establishment providing <u>accommodation, meals, and other services</u> for <u>travelers and tourists</u> .
9	Guest House	a <u>private house</u> offering <u>accommodation</u> to paying guests, <u>smaller business</u> than hostels and hotels
10	Corporate	a large company or group
11	Networking	to meet and share ideas with people
12	Event Management	organising of large events such as festivals, conferences, ceremonies, weddings, formal parties, concerts, or conventions
13	Advertising	to promote or make people aware

27	AC1.1 Types of Establishments		Examples
28	Commercial For profit/make money	32	Guest houses, hotels, B&Bs, hostels, and holiday parks. Restaurants, Bars, Cafés, Fast Food Restaurants, Deli/Sandwich Shops, Airports, Trains, Coaches and Ships/Ferry
29	Non-Commercial Not for profit	33	catering in business and industry, education, healthcare and the armed forces. These can be both residential and non-residential .
30	Residential You can sleep there	34	includes guest houses, hotels, B&Bs, hostels, and holiday parks
31	Non-Residential No accommodation there	35	Restaurants, Bars, Cafés, Fast Food Restaurants, Deli/Sandwich Shops, Airports, Trains, Coaches and Ships/Ferry

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	Establishment s		
37	Hotel	=	The style of food and level of service will depend on standard of hotel
38	B&B, Guesthouse	=	Maybe themed. Breakfast, Half board or full board. Family run
39	Motel, Holiday Park	=	Lower standard than hotels, food is often buffet style. Corporate (Butlins) or independently run
40	Restaurant	=	Different types e.g. Italian, Gourmet, fine dining. Styles of service vary depending on cost and type of food being served.
41	Cafe	=	Varies from 'greasy spoon'. Tea rooms or coffee shop. Serving snacks and full meals.
42	Fast food	=	KFC, McDonalds or independent. Limited menu, low cost, eat in or take away. Disposable packaging
43	Take away	=	Food cooked to order. Take away/ Delivered or some may be attached to restaurant to eat in
44	Public houses	=	Corporate (Weatherspoon) or independent. May serve 'basket' meals, sandwiches or table service meals
45	Bars	=	More cosmopolitan, maybe themed. Table service or eat at the bar.
46	Hospital	=	Budget controlled by NHS. Food for different patients' needs: soft meals, vegan, religion, low fat or sugar.
47	School Meals	=	Strict guidelines on what can be served to U16. Oily fish 1 x week, chips max 2x week.
48	Meals on Wheels	=	Meals provided by volunteers to people unable to cater for themselves.
49	Care Homes	=	Needs of clients catered for, soft food, vegan, religion, low fat etc. Some residents need help with feeding
50	Armed Services	=	Mass catering, camps on active service. Canteens at bases. High energy, nutritionally balanced.
51	Prisons	=	Tight budget. Food prepared by inmates

69			Hotel Star rating
70	1*/2* Hotel	73	Very basic, often in city centres where accommodation is in high demand or on the outer skirts of popular holiday resorts. Rooms have a bed, wash facilities and somewhere to hang clothes. Limited staff, no concierge/porter service. Won't have fridge/minibar. Designated eating area. Limited menu, some may serve evening meals. Not very expensive.
71	3* Hotel	74	Clean and basic, Bed. Possibly small fridge and TV, not likely to have modern technology or facilities. Often near airports or city centres for commuters. Popular brands: Travelodge, Premier Inn, Ibis. One restaurant, for breakfast and evening meals/snacks. Menu will be limited. Limited staff on reception, uniform basic e.g. polo shirt and skirt/trousers with company logo. Self-checkout facility/key drop off (less personal but cost effective).
72	4*/5* Hotel	75	Well decorated, spa facilities such as pool, spa, steam/sauna rooms, massage treatments, concierge service, 24hr room service, complimentary mini bar, well maintained public areas, gardens, multiple choices of onsite restaurants/bars, porter service (carrying luggage), well-staffed reception desk, modern facilities and technology in rooms e.g. docking stations, TVs, Jacuzzi bath. Staff uniform quite formal, shirt and trousers/skirt or a suit.

76			Standards of service
77	Michelin guides	81	Anonymous inspectors visit unannounced. Have a meal & write a review. Award stars for excellence 
78	AA guide	82	Inspectors visit. Have a meal & write a review. Award rosettes for restaurants. Stars for hotels 
79	Good food guide	83	The public who have visited the establishment fill in a review. Then compiled into a guide. Awards points for excellence
80	Online/ written reviews	84	Anyone can post reviews. This gives an average score. There are guidelines to prevent false reviews. 

92	AC1.2		Kitchen Brigade
93	Head Chef	=	Person in charge of the kitchen and menu
94	Sous Chef	=	Second in command in charge of staff and food production
95	Sauce Chef	=	Le Saucier –prepares sauces, stews & hot hors d'oeuvres (3rd in charge)
96	Larder Chef	=	Le garde manger – responsible for cold foods, salads, appetisers,
97	Pastry Chef	=	Le Pâtissier – responsible for baked goods & desserts
98	Vegetable Chef	=	L'entremetier- prepares hot appetisers, soups, vegetables, pasta, side dishes
99	Other Station Chefs	=	Poissonnier - fish Legumier - vegetables potager -soups Boulangier -baker Boucher -Butcher Glacier -chilled desserts Friturier -fry chef Grillardin -Grill chef
100	Commis Chef	=	Chef in training, helps in all areas of kitchen to gain experience.
101	Kitchen Assistant	=	Wash up, fetch & carry, prep vegetables. Train to be Commis chef
102	Kitchen Porter	=	Washing dishes, cleaning kitchen, fetch & carry.

85	Types of Service		
86	Counter	89	Cafeteria, Self-service, Fast food, Take away, Buffet, Carvery
87	Table	90	Gueridon, Plate, Family & Silver service
88	Personal	91	Travel, Tray & Vending service

113	AC1.2		Restaurant Staff
114	Restaurant Manager (Maitre d'Hote)	118	In overall charge. Staff rotas. Takes bookings, relays information to Head chef
115	Head Waiter(ess)	119	2 nd in charge. Greets & seats guests, Deals with complaints
116	Wine waiter (Sommelier)	120	Serves wine & helps customers select wine to match food.
117	Wait staff	121	Set & clear tables, serve customers.

135	Personal attributes of H&C staff
136	Patience
137	Team player
138	Self-motivation
139	Initiative
140	Honesty
141	Personal presentation & hygiene
142	Polite, Pleasant manner
143	Calm, controlled
144	Organised

Costs for an establishment		
Food costs	159	Ingredients, pre made foods, bar food and drinks, food and drinks for staff
Materials costs	160	Soap, loo roll, menus, order pack, cleaning materials, flowers
Personnel costs/wages	161	Chefs, kitchen assistants, bar staff, wait staff, managers, casual staff
Overhead costs	162	Heating, furniture, maintenance of equipment, curtains, carpet.

163	AC1.4 Factors affecting success
164	Costs
165	Economy
166	Environment
167	Technology
168	Cooking techniques
169	Competition
170	Customer Service
171	Trends
172	Political factors
173	Media
174	Name
175	Location

145	AC1.3		Employment contracts
146	Full time (36hrs+) Permanent	150	Work a set amount of hours over week and weekends. Entitled to sick, holiday & maternity pay
147	Part time (4 - 16hrs) Permanent	151	Work at busiest times of the week/weekend. Entitled to sick, holiday & maternity pay (in proportion to hours worked)
148	Temporary	152	Employed for specific time e.g. Easter/Christmas. Not entitled to sick, holiday or maternity pay if worked for <2 yrs.
149	Casual	153	May work for agency to work at specific functions or cover staff absence. Not entitled to sick, holiday or maternity pay if work for <2 yrs.

176	AC1.4 Benefits of portion control
177	Keeps food costs down
178	Reduces waste /leftovers
179	Keeps losses in food production and serving to a minimum
180	Offers a consistent portion size to all customers
181	Ensures a consistent profit



182



GCSE Sociology

Key introductory terms

Sociology	The study of society. Sociologists look at a range of factors in someone's social world.
Society	A social grouping that shares the same geographical territory and has the same political authority and expectations.
Culture	The whole way of life of a group of people in society e.g. clothes, food, music.
Norms	These define appropriate and expected behaviour in different certain settings e.g. classroom, cinema, restaurant.
Values	Ideas and beliefs that people have about what is desirable and worth striving for e.g. privacy & respect
Socialisation	Learning the norms and values of your culture and society.
Primary socialisation	This takes place in early childhood and is where we learn basic behaviours and skills we need. Family are responsible.
Secondary socialisation	This takes place in later childhood and beyond, learn norms, values and culture. Agencies include education and media.
Nature	The idea that behaviour and characteristics are innate (we are born with them) and due to biology.
Nurture	The idea that behaviour and characteristics are learnt from our environment (sociologists believe this)
Social structures	These form society's framework and set limits and guide behaviour e.g. family, class.
Social processes	The ways that humans are affected by their interactions with others in society e.g. racism.
Social issues	These form society's framework and set limits and guide behaviour e.g. family, class.
Status	A person's social standing or position in society. This can be affected by gender, age, class etc.

Functionalist approach

Key sociologist: Durkheim

- * Society is positive and is in harmony
 - * There is value consensus – everyone agrees on what is important
 - * Society is like a human body, we need all parts of it to be able to function
 - * Agencies such as family, education and crime all help to keep society running smoothly and these are positive
 - * No group in society has more power than another group
- But... Functionalists are accused of viewing society too positively.

Marxist approach

Key sociologist: Karl Marx

- * Society is negative and is based on conflict
- * Capitalism creates a divide between two social classes
- * The ruling class (bourgeoisie) own the businesses and exploit the working class (proletariat) for profit
- * Family, education, crime etc. all work to keep the class divide and benefit the ruling class
- * The working class do not realise they are being exploited
- * The only way to overcome this inequality is a revolution (and society becoming communist)

Feminist approach

- * Society is negative and is based on conflict
- * Society is divided by gender and is based on patriarchy (male domination and power)
- * Men have power and dominance in society and women are oppressed
- * Family, education, crime etc. all work to keep the gender divide and exploit women
- * For example, women may be victims of domestic abuse and may be taught gender roles that limit their opportunities in society

Weber's approach

- * People's ideas, values and skills have more of an influence on their position in society than class and money
- * Status (someone's social position) is not always linked to their class/money
- * E.g. some people have high status but do not have a lot of money (junior doctors) whereas some people may have low status but lots of money (lottery winners)

Interactionist approach

- * Society does not influence everyone in the same way
- * Everyone's experiences are different, you can't generalise about behaviour
- * People can be labelled as something (e.g. clever, naughty) which can affect how they see themselves
- * People might accept and live up to the label through a self-fulfilling prophecy

New Right approach

- * Society should be based on traditional values such as marriage
- * People should not be reliant on welfare benefits as this can create an underclass
- * Nuclear families are the best type (with a married mum and dad) and lone-parent families can cause issues

Consensus vs. conflict theories

Consensus theories

- * These theories believe society is based on consensus (agreement) and is in harmony
- * Everyone shares the same norms and values and no one group has more power than another
- * E.g. functionalism

Conflict theories

- * These theories believe society is based on conflict (disagreement) and is divided
- * People in society have different norms/beliefs/values
- * Some groups have more power than others
- * E.g. feminism, Marxism

Key methods terms

Aim	A general statement about what a sociologist expects to find out in research
Hypothesis	A prediction about what the sociologist expects they will find in research
Pilot study	A small test-run of a study which is carried out before the main study to check for any problems (e.g. equipment)
Sampling	How participants are chosen to take part in a study (e.g. volunteer, opportunity)
Primary data	Data which is collected first hand by the researchers (e.g. using a questionnaire or interview)
Secondary data	Data that already exists and is used by the researcher (e.g. official statistics, letters)
Quantitative data	Data which IS in the form of numbers
Qualitative data	Data which is NOT in the form of numbers and tends to be visual or in letters (e.g. diaries, photographs)
Validity	The accuracy of the findings – how truthful the data is.
Reliability	How consistent the findings are. If we repeated the study, would we find the same results?

Sampling methods

Random – all participants have an equal chance of being chosen (e.g. names out of hat)
 ✓ Less biased and likely to be more representative
 ✗ May not be fully representative – could choose all males
Volunteer – participants choose/self select to take part (e.g. responding to an advert)
 ✓ Easy to gain a sample, less likely to drop out
 ✗ May not be representative – only certain people will agree
Opportunity – participants who are available are chosen
 ✓ Easy to gain a sample ✗ may not be representative
Stratified – participants chosen according to % in the population
 ✓ Most representative ✗ difficult for the researcher to do

Primary research methods

Method	Advantages	Disadvantages
Questionnaires	✓ Participants are likely to be honest as anonymous ✓ Can be given to a large sample so more representative	✗ Participants may not understand the questions ✗ May not be honest as want to appear desirable
Structured interviews (set questions)	✓ Can compare responses easily between participants ✓ Less likely to be biased as set questions	✗ May not get full detail or gain a deep understanding ✗ Cannot ask additional questions
Unstructured interviews (no set questions)	✓ Can get full detail and a deep understanding ✓ You can build rapport/relationship so may be more honest	✗ May not get full detail or gain a deep understanding ✗ Cannot ask additional questions
Group interviews	✓ Can gain a variety of opinions ✓ May be more honest as have group support	✗ Some participants might take over the interview ✗ Participants might be embarrassed to be honest
Participant observation (researcher joins group)	✓ May understand behaviour more as joining in ✓ Can ask questions to help with research	✗ Could be biased as too involved ✗ Difficult to note behaviour so may not be accurate
Non-participant observation (watches from a distance)	✓ Less likely to be biased as not involved ✓ Easier to note behaviour so more likely to be accurate	✗ May not get full understanding of behaviour as not involved in the group
Longitudinal study (follows a group over time)	✓ Can look at the influence of different factors over time ✓ Can gain detailed information of the group you study	✗ Participants may drop out of the study ✗ Sample is likely to be small so not representative

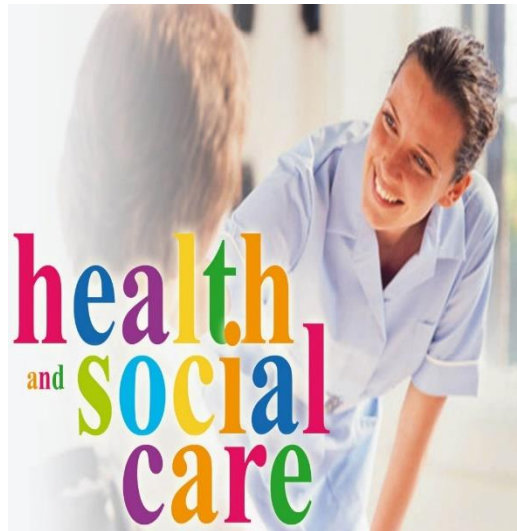
Secondary sources of data

Method	Advantages	Disadvantages
Official statistics (quantitative)	✓ Often large sample sizes – more representative ✓ Easy to analyse and compare over time as quantitative ✓ Likely to be accurate as collected by the government	✗ May not give reasons for behaviour (just trends) ✗ May not include all behaviours e.g. crime statistics may ignore the dark figure
Documents (qualitative) e.g. letters, diaries, school reports	✓ Lots of detailed data as qualitative ✓ Can find reasons behind behaviour	✗ May be small sample sizes and not representative ✗ May be time-consuming to analyse ✗ Could be biased and not valid

Triangulation and mixed methods

Where a sociologist uses more than one method to find out lots of information about a topic e.g. using a questionnaire, interview and observation.
 Is used to:
 Gain more data on a topic
 Check the validity/accuracy of the data
 ✗ But, the data may be difficult compare as it is collected using different methods.

BTEC Health and Social Care



Learning Aim C – person-centered health and wellbeing improvement plans

Key vocabulary	Definition	Examples
1 Person-centred approach	An approach which takes into account an individual's needs wishes and circumstances.	<ul style="list-style-type: none"> a) Lower blood pressure b) Increase BMI / Decrease BMI c) Cutting down on alcohol consumption d) Exercise more frequently e) Improve diet f) Current health status g) Employment status h) Location of housing i) Support already in place
2 SMART Targets	Targets that are specific, measurable, achievable, realistic and targets which have a time constraint.	<p>a) S – Specific: A target/goal that is really well explained so an individual knows exactly what they need to do e.g. In 3 months, you need to cut down from smoking 10 cigarettes a day to smoking 5 cigarettes a day</p> <p>b) M – Measurable: A target/goal that can be easily observed by another individual so they can make a judgement when the goal is achieved e.g. In 3 months, you need to cut down from smoking 10 cigarettes a day to smoking 5 cigarettes a day</p> <p>c) A – Achievable: A target/goal that can be met in the time given ensuring an individual remains motivated e.g. In 3 months, you need to cut down from smoking 10 cigarettes a day to smoking 5 cigarettes a day</p> <p>d) R – Realistic: A target/goal that will enable an individual to remain motivated as they know the goal can be achieved e.g. In 3 months, you need to cut down from smoking 10 cigarettes a day to smoking 5 cigarettes a day</p> <p>e) T – Time related: A target/goal must have an amount of time allocated to it giving an individual something to aim for e.g. In 3 months, you need to cut down from smoking 10 cigarettes a day to smoking 5 cigarettes a day</p>

3 Short-term targets	Targets or goals that are set which need to be achieved between 1 and 6 months.	a) Short-term target/goal to stop smoking In 3 months, you need to cut down from smoking 10 cigarettes a day to only smoking 5 cigarettes a day.	b) Short-term target/goal to exercise more frequently In 3 months, you need to increase the number of times you exercise from none to 3 times a week for one hour on each day	c) Short-term target/goal to eat a healthier diet In 3 months, you need to reduce the number of takeaways you eat from 5 a week to 3 times a week on the other days you need to eat a healthy meal.
4 Long-term targets	Targets or goals that are set which need to be achieved between 6 months and a year	a) Long-term target to stop smoking In 1 year, you need to stop smoking completely by reducing from 5 cigarettes a day to none.	b) Long-term target to exercise more frequently In 1 year, you need to increase the number of times you exercise from 3 times a week for one hour to 5 times a week for one hour and a half.	c) Long-term target to eat a healthier diet In 1 year, you need to reduce the number of takeaways you eat from 3 times a week to only once a week and the other days you need to eat 2 healthy meals.
5 Support	Help, advice or guidance that is offered by a trained professional through formal support or by a family member or friend through informal support.	All sources of support must be appropriate to the individual in the exam-based scenario and their individual needs, wishes and circumstances		
		a) Formal support to stop smoking i) GP ii) Nurse practitioner	b) Formal support to exercise more i) Gym instructor ii) GP	c) Formal support to eat a healthier diet i) Dietician ii) GP
		d) Informal support to stop smoking i) Family members e.g. partner, children ii) Friends	e) Informal support to exercise more i) Family members e.g. partner, children ii) Friends	f) Informal support to eat a healthier diet i) Family members e.g. partner, children ii) Friends
6 Obstacles	A difficulty an individual might face that means accessing a health or social care services hard.	The obstacles you decide to explain in question 6 need to be relevant to the individual in the exam scenario		
		a) Emotional / Psychological Caused by: i) Lack of motivation ii) Low self-esteem iii) Acceptance of health status	b) Time constraints Caused by: i) Work commitments ii) Family commitments	c) Availability of resources Caused by: i) Financial concerns ii) Equipment needed
			d) Unachievable targets Caused by: i) Target is too difficult ii) Target has an unrealistic timescale	e) Lack of support Caused by: i) From family ii) From friends iii) From professionals
				f) Other factors specific to individual Caused by: i) Disabilities ii) Addiction

		a) Physical Caused by: i) Wheelchair ii) Walking aid e.g. stick iii) Poor mobility iv) Push chair use (baby)	b) Geographical Caused by: i) Location of house ii) Access to public transport	c) Psychological Caused by: i) Lack of motivation ii) Low self-esteem iii) Acceptance of health status	d) Cultural and language Caused by: i) Restrictions of culture on access to services e.g. access to female doctor ii) Speak little or no English	e) Financial Caused by: i) Low income ii) Cost of treatment
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Component 1

Key vocabulary	Definition	Relating factor to Justin	Impact on PIES
1 Income/wealth	The amount of money available to an individual, sources of income can come from paid employment, benefits or pensions.	Early childhood – money available to him would have been the income his mum from the jobs she had. Adolescence – money available to him would have been the income he received from his singing career and any endorsements. Later adulthood – he will hopefully have money available to him from the singing career he had when he was younger.	a) P – lower immunity, increased risk of infection, poor growth and development (early childhood), deficiencies b) I – poor focus, lack of concentration, struggle to retain or learn new information, c) E – attachment with mum (working all the time), low-self esteem (early childhood), increased confidence (adolescence & later adulthood) d) S – reduce opportunities to socialise (early childhood), increased opportunities to socialise (adolescence & later adulthood)
2 Diet and lifestyle choices	The food an individual chooses to eat. Other lifestyle choices are made over levels of exercise, alcohol consumed and use of drugs including nicotine.	Early childhood – his diet would be controlled by his mum as she would have been the one buying the food. Adolescence – his diet would have changed when his singing career started. This is when he would have experimented with drugs and alcohol. Later adulthood – his diet would vary, he may have someone to cook for him and eat a balanced diet. This might not be the case and his diet may be poor.	a) P – lower immunity, increased risk of infection, more susceptible to disease (later adulthood), b) I – impaired judgement (adolescence), poor decision making (adolescence), increased risk of dementia (later adulthood) c) E – poor self-esteem, poor confidence, heightened confidence and self-esteem (adolescence) d) S – increased opportunities to socialise
3 Personal relationships	These are relationships an individual has with family, friends and other key individuals in their life.	Early childhood – mum and dad, siblings, friends he made in school Adolescence – mum, siblings, friends made throughout school, his team when on tour, girlfriend Later adulthood – friends he had throughout, siblings if still alive, wife.	a) P – maintenance of personal care (early childhood) b) I – help with homework (early childhood & adolescence) c) E – secure, strong attachments and bonds, sense of belonging d) S – independence, opportunities to socialise, social isolation (adolescence when touring & later adulthood)

4 Role models	A role model is someone an individual looks up to. Role models can be both positive and negative on an individual's development.	<p>Early childhood – his main role models would have been his mum and his school teachers</p> <p>Adolescence – his mum would have still been a role model to him but he would also have been a role model to all of his fans.</p> <p>Later adulthood – he will be a role model to his future children and grandchildren as he sees them growing up.</p>	<p>a) P – changes to appearance, changes to diet, changes to lifestyle choices</p> <p>b) I – poor concentration, misbehave (early childhood), more focused (adolescence)</p> <p>c) E – low/high self-esteem, low/high confidence</p> <p>d) S – increased opportunities to socialise, new friendships, social isolation</p>
5 Social isolation	This refers to long periods of time that an individual spends on their own without interacting with others.	<p>Early childhood – he wouldn't have been socially isolated as he would have his friends around him. He may have felt isolated at home when his mum was at work.</p> <p>Adolescence – he may have been a little socially isolated when on tour as he would have been away from his friends and family. He would have his team around him though.</p> <p>Later adulthood – he will have his family around him, but if he loses his wife he may become socially isolated.</p>	<p>a) P – poor eating habits, disturbed sleeping patterns, weight gain</p> <p>b) I – increased risk of dementia, poor brain stimulation, poor levels of concentration</p> <p>c) E – low self-esteem, low confidence, lack of security, poor attachments and bonds</p> <p>d) S – isolated, lose contact with friends and family</p>



GCSE Photography



Year 10 – Term 1a Disguise and Identity

A	Disguise and Identity	
1.	Photography	Photography is the art, application, and practice of creating durable images by recording light, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film.
2.	Assessment objectives	Assessment objectives are part of the assessment arrangements for these qualifications. We adopt them into our regulatory framework through the subject-specific conditions that exam boards must comply with when designing their specifications
3.	Disguise	Disguise is a means of altering one's appearance to conceal one's identity.
4.	Conceal	To hide something from view or from public knowledge, to try to keep something Secret
5.	Transform	To change greatly the appearance or form of.
6.	Saul Steinberg	Saul Steinberg (June 15, 1914 – May 12, 1999) was a Romanian and American cartoonist and illustrator, best known for his work for The New Yorker,
7.	Ingeborg Morath	Ingeborg Morath (May 27, 1923 – January 30, 2002) was an Austrian-born American photographer.
8.	Mask Series	Between 1959 and 1963 Steinberg produced paper bag masks made famous through the photographs taken by Inge Morath, of the artist and friends wearing the paper bag masks he created.
9.	Identity	Sameness identicalness; the quality or fact of (several specified things) being the same.
10.	Character	A distinguishing feature; characteristic; trait;
11.	Personality	<ol style="list-style-type: none"> 1. A set of qualities that make a person (or thing) distinct from another. 2. An assumed role or manner of behaviour. 3.

12.	Pose	1. To place in an attitude or fixed position, for the sake of effect.
13.	Posture	2. The way a person holds and positions their body.
14.	Idea	Any result of mental activity; a thought, a notion; a way of thinking
15.	Concept	<ol style="list-style-type: none"> 1. abstract and general idea; an abstraction 2. understanding retained in the mind, from experience, reasoning and/or imagination; a generalization (generic, basic form), or abstraction (mental impression), of a particular set of instances or occurrences (specific, though different, recorded manifestations of the concept).
16.	Black and white	Black-and-white (B/W or B&W) images combine black and white in a continuous spectrum, producing a range of shades of grey.
17.	Selective colour	Selective colour photography is a process of photo manipulation in which a photographer will convert a photograph from colour to black & white yet leaving an "accent" or partial colour in a defined area of the image.
18.	Image overlay	Overlay image on another image with or without transparency, with positioning directly on top, to the top, bottom, right, or left side.
19.	HDR	In photography and videography, HDR or high-dynamic-range imaging is the set of techniques used to reproduce a greater range of luminosity than that which is possible with standard photographic techniques.
20.	Assessment	<ul style="list-style-type: none"> • The act of assessing or an amount • An appraisal or evaluation.
21.	Combined	Resulting from the addition of several sources, parts, elements, aspects, etc. able to be united together, to converge.
22.	Bruno Timmermans	<ul style="list-style-type: none"> • Bruno Timmermans is a Belgian artist born in 1977 in Brussels, where he currently lives and works. • He creates portraits of the great icons of our times, by superimposing other images through transparencies, linked or related to their work and their actions. • Among the characters featured in his canvases are: David Bowie, Lady Gaga, Marilyn Monroe, Amy Winehouse and many others.
23.	Portrait	A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.
24.	Transparent	Allowing light to pass through so that objects behind can be distinctly seen
25.	Texture	The feel, appearance, or consistency of a surface or substance.
26.	Opacity	The state or quality of being opaque
27.	Rotation	The action or process of rotating on or as if on an axis or centre.
28.	Studio	An artist's or photographer's workshop or the room in which an artist works

Year 10 – Term 1a Disguise and Identity

A Magazine Project Brief

- | | | |
|----|-----------------|---|
| 1. | Brief | A. Is a simple document that outlines a summary of the project requirements. |
| | | B. It highlights all the milestones and shows what work needs to be done. |
| 2. | Magazine | A. Is a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership. |
| | | B. The standard sizing is 210 mm × 280 mm, Just a bit smaller than A4. |

B Capturing a HDR Image using a DSLR

- 1 Set the AEB to capture three different exposures (-2 0 +2)
- 2 Set your mode to aperture priority (AV)
- 3 Set your aperture to something above f11
- 4 Set your ISO as low as possible, ISO 100 is best.
- 5 Put your camera on a tripod
- 6 Focus your camera manually on your focal point
- 7 Capture your photograph using a trigger or self-timer if possible to avoid movement.

C Pete Carr

1. Local Photographer that works mainly with architecture and people.
2. Uses the HDR technique to enhance his architecture photographs.
3. He captures HDR traditionally using his camera and then makes further changes in post-production.



Image taken from - HDR Photography Photo Workshop 2nd Edition book

E. HDR Toning sliders

The screenshot shows the 'HDR Toning' dialog box in Photoshop. It includes several sliders and checkboxes for adjusting the image. Numbered callouts provide explanations for specific settings:

- 1:** This menu can be found in Photoshop by going to image>adjustment>HDR Toning.
- 2:** Adjusts the strength of the glow around parts of the image (points to the 'Edge Glow' section).
- 3:** Adjusts the light in the image. (points to the 'Tone and Detail' section).
- 4:** Adjusts the detail in the image. The higher the number the more detail. The lower the number the softer the image. (points to the 'Detail' slider).
- 5:** Intensifies the colour or removes the colour. (points to the 'Vibrance' slider).

TOP Revision Techniques

1. Flashcards

How to organise your flashcards

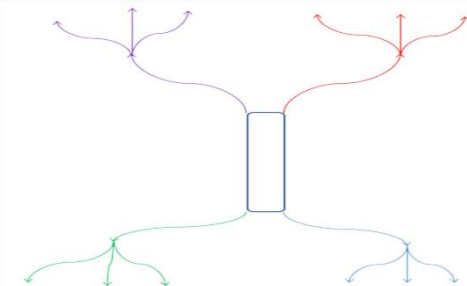
1. Use an envelope.
2. Write the topic title on the envelope.
3. Write the title of each flashcard on the outside.
4. Add tick boxes.
5. File your flashcards in the envelope.
6. Tick off each time you revise the flashcard.



Flashcards are made using index cards which you can buy from any good stationery shop or Amazon. The beauty of flashcards is that they force you to break information down into bite-sized chunks. It makes you think about how to chunk down the information, which helps them to chunk your knowledge and, in the process, makes the information easier to remember. We highly recommend you use flashcards as it is one of the best revision methods

2. Revision posters and mind-maps

Revision posters are great for visual learners. If you are artistic these are a great way to enjoy and enhance your revision. Posters aren't suitable for all topics, but if there is a diagram, a map of a case study or something that can be illustrated with



images then they're ideal. **Post-its and sticky note** Post-it notes provide a fun, interactive and flexible way to revise. You can go so far beyond just sticking them around the bathroom

How to create mindmaps



mirror to look at while you're cleaning your teeth! Use Post-it notes to test yourself, stick them up in your bedroom or use them to mark pages in your class books to come back to.

3. Teach someone

This is an all-time favourite revision technique. You can't teach someone else effectively unless you understand it yourself. Teach

The humble Post-it Note has multiple uses...

- They are an essential study tool and prove especially useful when it comes to revision.
- In this session we will look at ten ways in which you can use Post-it Notes for revision (some of which we have already touched on).

10 Uses for Post-it notes

1: Stick them on your walls and doors

- Movable revision!
- Keywords will catch your eye and pretty soon you'll internalise definitions
- HOWEVER – don't cover every wall in your bedroom. It should be a sanctuary of sleep!

3: Use them as keyword match up

- Write a series of keywords on one set of Post-its and the definitions on another set.
- Jumble them and then use a wall space to check your understanding by matching them up.

5: Use them to keep track of what you have and have not revised

- Stick these notes to your exercise book, text books or revision books as a handy reminder of what you still need to cover

7: Use them to create a flowchart

- You can even mix up the order and rearrange as a method testing yourself

9: Use them as a past paper prompter

- You can use a Post-it to remind yourself of how to answer specific questions.
- This is useful because of the movable nature of Post-it notes.

2: Stick them around the house

- One former student used to stick Post-it notes around her house.
- When asked a question she would mentally search the house.
- She would then say something along the lines of 'Fridge ... milk ... 1969!'
- This might help you make mental maps.

4: Use them to write paragraph summaries

- Post-its encourage you to be brief yet concise.

6: Use them as page markers in your exercise books

- Use Post-it to mark out different topics and chapters.

8: Use them as a past paper question planner

- If you don't want to waste a past paper with so-so responses, you can use a Post-it to jot down your answer in rough.

10: Download Post-it plus

- This app allows you to turn physical Post-it notes into digital ones
- You simply take a picture in the free app and it converts the Post-it into a digital version which you can move around and scroll through

someone else what you are learning and you will benefit from having to come up with a good explanation. Share your knowledge with a family member and teach them what you know!

4. Test Yourself!

Throughout your revision you must test yourself to see what you can remember! If you are struggling with a topic go back over that topic again using your class book. Make another poster or flash card and then test yourself again! Once you are confident you can tick this topic off and move onto the next one!



Reading is just a part of revising – you need to rehearse

Here are the steps:

- | | |
|----------|------------------------------|
| • Read | <i>...your notes</i> |
| • Write | <i>...what you remember</i> |
| • Recite | <i>...what you remember</i> |
| • Review | <i>...your understanding</i> |

- Get someone to test you.
- Cover up sections and test yourself.
- Review what you missed, read over it and start the cycle again.
- You need to look over your notes and identify what doesn't stick.
- Evaluate your performance and spend more time going over that section.
- Relying on reciting won't prove the most effective method of revision ... **it's just one part of a cycle.**
- Read-Write-Recite-Review offers an enhancement that works.
- Simply reading the information is never enough, but this active addition can prove more effective. A little reciting, and a little checking, go a long way.

TIP: Saying complicated or hard-to-remember information out loud and with a funny accent might help remember it!



