



**Alsop  
High School**

## Year 11 Knowledge Organiser Autumn Term



“Knowledge is power. Information is liberating.”

**Kofi Annan**

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# 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 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 1b. An Inspector Calls		A: Context
1. Capitalism	a) an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state. b) Due to the industrial revolution, capitalism had expanded	
2. Socialism	a) a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole. b) by the 1950's there were some socialist aspects to Britain, for example the NHS, welfare state, labour party	
3. Women's Rights movements	a) women were under-represented and unequal both at the time of writing and when the story was set. Women were routinely discriminated against e.g. no right to vote b) by the time Priestley wrote An Inspector Calls, there were some changes for women's rights, for example, right to vote (suffrage),	
4. Social Class in the Edwardian Period	a) Social class could be broadly defined as lower, middle and upper class b) social class could impact on every aspect of your life, and the lower class were often treated unfairly	



B: Subject Terminology	
4. Dramatic Irony	When the readers/audience know more than the characters do in the text
5. Stage Directions	An instruction written in the script to give information on scenery, context, acting etc.
6. Figurative language	Language that goes beyond the literal meaning e.g. metaphors, similes
7. Juxtaposition	Placing two things in close proximity in order to compare and contrast them e.g. opposites
9. Dialogue	The words that characters speak to each other; fluency (the way it is spoke), amount (how much or how little a character speaks) and tone (the way things are said, use of punctuation) of dialogue are all important in a play
10. Foreshadowing	be a warning or indication of (a future event).



**C: Form and Structure**

<b>11. Crime Thriller</b>	<p>a) a genre that has a number of conventions:</p> <ol style="list-style-type: none"> <li>1. A crime</li> <li>2. Usually some form of investigation</li> <li>3. Criminals and victims</li> <li>4. Some form of law enforcement involved</li> <li>5. 'Closed circle setting' i.e. a setting where the characters are cut off from the rest of the world</li> </ol>
<b>12. Morality Play</b>	An allegorical drama, where characters represent certain qualities and are used to teach audiences about good and evil

**D: Grammar**

- 13. Dashes:** a horizontal line ( - ) used to add information, represent a pause, interruption
- 14. Adverbs and Adverbial phrases:** adverbs add extra information to verbs, and can come in different forms e.g. adverbs of place, time,
- 15. Commands:** A sentence in which someone is being told to do something. Usually starts with an imperative verb.

**E: Plot Summary**

<b>16.</b>	<p>a) The Birling family are in their house, celebrating the engagement of Sheila Birling and Gerald Croft.</p> <p>b) Mr Birling, who is lecturing Gerald and Eric, is interrupted by Edna, who informs him that an inspector is here to speak with him.</p> <p>c) Inspector Goole informs the family that a girl has been found dead; she killed herself by drinking disinfectant. He then begins to question Mr Birling over his involvement with Eva Smith. It transpires that Mr Birling fired Eva Smith as she, and some other workers, went on strike as they wanted a pay rise.</p> <p>d) Inspector Goole then begins to question Sheila. It is revealed that, after being fired from Birling's business, Eva managed to find a job at Milwards, a high-end shop the Birling's regularly visit. Sheila visited the shop with her mother, and, partly because she was jealous of her and because she thought Eva was laughing at her, demands that the manager fires Eva.</p>
<b>17</b>	<p>a) The Inspector then questions Gerald Croft. Gerald recounts how he first met Eva at the Palace Bar and helped her refuse the advances of Alderman Meggarty. He sees her again at the Palace Bar, and they begin a relationship. Gerald gives her money and a place to live. After some time, they break up.</p> <p>b) Gerald leaves at this point and does not return until later. Inspector Goole then speaks to Mrs Birling. She eventually reveals that Eva, using the name Mrs Birling, visits a charity that Mrs Birling helps to manage. Mrs Birling tells how Eva asked for money and was pregnant. Mrs Birling refused to help her and refuses to accept any responsibility for her action.</p>
<b>18</b>	<p>a) Eric then returns. Inspector Goole interrogates Eric and it is revealed that Eric met Eva at some point before she went to Mrs Birling for help. He tells the family how he met her at the Palace Bar, how he became aggressive when she refused to let him in her home and how they began a relationship. She became pregnant, and it's revealed Eric stole money from his family's business to give to her.</p> <p>b) Inspector Goole gives a speech to the family, blaming them for her death. He leaves. Gerald returns, claiming that he has investigated Inspector Goole and found that he is not a real Inspector.</p> <p>c) Gerald, Mr and Mrs Birling are all relieved, thinking they have avoided a public scandal. However, they then receive a phone call from the actual police, who inform them that an Inspector is visiting the house to question them regarding the death of a woman. It is implied it is Eva, who has only now committed suicide.</p>

## Term 1a A Christmas Carol

### A: Context

<b>1. Dickens' Life</b>	<ul style="list-style-type: none"> <li>a) Charles Dickens was born on February 7, 1812 in Hampshire into a middle-class family.</li> <li>b) His dad was imprisoned for debt leading to poverty for the family.</li> <li>c) At the age of 12, Charles was put to work at Warren's Blacking Factory.</li> <li>d) He worked long hours and found this period of his life hellish.</li> <li>e) It made him to readers' attention to the plight of the poor when he later found success as an author.</li> <li>f) Many of his works are about social hardships and inequalities.</li> <li>g) He wrote <i>A Christmas Carol</i> in 1843.</li> </ul>
<b>2. Industrial Revolution</b>	<ul style="list-style-type: none"> <li>a) From 1780, factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune.</li> <li>b) People flocked from the countryside to the cities.</li> <li>c) London's population between 1800 and 1900 grew from 1 million to 6 million people.</li> <li>d) This led to over-crowding, hunger, disease and crime.</li> <li>e) Children suffered the most and were exploited by factory owners who forced them to work long hours in dangerous conditions.</li> </ul>
<b>3. Poverty</b>	<ul style="list-style-type: none"> <li>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.</li> <li>b) The 1834 Poor Law Amendment reduced the amount of help available to the poor, creating workhouses.</li> <li>c) Workhouses were created which poor people would have to live and work in, if they were unable to pay for their own housing.</li> <li>d) Conditions in the workhouses were incredibly harsh and designed to humiliate people into not wanting to go there.</li> <li>e) Men, women and children (mostly orphans) lived and worked in the workhouses, which were very crowded – making living conditions unhealthy and unpleasant.</li> <li>f) In <i>A Christmas Carol</i> Scrooge voices his support for workhouses</li> </ul>



<b>4. Class Divides</b>	<ul style="list-style-type: none"> <li>a) There were still relatively distinct social classes in operation: the nobility, the upper class, the middle class and the working class.</li> <li>b) Life was terrible for the poorest: lack of money resulted in negligible food supply.</li> <li>c) For some working families, money was so tight that they required their children to work in order to survive.</li> </ul>
<b>5. Christmas</b>	<ul style="list-style-type: none"> <li>a) We now associate Christmas as being a time of seasonal goodwill, love and friendship.</li> <li>b) However, before the Victorian era, there was no Santa Claus, Christmas cards and no holidays from work.</li> <li>c) Writers, such as Dickens, encouraged middle class families to share their wealth and act selflessly.</li> </ul>

### B: Subject Terminology

<b>6. Allegory</b>	A story that can 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.
<b>7. Realism</b>	When the tone and style of writing conveys an authentic and believable account of human experience.
<b>8. Third person limited omniscient Narrator</b>	The narrator only knows the thoughts and feelings of one character.
<b>9. Symbolism</b>	Symbolism can be an object, person, situation, event or action that has a deeper meaning in the overall context beyond a surface understanding.
<b>10. Irony</b>	Words are used in such a way that their intended meaning is different from the actual meaning of the words
<b>11. Characterisation</b>	Built up description of character in text. How the character is presented to the reader.

### 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

### 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. Contdescension	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

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

## F: Characters

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

## F: Characters

<b>53. Tiny Tim</b>	<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>
<b>54. The Ghost of Christmas Present</b>	<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>
<b>55. The Ghost of Christmas Yet to Come</b>	<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
<b>56. Stave one: Marley's Ghost</b>	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
<b>57. Stave two: Ghost of Christmas Past</b>	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)
<b>58. Stave three: Ghost of Christmas Present</b>	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
<b>59. Stave four: Ghost of Christmas Yet to Come</b>	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.
<b>60. Stave five</b>	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.

## AQA English Language Paper 2: Writers' Viewpoints and Perspectives Knowledge Organiser

### Section A Overview and Suggested Approaches

1. Question 1: True or False 5 minutes. 4 marks.

- a) Draw a box around the correct line numbers
- b) Read the 8 statements
- c) Read the correct lines and underline anything that links to the 8 statements
- d) Put a 'T' or 'F' beside the letters
- e) When you are confident, shade in the 4 circles that are true.

2. Question 2: Summary of two non-fiction texts. 10 minutes. 8 marks

- a) Have both sources in front of you
- b) Read the question- it could be similarities or differences
- c) Underline the key words in the question
- d) Read the extract and underline any words, phrases and sentences that stand out in relation to the question
- e) You DO NOT NEED TO IDENTIFY METHODS for this question
- f) Write 2 paragraphs.
- g) Each paragraph should have a clear point, relevant evidence and inference for each source and should contain a comparison connective.

3. Question 3: Analysis of Language. 15 minutes. 12 marks.  
Same as Paper 1 Q2.

- a) Read the question and circle which source you should be using.
- b) Underline key words in the question.
- c) Read the extract and underline any words, phrases and sentences that stand out in relation to the question
- d) Write the methods next to the things you have identified in b
- e) Write 3 detailed analytical paragraphs.

4. Question 4: Comparison of writers' methods

- a) Underline key words in the question.
- b) Underline any words, phrases and sentences that stand out to you.
- c) Write the methods next to the things you have identified in (b)
- d) Identify if one text seems more positive and think why that might be
- e) Identify the effect each writer wants to have on the reader
- f) Aim to write 3 detailed paragraphs.
- g) Each should contain analysis of methods and direct comparison of viewpoint (thoughts, feelings, actions)
- h) Each paragraph should contain at least 4 comparison connectives

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) <b>Noun</b> - A naming word (a person, place or thing) ( <i>Scrooge, London, candle</i> )	k) <b>Extended metaphor</b> - 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 <u>plays many parts</u>,</i>
b) <b>Noun phrase</b> - 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) <b>Personification</b> - Giving an inanimate object <b>any human qualities</b> . " <i>The sun hid behind the clouds</i> "
c) <b>Adjective</b> - A describing word- describes a noun (colour, shape, size and texture are most common)	m) <b>Pathetic fallacy</b> - is a specific type of personification when a writer attributes <b>human emotions</b> 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) <b>Verb</b> - a word used to describe an action, state, or occurrence ( <i>walked, sleep, jump</i> )	n) <b>Emotive language</b> - when certain word choices are made to evoke an emotional response. <i>Abandoned children found in filthy, flea-infested flat</i>
e) <b>Adverb</b> - part of speech that provides <b>greater description to a verb, adjective</b> , another adverb, a phrase, a clause, or a sentence " <i>quietly</i> he walked"	o) <b>Rhetorical questions</b> - a question that's asked for effect with no answer expected. <i>How do you want people to remember you?</i>
f) <b>Pronoun</b> - a word that replaces a noun in a sentence. <i>I, you, we, our, they, he, she.</i>	p) <b>Triplet</b> - 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) <b>Alliteration</b> - 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) <b>Juxtaposition</b> - 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) <b>Imperative</b> - 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) <b>Repetition</b> - 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) <b>Simile</b> - using 'like' or 'as' to compare two things " <i>solitary as an oyster</i> "	s) <b>Semantic field</b> - a collection of words which are related to one another. <i>War, fight, armed, battle</i>
j) <b>Metaphor</b> - Where something is symbolic of something else. "He is a walking dictionary!"	t) <b>Symbolism</b> - something beyond the literal meaning. <i>Dove=peace. Red=warning, danger</i>

**U. 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' *Mrs. Phillips is the **nicest** teacher among the staff.*

**V. 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. *The insect, a cockroach, is crawling across the kitchen table. The insect, a large cockroach, is crawling across the kitchen table. The insect, a large cockroach with hairy legs, is crawling across the kitchen table.*

**W. Past participle verbs**- a past participle indicates past or completed action or time. It is often ends in 'ed' *Jump- jumped, sleep-slept, dance-danced.*

**X. Present participle verbs**- present participle can be used with the auxiliary verb 'to be' to form the continuous tense. It always takes the 'ing' *Jump- jumping, sleep-sleeping, dance-dancing.*

**Y 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' *Mrs. Phillips is the **nicest** teacher among the staff.*

**Z. Adjective**- A describing word- describes a noun (colour, shape, size and texture are most common)



7. FIRETRAPS Techniques- (Persuasive methods)	Definitions
a) Flattery	Excessive praise given to further own interest. <i>"I know how intelligent you are"</i>
b) Fact	/Something that is real
c) Imperatives	A command. <i>"Just do it!"</i>
d) Rhetorical Questions	A question that is designed to provoke thought but not be answered aloud. <i>"How would you feel if...?"</i>
e) Exaggeration	Where something is spoken about in an 'over the top' way. <i>"It took years for my sister to get ready"</i>
f) Triplets	Three words used together for effect. A <i>"mean, melancholy, miser"</i>
g) Repetition	Where a word or idea repeats for effect. <i>"When I was 10...When I was 16... Now I am 18..."</i>
h) Anecdotes	A personal story used for effect. <i>When I was at school...</i>
i) Alliteration	The same letter/ sound occurs in adjacent words.
j) Pronouns	Replaces a noun. 'I', 'you' 'we' 'our' 'he' 'she' etc.
k) Superlatives	Being described as of the highest quality <i>"best" "highest" "tallest"</i>
l) Statistics	A fact using a number <i>70 % 9/10, over half</i>

### Narrative structure- the order and manner a narrative is presented to the reader

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

### 8. Comparison connectives

Similarly	Likewise	Equally
In the same way	As with	By the same token
Unlike	However	On the other hand
Whereas	But	Rather than

### 22. Todorov's Narrative Structure:

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

### Narrative Voice: the perspective the story is told from

17. **First person**- A character within the story is telling the story. *I watched as the boat sank. I felt a mixture of relief and guilt.*

18. **Second person**- Not commonly used by writers. The personal pronouns *you* and *your* are used throughout. *You watch as the boat slowly sinks. You feel relief mixed with guilt.*

19. **Third person**- The story is being told by the voice of someone who is not a character in the story. *George watched as the boat slowly sank. He felt relief mixed with guilt.*

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. *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.*

21. **Limited third person**- only knows the thoughts and feelings of one character. *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...*

Connectives/Discourse Markers	
13. Discourse markers are words and phrases used in speaking and writing to 'signpost' discourse.	<b><u>Used at the start of a sentence:</u></b> Firstly Subsequently Secondly Finally Thirdly In conclusion Next
14. Discourse markers do this by showing turns, joining ideas together Showing attitude	<b><u>To add emphasis:</u></b> Importantly Significantly In particular <b><u>To make additional points:</u></b> Furthermore In addition As well as <b><u>To show contrasting ideas:</u></b> Although Alternatively Whereas However Otherwise
13. Generally controlling communication.	
14. Must have a comma after them	
15. Can be split into different categories (emphasis, adding information and to show contrasting ideas)	

Features of an Essay	
19. Introduction and conclusion	You must include an effective introduction and convincing conclusion
20. Paragraphing including topic sentences	It must show fluently linked paragraphs that sequence a range of ideas, each beginning with a purposeful topic sentence.
21. Topic Sentences	Used to begin paragraphs as a way of introducing new content.

Features of a Speech	
22. Opening	a) A clear address to your intended audience is required." Welcome/ Good Morning..."
	b) Grab your audience's attention with a powerful image/ a shocking fact/ a funny anecdote etc.
23. Paragraphing	a) Use signposts: Firstly/ secondly/ furthermore
	b) Use FIRETRAPS techniques (persuasive)
	c) Make a clear point, provide evidence and benefits of this to your audience
24. Ending	a) A clear signoff. b) Summarise your main points and thank your audience.

Features of a Letter	
25. Addresses and Dates	a) Your address goes at the top right hand corner of the page. b) Immediately below this include the date.
	c) Below this, on the left hand side of the page, you put the address of the person that you are writing to (the recipient).
26. Beginning the letter	a) A formal mode of address if required e.g. Dear Sir/Madam b) Use effectively/fluently sequenced paragraphs.
27. Ending the letter	a) Your sign off will depend how you started your letter. b) Informal= Yours Sincerely c) Formal= Yours Faithfully

Features of an Article	
28. Include titles	Catchy titles to catch reader's attention
29. Include a strapline	Gives a bit more information about the article.
30. Include subheadings	A way of drawing attention to certain paragraphs.
31. Introductory paragraph	Bring your article to life. You could start with a question/ description/ fact to capture attention.
32. Fluently sequenced paragraphs	Sequence details logically.

Features of a Review	
33. Opening	Open in a lively way and state clear opinion
34. Develop using body paragraphs and providing evidence	Used to cover a different idea linked to a piece of evidence and contain a <b>topic sentence</b> to explain what you are talking about.
35. Focus on strengths/ weaknesses	Discuss strengths/ weaknesses articulately
36. Provide opinions	Give personal opinions with confidence
36. Conclusion	One paragraph that restates your thoughts and summarises all of the arguments made in your body paragraphs.

# 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](https://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](https://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!



ALSOP HIGH SCHOOL

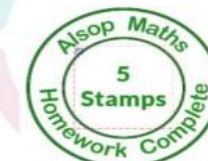


### Is there any help?

- 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



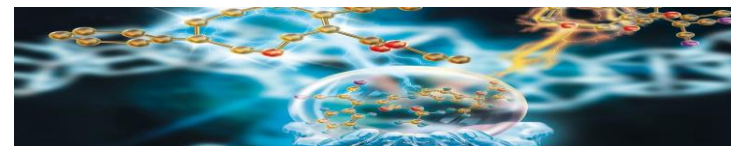
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Block	Unit	Topics	Topic Code	Building blocks	Topic Code
Percentages	Repeated percentage change	Percentage change with a calculator	U671	Percentage change with a calculator	U671
		Finding original values in percentage calculations	U286	Finding original values in percentage calculations	U286
		Compound interest calculations	U332		
		Growth and decay	U388		
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



## Chemical Calculations

1. Balanced symbol equation	2. Conservation of mass	3. Products	4. Reactants	5. Relative Atomic mass
Chemical equation written in chemical symbols showing the number of atoms on each side of the equation balanced	The total mass of the reactants equals the total mass of products formed in a chemical reaction	Substances produced by a chemical reaction (shown on the right hand side of the chemical equation)	Substances that react together in a chemical reaction (shown on the left hand side of the chemical equation)	The average mass of an element compared to the mass of an atom of carbon-12
6. Relative Formula Mass	7. Gas	8. Mass	9. Particle	10. Uncertainty
The sum of the relative atomic masses of the atoms in the numbers shown in the formula	State of matter where the particles are far apart and moving randomly	The amount of matter in something, measured in kilograms (kg)	Smallest unit of a substance	The range of possible values within which the true value of the measurement lies
11. Distribution of results	12. Range of Measurements	13. Accuracy	14. Precision	15. Mole
How widely spread the results are, from highest to lowest value	The difference between the highest and lowest measurements	How close a result comes to the true value	How well measurements agree with each other in multiple tests	A unit for a standard amount of substance. One mole of any substance contains the same number of particles, atoms, molecules or ions as one mole of any other substance
16. Chemical Amount	17. Avagadro's Constant	18. Molar Mass	19. Thermal Decomposition	
The amount of a substance measured in moles	The number of atoms, molecules or ions in one mole of a given substance, it is $6.02 \times 10^{23}$ per mole	The <b>mass</b> of a sample of that compound divided by the amount of substance in that sample, measured in moles	The breaking down of a compound into two or more products on heating	
20. Solute	21. Solvent	22. Solution	23. Concentration	24. $\text{dm}^3$
The substance that dissolves in a solvent	The liquid used to dissolve a solute	When a solute dissolves in a solvent a solution forms	The amount of a chemical dissolved in a certain volume of solution	The standard unit of volume, one decimetre cubed. It is $1000\text{cm}^3$

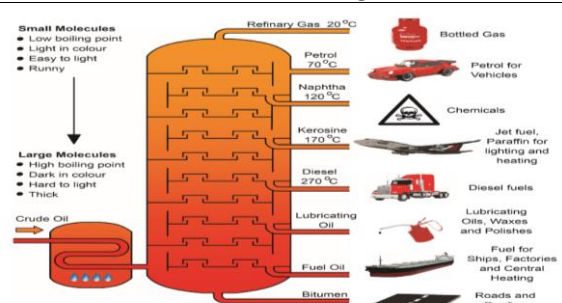


Section D – Chemical Measurements and Uncertainty		Section E – Moles (Higher Tier only)		Section F - Amounts of Substances in equations (Higher Tier only)	
38.	All measuring equipment has an uncertainty. This is usually printed on the equipment e.g. $25\text{cm}^3 \pm 0.5\text{cm}^3$	39.	The mass of one mole of an element is its relative atomic mass in grams e.g. carbon has a $A_r$ of 12 so one mole of carbon is 12g	40.	The masses of reactants and products can be calculated from balanced symbol equations. They tell you the number of moles involved in the reaction
41.	The smaller the uncertainty, the more accurate the measuring device	42.	The mass of one mole of a compound is its relative formula mass in grams e.g. sodium chloride NaCl has an $M_r$ of 58.5, so one mole of sodium chloride is 58.5g	43.	From the moles you can calculate the masses involved e.g. $2\text{Mg} + \text{O}_2 \longrightarrow 2\text{MgO}$ 48g + 32g                  80g
44.	The range is the difference between the highest and lowest values. The smaller the range of results, the more accurate precise the experiment. The mean result is found by adding all the results together and dividing by the number of results	45.	The number of particles in a mole is constant and called Avogadro's constant. It is $6.02 \times 10^{23}$ . This is the same for atom, molecules, ions or compounds	46.	The ratios of reactants remain constant in a reaction, so <u>Molar mass of A</u> = <u>Molar mass of B</u> Mass of reactant A       Mass of reactant B
47.	The percentage uncertainty is:  <u>Range of measurements</u> X100 Mean result	48.	The mass of one mole is the molar mass and its unit is g/mol or $\text{gmol}^{-1}$	49.	Moles can also be used to predict masses from equations e.g. How much $\text{CO}_2$ is produced when 1 mole of heptane combusts completely? $\text{C}_7\text{H}_{16} + 11\text{O}_2 \longrightarrow 7\text{CO}_2 + 8\text{H}_2\text{O}$  As 1 mole of $\text{C}_7\text{H}_{16}$ produces 7 moles of $\text{CO}_2$ , the mass of $\text{CO}_2$ produced would be $7 \times 44 = 308\text{g}$


Section G – Using Moles to Balance Equations		Section H – Concentrations of Solutions	
50.	Number of moles = $\frac{\text{Mass of chemical (g)}}{\text{Molar mass(g)}}$ So mass of chemical = molar mass x number of moles	51.	Concentration is the amount of material dissolved in a certain volume of liquid. Concentration = $\frac{\text{mass of solute (g)}}{\text{Volume (dm}^3\text{)}}$ The units are $\text{g/dm}^3$ which means "grams per decimetre cubed"
52.	The mole ratios tell how many moles of each element or compound are used or produced in a reaction. They remain constant in the balanced equation.	53.	Higher concentrations have a greater mass of solute dissolved per decimetre cubed
54. The balancing numbers in a symbol equation can be calculated from the masses of reactants and products by converting the masses in grams to amounts in moles and converting the numbers of moles to simple whole number ratios			

### KS4 Knowledge organiser Hydrocarbons

1. Hydrocarbon	2. Fractional distillation	3. Flammability	4. Combustion	5. Alkene
Are molecules made from hydrogen and carbon only	Is the process of separating the mixture of hydrocarbons in crude oil	Easily set on fire	Process where a fuel reacts with oxygen to produce heat	A family of hydrocarbons with one double covalent bond between carbon atoms

	Section A		Sections B		Sections C
6	Crude oil is a finite resource found in rocks. Crude oil is the remains of an ancient biomass consisting mainly of plankton that was buried in mud.	11.	The mixture of oils in crude oil is separated into fractions by fractional distillation	16.	Some properties of hydrocarbons depend on the size of their molecules, including boiling point, viscosity and flammability. These properties influence how hydrocarbons are used as fuels.
7.	Crude oil is a mixture of a very large number of compounds. Most of the compounds in crude oil are hydrocarbons.	12.	Many of the fuels on which we depend for our modern lifestyle such as petrol, diesel oil, kerosene, heavy fuel oil and liquefied petroleum gases, are produced from crude oil.	17.	These properties influence how hydrocarbons are used as fuels.  Viscosity is a measure of a fluids resistance to flow. Low viscosity-flows easily.
8.	Most of the hydrocarbons in crude oil are hydrocarbons called alkanes. The general formula for the homologous series of alkanes is $C_nH_{2n+2}$	13.	The oil is evaporated and allowed to cool and condense. The different fractions have different boiling points so will condense at different temperatures	18.	Viscosity is a measure of a fluids resistance to flow. Low viscosity-flows easily. Volatile is how readily a substance vaporizes
9.	The first four members of the alkanes are methane, ethane, propane and butane	14.	Crude oil can be separated because the molecules in different fractions have different numbers of carbon atoms. So a different length of chain	19.	Volatile is how readily a substance vaporizes
10	Alkane molecules can be represented in the following forms:  $C_2H_6$ or  <div style="text-align: center;"> <math display="block">\begin{array}{c} \text{H} &amp; &amp; \text{H} \\   &amp; &amp;   \\ \text{H}-\text{C} &amp; - &amp; \text{C}-\text{H} \\   &amp; &amp;   \\ \text{H} &amp; &amp; \text{H} \end{array}</math> </div>	15.		19.	Boling point and viscosity increase with increasing molecular size. Flammability decreases with increasing molecular size

10.	All the bonds in an alkane are single bonds	15.	Each fraction from the distillation contains a mixture of hydrocarbons with a similar boiling point	20.	Flammability decreases with increasing molecular size
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Section D				Section F	
21.	The combustion of hydrocarbon fuels releases energy.	26.	Carbon monoxide is a highly toxic with no smell. It can cause illness and be fatal.	30.	Hydrocarbons can be broken down (cracked) to produce smaller, more useful molecules. E.g Kerosene into petrol
22	During combustion, the carbon and hydrogen in the fuels are oxidised.	27.	The molecule competes with oxygen molecules to attach to the haemoglobin molecules in red blood cells.	31.	Cracking can be done by various methods including catalytic cracking and steam cracking. The products of cracking include alkanes and another type of hydrocarbon called alkenes.
24.	The complete combustion of a hydrocarbon produces carbon dioxide and water	28.	<ul style="list-style-type: none"> <li><b>Complete combustion</b> <ul style="list-style-type: none"> <li>Alkanes react with oxygen to produce carbon dioxide, water and energy</li> </ul> </li> </ul>  $\text{CH}_4 + 2 \text{O}_2 \longrightarrow \text{CO}_2 + 2 \text{H}_2\text{O} + \text{energy}$ <ul style="list-style-type: none"> <li><b>Incomplete combustion</b> <ul style="list-style-type: none"> <li>Alkanes produce also carbon monoxide (poisoning) due to insufficient <math>\text{O}_2</math></li> </ul> </li> </ul> $4 \text{CH}_4 + 7 \text{O}_2 \longrightarrow 2 \text{CO} + 2 \text{CO}_2 + 8 \text{H}_2\text{O}$	32.	Alkenes are more reactive than alkanes and react with bromine water, which is used as a test for alkenes.



### knowledge Organiser Variation and Evolution section B

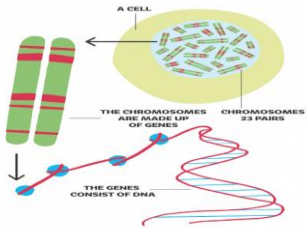
<b>1</b>	<b>Antimicrobial resistance</b>	<b>2</b>	<b>antibody</b>	<b>3</b>	<b>Selective breeding</b>	<b>4</b>	<b>Environmental change</b>
	the development by a disease-causing microbe, through mutation or gene transfer, of the ability to survive exposure to an antimicrobial agent that was previously an effective treatment.		a blood protein produced in response to and counteracting a specific antigen		when humans <b>breed</b> plants and animals for particular genetic characteristics.		a <b>change</b> or disturbance of the <b>environment</b> most often caused by human influences and natural ecological processes
<b>5</b>	<b>Genetically modified crops</b>	<b>6</b>	<b>herbicide</b>	<b>7</b>	<b>marker</b>	<b>8</b>	<b>Gene therapy</b>
	plants used in agriculture, the DNA of which has been modified using genetic engineering methods		a substance that is toxic to plants, used to destroy unwanted vegetation		a biochemical, molecular, or cellular alteration that is measurable in <b>biological</b> media such as tissues, cells, or fluids		the introduction of normal genes into cells in place of missing or defective ones in order to correct genetic disorders.

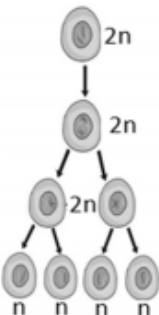
	<b>Section A- antimicrobial resistance</b>		<b>Section B-. combatting microbial resistance</b>
<b>9</b>	Bacteria can evolve rapidly because they reproduce at a fast rate.	<b>12</b>	The development of new antibiotics is costly and slow and is unlikely to keep up with the emergence of new resistant strains.
<b>10</b>	Mutations of bacterial pathogens produce new strains. Some strains might be resistant to antibiotics, and so are not killed. They survive and reproduce, so the population of the resistant strain rises. The resistant strain will then spread because people are not immune to it and there is no effective treatment.	<b>13</b>	To reduce the rate of development of antibiotic resistant strains: <ul style="list-style-type: none"> <li>• Doctors should not prescribe antibiotics inappropriately, such as treating non-serious or viral infections.</li> <li>• Patients should complete their course of antibiotics, so all bacteria are killed, and none survive to mutate and form resistant strains</li> </ul>
<b>11</b>	MRSA is resistant to antibiotics.	<b>14</b>	Antibiotic resistance can lead to diseases which are currently easily treatable becoming deadly

	Section C- Selective Breeding		Section D-producing new plant varieties
15	Humans have been selectively breeding for thousands of years since they first bred food crops from wild plants and domesticated animals.	19	Humans have been doing this for thousands of years since they first bred food crops from wild plants and domesticated animals.
16	Selective breeding involves choosing parents with the desired characteristic from a mixed population. They are bred together. From the offspring those with the desired characteristic are bred together. This continues over many generations until all the offspring show the desired characteristic.	20	Selective breeding involves choosing parents with the desired characteristic from a mixed population. They are bred together. From the offspring those with the desired characteristic are bred together. This continues over many generations until all the offspring show the desired characteristic.
17	The characteristic can be chosen for usefulness or appearance: <ul style="list-style-type: none"> <li>• animals which produce more meat or milk</li> <li>• domestic dogs with a gentle nature</li> </ul>	21	The characteristic can be chosen for usefulness or appearance: <ul style="list-style-type: none"> <li>• disease resistance in food crops</li> <li>• large or unusual flowers.</li> </ul>
18	Selective breeding can lead to 'inbreeding' where some breeds are particularly prone to disease or inherited defects. Therefore, some breeds of dogs suffer from frequent defects		

	Section E- genetic engineering		Section F-genetically modified crops and their safety
22	Genetic engineering involves modifying the genome of an organism by introducing a gene from another organism to give the desired characteristic.	27	Crops that have had their genes modified in this way are called genetically modified (GM) crops.
23	Plant crops have been genetically engineered to be resistant to diseases or to produce bigger better fruits.	28	GM crops include ones that are resistant to insect attack or to herbicides.
24	Fungus cells have been genetically engineered to produce useful substances such as human insulin to treat diabetes	29	GM crops generally show increased yields because of the characteristics chosen such as larger fruits, disease resistance or herbicide resistance.
25	In genetic engineering, genes from the chromosomes of humans and other organisms can be 'cut out' and transferred to cells of other organisms	30	Concerns about GM crops include the effect on populations of wildflowers and insects. Some people feel the effects of eating GM crops on human health have not been fully explored.
26	Modern medical research is exploring the possibility of genetic modification to overcome some inherited diseases.		

Genetics				
1. Allele	2. Genome	3. Migration pattern	4. Meiosis	5. Asexual reproduction
Single gene that controls one inherited characteristic eg fur colour	All the genetic material of an organism.	is the movement of people from one place to another.	Type of cell division that makes gametes. (haploid cell)	Only one parent, Cells divide by mitosis. Offspring are clones of parent
6. Phenotype	7. Punnet Square	8. Recessive	9. Dominant	10. Genotype
Characteristic displayed eg green eyes	Predict outcomes of genetic crosses.	Allele that submits to dominant eg b	A <b>dominant</b> allele is always expressed, even if only one copy is present.	The genotype of an organism is its complete set of genetic material

	Section A DNA and genes		Sections B The human genome		Sections C Tracing human migration
11	DNA is a polymer made up of units called <b>nucleotides</b>	14	The <b>human genome project</b> (HGP) is increasing our understanding of DNA and which will lead, in the future to: personalised medicine/ search for genes linked to different types of disease / understanding and treatment of inherited disorders / use in tracing human migration patterns from the past.	17.	DNA was collected from around the world.
12	<p>The DNA is found in structures called <b>chromosomes</b></p> <p>A <b>gene</b> is a short section of DNA that codes for the production of a particular protein</p> 	15	Because of the HGP we know that not all genes, that are present control protein synthesis.	18.	It concentrated on the Y chromosome and mitochondrial DNA

13	<p>Proteins are synthesised from a DNA template The unique structure of each protein enables it to do a particular job. Every person has two copies of each gene one from each parent.</p> <p><b>Section D Meiosis</b></p>	16	<p>Treatments such as <b>gene therapy</b> and <b>genome editing</b> are being developed but these can raise ethical issues</p> <p><b>Sections E asexual and sexual reproduction</b></p>	19.	<p>Using data collected scientists have been able to map how early humans migrated out of Africa.</p> <p><b>Section F Genetics</b></p>
20	<p>Meiosis produces gametes that are genetically identical this leads to variation between individuals</p>	24	<p>In <b>asexual reproduction</b> only one parent is involved. No sex cells are produced and the cells divide by mitosis. The offspring are <b>clones</b> (genetically identical)</p>	28.	<p>Some characteristics are controlled by a single gene, such as: fur colour in mice; and red-green colour blindness in humans.</p>
21	<p>Our sex is determined by the 23<sup>rd</sup> pair of chromosomes XX or female XY for male The way a chromosomes are inherited means that the number of boys who were born is mostly the same as the number of girls</p>  <p>1. Copies genetic information 2. Cell divides into two each with full set of chromosomes 3. Two cells divide into four gametes - each with a half set of chromosomes All gametes are different this contributes to <b>genetic variation</b></p>		<p>During <b>sexual reproduction</b> a cell divides by <b>meiosis</b> to produce four <b>gametes</b>.</p>	29.	<p>Each gene may have different forms called <b>alleles</b>. The alleles present, or <b>genotype</b>, operate at a molecular level to develop characteristics that can be expressed as a <b>phenotype</b>.</p>
22	<p>1. Copies genetic information 2. Cell divides into two each with full set of chromosomes 3. Two cells divide into four gametes - each with a half set of chromosomes</p>	26	<p>Sexual reproduction involves the joining (fusion) of male and female gametes:</p> <ul style="list-style-type: none"> <li>• sperm and egg cells in animals</li> <li>• pollen and egg cells in flowering plants.</li> </ul>	30	<p>A <b>dominant</b> allele is always expressed, even if only one copy is present.</p>

	All gametes are different this contributes to <b>genetic variation</b>																																																		
23	All gametes are different this contributes to <b>genetic variation</b>	25	Some organisms use both forms of reproduction for example plants and the protist- <b>Plasmodium</b> that causes malaria	31	A <b>recessive</b> allele is only expressed if two copies are present (therefore no dominant allele present).																																														
	Section G Genetic crosses		Section F Tracing gene disorders	32	If the two alleles present are the same the organism is <b>homozygous</b> for that trait, but if the alleles are different they are <b>heterozygous</b> . Most characteristics are a result of multiple genes interacting, rather than a single gene.																																														
34	<p><b>Punnett squares</b> are used to predict the probability of results of a single gene cross. The results can be expressed as direct proportion and simple ratios.</p> <table><tr><td rowspan="3">Hair colour</td><td></td><td>B</td><td>B</td><td></td><td>B</td><td>b</td><td></td><td>B</td><td>b</td></tr><tr><td>b</td><td>Bb</td><td>Bb</td><td>b</td><td>Bb</td><td>bb</td><td>B</td><td>BB</td><td>Bb</td></tr><tr><td>b</td><td>Bb</td><td>Bb</td><td>b</td><td>Bb</td><td>bb</td><td>b</td><td>Bb</td><td>bb</td></tr><tr><td>Phenotypes</td><td colspan="2">Brown: 100% blonde: 0%</td><td colspan="2">Brown: 50% blonde: 50%</td><td colspan="2">Brown: 75% blonde: 25%</td><td colspan="3"></td></tr></table> <p>Ratios</p> <table><tr><td>Phenotype</td><td>1:0</td><td>1:1</td><td>3:1</td></tr><tr><td>Genotypic</td><td>1:0</td><td>1:1</td><td>1:2:1</td></tr></table>	Hair colour		B	B		B	b		B	b	b	Bb	Bb	b	Bb	bb	B	BB	Bb	b	Bb	Bb	b	Bb	bb	b	Bb	bb	Phenotypes	Brown: 100% blonde: 0%		Brown: 50% blonde: 50%		Brown: 75% blonde: 25%					Phenotype	1:0	1:1	3:1	Genotypic	1:0	1:1	1:2:1	35	<p>A <b>genetic family tree</b> can show how an inherited condition passes down a family.</p> <p><b>Polydactyly</b> (having extra fingers or toes) is caused by a dominant allele.</p> <p>If couples use <b>in-vitro fertilisation</b> embryos can be tested for faulty alleles-<b>embryo screening</b>. If faulty alleles found they will not be used for implantation</p>	33	<b>Cystic fibrosis</b> (a disorder of cell membranes) is caused by a recessive allele. Embryo screening and gene therapy may alleviate suffering but you need to consider the ethical issues which arise.
Hair colour			B	B		B	b		B	b																																									
	b		Bb	Bb	b	Bb	bb	B	BB	Bb																																									
	b	Bb	Bb	b	Bb	bb	b	Bb	bb																																										
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# GCSE History



## The People's Health Knowledge Organiser – Topic One: Medieval Britain 1250-1500

### Summary

1.	Known as the Middle Ages, England had a rural economy that was based on farming. About 90% of the population lived in the countryside. There were a few bigger towns like York and London, but most towns were small, with fewer than 3000 inhabitants.
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### Key Events

2.	<b>1230</b>	A water channel called the Great Conduit was built to bring clean water into London, as the Thames was getting too toxic.
3.	<b>1276</b>	King Edward I orders Shrewsbury market square be paved.
4.	<b>1300</b>	London was the biggest city with over 100,000 population.
5.	<b>1309</b>	People fined 40p for dumping their waste in the streets.
6.	<b>1348</b>	Black Death arrives in Britain. A third of the population died.
7.	<b>1348</b>	Winchester ordered new cemeteries built outside of the town away from the houses.
8.	<b>1348</b>	The town of Gloucester tried to shut itself off from the outside world. They thought the plague was spread by human contact.
9.	<b>1349</b>	Edward III sent an order to the Mayor of London to remove filth from the city streets, in the hope of removing bad smells.
10.	<b>1349</b>	Edward III took the decision to close Parliament.
11.	<b>1385</b>	Waste warden appointed in London.
12.	<b>1388</b>	Government ordered town authorities to keep the streets free of waste. York and London banned people from dumping waste.
13.	<b>1420</b>	Exeter town council starts expanding the water system.
14.	<b>1423</b>	Richard Whittington, Mayor of London, left money for improving London, including a public toilet seating 128 called Whittington's Longhouse in the parish of St Martin Vintry that was cleansed by the River Thames at high tide

### Key Words

15.	<b>4 humours</b>	Four liquids that make up the human body, according to ancient Greek doctors.
16.	<b>Physicians</b>	Trained doctors.
17.	<b>Monastery</b>	A building or buildings occupied by a community of monks living under religious vows.
18.	<b>Supernatural</b>	To do with forces such as gods and spirits.
19.	<b>Miasma</b>	An invisible mist that was once thought to cause diseases.
20.	<b>Bloodletting</b>	The removal of some of a patient's blood using leeches.
21.	<b>Purging</b>	Giving patients laxatives to help remove fluids from the body.
22.	<b>Latrine</b>	Toilet without any flushing system.
23.	<b>Conduit</b>	A small fountain or water pipe.
24.	<b>Raker</b>	Street cleaner.
25.	<b>Flagellants</b>	People who whip themselves or others to try to avoid getting the plague.
26.	<b>Pestilence</b>	Any serious infectious disease.
27.	<b>Cesspit</b>	A pit or chamber used for collecting human excrement.
28.	<b>Privy</b>	Toilet, often without any flushing system.
29.	<b>Plague</b>	A disease that first appeared in England as the Black Death in 1348.
30.	<b>Gongfermer</b>	Person who cleans out cesspits.
31.	<b>Amulets</b>	People carried charms to prevent the spread of disease.

## The People's Health Knowledge Organiser – Topic Three: Industrial Britain 1750-1900

### Summary

1.	After 1750, Britain experienced an industrial revolution that caused more people to live closer together in cities. Between 1801 and 1851 London grew by almost 1.5 million people, while Liverpool, Glasgow, Manchester and Birmingham each grew by over 230,000 people.
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### Key Events

2.	<b>1832</b>	21,000 people died of cholera.
3.	<b>1840</b>	40,000 people in Liverpool lived in cellars – one single room.
4.	<b>1842</b>	Chadwick published a 'Report on the Sanitary Condition of the Labouring Population'
5.	<b>1848</b>	Second cholera outbreak.
6.	<b>1848</b>	First Public Health Act.
7.	<b>1853</b>	Third cholera outbreak.
8.	<b>1858</b>	Hot weather caused bacteria to grow in the Thames producing a bad smell.
9.	<b>1859</b>	Bazalgette was appointed to build new London sewer system.
10.	<b>1861</b>	French chemist Louis Pasteur published his Germ Theory.
11.	<b>1865</b>	The sewer system was officially opened.
12.	<b>1867</b>	The Great Reform Act was passed which gave 1 million working class men the vote.
13.	<b>1875</b>	Second Public Health Act.
14.	<b>1879</b>	Cadburys improve homes and lifestyles for workers at their factory in Bourneville.
15.	<b>1889</b>	Booth's report 'Life and Labour of the People in London' showed that 30% of Londoners were living in severe poverty.

### Key Events

16.	<b>1899</b>	Officers found 40% of volunteers to the army were physically unfit due to poverty.
17.	<b>1900</b>	Slums and poor housing were still common in industrial towns.
18.	<b>1901</b>	Rowntree's report 'Poverty, a study of town life' showed that 28% of people in York couldn't afford basic food and housing.

### Key Words

19.	<b>Germ Theory</b>	
20.	<b>Sewerage</b>	A system for draining away waste including human excrement and urine.
21.	<b>Industrialisation</b>	The development of industry, involving the growth of factories and cities.
22.	<b>Microbe</b>	Tiny living creature that causes disease, too small to be seen by the naked eye.
23.	<b>Laissez Faire</b>	Allowing people to look after their own affairs without government involvement.
24.	<b>Slums</b>	Dirty and overcrowded housing.
25.	<b>Public Health</b>	Measures taken by governments and other authorities to look after the people's health.
26.	<b>Urbanisation</b>	The rapid growth of towns and cities.
27.	<b>Water-Borne</b>	Diseases that are spread by microbes living in water, e.g. cholera.
28.	<b>Terraced</b>	A row e.g. houses joined end to end.



## The People's Health Knowledge Organiser – Topic Four: Modern Britain 1900 to present

### Summary

1.	Britain after 1900 was a rapidly changing society. Every adult in Britain now had the vote and could influence the government to change public health. Changes in living conditions also improved health.
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### Key Events

2.	<b>1906-11</b>	Liberal Reforms improved health including free school meals, old age pensions, national insurance act.
3.	<b>1918-19</b>	A quarter of the British population caught a type of flu called Spanish Influenza and around 228,000 died of the disease.
4.	<b>1918</b>	Government published a leaflet which gave people advice about how to avoid catching Spanish Flu.
5.	<b>1919</b>	The Ministry of Health was established as a national organisation.
6.	<b>1919</b>	The Housing and Town Planning Act gave government money to local councils to provide housing.
7.	<b>1930</b>	Housing Act gave grants to local councils to clear slum housing.
8.	<b>1942</b>	Beverage Report was published and became a best seller.
9.	<b>1946</b>	New Towns Act created completely new towns near major cities.
10.	<b>1948</b>	National Health Service was established by Aneurin Bevan.
11.	<b>1950</b>	900,000 old cramped slums demolished. 2 million people rehoused.
12.	<b>1950</b>	Link between smoking and lung cancer proven.
13.	<b>1952</b>	The Great Smog caused 4000 deaths.
14.	<b>1968</b>	Clean Air Act introduced. Factories that burned coal, oil or gas had to use tall chimneys to better scatter the pollution.
15.	<b>1965</b>	2 million households had no hot water, no bath or no indoor toilet.

### Key Events

16.	<b>1980</b>	Almost every house had proper heating, water and sanitation.
17.	<b>1982</b>	AIDS had spread worldwide.
20.	<b>1986-87</b>	Government ran Don't aid AIDS television campaign and sent Don't die of ignorance leaflet.
21.	<b>1996</b>	New drugs introduced which halted the development of AIDS.
22.	<b>2007</b>	England and Wales banned smoking in public places.
23.	<b>2009</b>	Government launched Change4Life campaign to improve diets.
24.	<b>2013</b>	24.9% of people were considered to be obese.
25.	<b>2015</b>	Parliament passed a law requiring all cigarette companies to use plain packaging.

### Key Words

26.	<b>Influenza</b>	A disease that involves a fever, caused by a virus.
27.	<b>Council Housing</b>	A house owned by a local council and rented out to tenants.
28.	<b>Obesity</b>	Being extremely overweight.
29.	<b>Smog</b>	Dense fog mixed with fumes from cars and factories.
30.	<b>Welfare State</b>	System by which a government takes responsibility for the health and well-being of the people.
31.	<b>AIDS</b>	A disease in which there is a severe loss of the body's immunity, greatly lowering the resistance to infection.
32.	<b>HIV</b>	Is a virus that attacks the immune system, the body's natural defense system.





## The Norman Conquest Knowledge Organiser – Topic One: Anglo Saxon England

### Summary

1.	Anglo-Saxon England was unequal and hierarchical. The system of government was sophisticated and well organised and there were laws protecting women's rights. The church was wealthy and powerful. England was famous for producing beautiful works of art.
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### Key Events

2.	<b>890</b>	Anglo Saxon objects like the Alfred jewel and the Fuller brooch were made by goldsmiths.
3.	<b>960</b>	Dunstan became Archbishop of Canterbury.
4.	<b>988</b>	English church leaders declare Dunstan to be a saint after his death.
5.	<b>1000</b>	English Kings had strong central control. Their land was divided into shires. Most shires had several royal 'burhs'.
6.	<b>1000</b>	Slavery still existed in England. Thralls formed about 10% of the population.
7.	<b>1003</b>	Viking invaders returned.
8.	<b>1011</b>	Viking raids destroy much of Canterbury.
9.	<b>1014-1042</b>	The Kings of England were Danes. They kept the system of shires, burhs and royal mints.
10.	<b>1050</b>	Foreign merchants travel to England to buy works of art.
11.	<b>1065</b>	Stigand became Bishop of Winchester and Archbishop of Canterbury.
12.	<b>1066</b>	5% of all the land in England was owned by women. They lost the legal right to own land after 1066.

### Key Words

13.	<b>Monastery</b>	A place where monks live and worship.
14.	<b>Earls</b>	Highest members of the Anglo-Saxon aristocracy. Rules an Earldom.
15.	<b>Thegn</b>	A landowner with enough land to give him quite a high position in society.
16.	<b>Ceorl</b>	Free peasant farmers not tied to the land.
17.	<b>Thrall</b>	A slave.
18.	<b>Shire</b>	A county area in England.
19.	<b>burh</b>	A fortified town built by the Anglo-Saxon Kings.
20.	<b>Wergild</b>	The cash value of someone's life in Anglo-Saxon England.
21.	<b>Culture</b>	A way of life.
22.	<b>Simony</b>	The buying or selling of privileges.
23.	<b>Anglo-Saxon</b>	People who settled in Britain after the Romans left and lived in England when the Normans invaded.
24.	<b>Saint</b>	A person whom the Church decides has lived a life of great holiness.
25.	<b>Pagan</b>	Someone who believes in the existence of a wide range of gods or spirits rather than one single god.

### Key Individuals

26.	<b>Stigand</b>	Served the King and Earl Harold as advisor. Was accused of simony.
27.	<b>St Dunstan</b>	A monk from Somerset. He worked to end corruption and greed among church leaders.



## The Norman Conquest Knowledge Organiser – Topic Three: Resistance and response

### Summary

1.	William of Normandy defeated his main rival, Harold Godwinson, at the battle of Hastings. However, there were plenty of people who wanted to stop him taking control of England. The Anglo-Saxons were revolting – they wanted their land back after the Normans had seized it.
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### Key Events

2.	<b>1067</b>	Anglo-Saxon rebels in Kent launched an unsuccessful attack on Dover castle. They were supported by Eustace II of Boulogne.
3.	<b>1067</b>	The Anglo-Saxon thegn Eadric the Wild attacked Hereford castle.
4.	<b>1068</b>	Some men that William had given land to deserted him and went back to Normandy with their followers.
5.	<b>1068</b>	Edwin and Morcar launched a rebellion with support from the Welsh.
6.	<b>1068</b>	William built a castle in Exeter after the uprising in the town in response to tax increases.
7.	<b>1069</b>	Nobles of Northumbria joined forces with Edgar Atheling and King Svein of Denmark in a major rebellion.
8.	<b>1069</b>	William paid the Viking Danes off and they quickly abandoned the Anglo-Saxons rebels.
9.	<b>1069-70</b>	William and his troops marched through Northumbria, burning villages and slaughtering their inhabitants. They also caused a famine by deliberately destroying all food supplies and livestock.
10.	<b>1070</b>	There was an uprising in East Anglia led by an Anglo-Saxon thegn called Hereward the Wake whose lands had been confiscated.
11.	<b>1071</b>	Hereward was joined by other rebels, including Morcar. The Normans besieged the island of Ely and eventually defeated the rebels.
12.	<b>1071</b>	35 castles built in England to enforce Norman rule across the land.

### Key Words

13.	<b>Terror</b>	The use of violence to crush rebellions.
14.	<b>Disinherited</b>	Preventing someone from inheriting property.
15.	<b>Concession</b>	Giving enemies what they want to make them support you.
16.	<b>Patronage</b>	Giving land and positions of power to people to ensure their loyalty.
17.	<b>Uprising</b>	An act of resistance or rebellion; a revolt.
18.	<b>Danelaw</b>	An area of Viking origin in England.
19.	<b>Harrying of the North</b>	Refers to the brutal slaughter and pillaging of Northumbria in 1069-1070 by the army of William the Conqueror.
20.	<b>Motte and Bailey</b>	A wooden keep situated on a raised earthwork called a motte, accompanied by an enclosed courtyard, or bailey.
21.	<b>Stone Keep</b>	Castles made out of stone with towers for defence.
22.	<b>Rebellion</b>	An act of resistance to the government or King.

### Key Individuals

23.	<b>Edwin and Morcar</b>	Edwin was the elder brother of Morcar. Edwin and Morcar were serial offenders, yet each time received a Royal pardon.
24.	<b>Hereward the Wake</b>	Hereward the Wake, was an Anglo-Saxon nobleman and a leader of local resistance to the Norman Conquest of England.
25.	<b>Edgar Atheling</b>	An heir to the throne of England in 1066 when Edward the Confessor died. He was also the most popular choice among the people.
26.	<b>Eadric the Wild</b>	An Anglo-Saxon noble who led a resistance movement against William.
27.	<b>Gytha</b>	The mother of Harold Godwinson, who lived in Exeter and may have been the cause of that city's rebellion.

## The Norman Conquest Knowledge Organiser – Topic Four: Conquest and Control

### Summary

1.	The Normans made some major changes in England after 1066. They had an impact on the English language, laws, the church and the social structure. It wasn't all change though, some things stayed the same.
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### Key Events

2.	<b>1070</b>	England continued to be a rural society with 90% of the population working in agriculture.
3.	<b>1070</b>	Government documents were increasingly written in Latin.
4.	<b>1070</b>	William began to systematically replace English earls and thegns with Norman nobles.
5.	<b>1083</b>	Shrewsbury Abbey was founded by the Norman Earl Roger Montgomery.
6.	<b>1085</b>	England was facing the threat of an invasion by King Cnut IV of Denmark. In order to defend the country, William needed to know what military and financial resources were available to him.
7.	<b>1086</b>	William carried out a clear written record of who owned what.
8.	<b>1086</b>	Anglo-Saxon elite had been almost entirely replaced with Normans.
9.	<b>1086</b>	The number of slaves had fallen by around 25%.
10.	<b>1086</b>	Peasants were forced to pay rent to a lord for land which they had once owned.
11.	<b>1087</b>	Only one of England's fifteen bishops was Anglo-Saxon but the majority of priests were Anglo-Saxon.
12.	<b>1150</b>	There are 1000 castles built across England and Wales.

### Key Words

13.	<b>Feudal System</b>	A peasant known as a vassal received a piece of land in return for serving a lord or king, especially during times of war. Vassals were expected to perform various duties in exchange for their own areas of land.
14.	<b>Domesday Book</b>	A manuscript which records the results of the Domesday survey.
15.	<b>Domesday survey</b>	The process of collecting the information summarised in the Domesday Book.
16.	<b>Norman Yoke</b>	The Norman Yoke myth is the idea that the Norman rule was an oppressive burden for Anglo-Saxon people.
17.	<b>Forest Law</b>	Large areas of the country were set aside as royal forest for the King to hunt in. Ordinary people weren't allowed to use these forests.
18.	<b>Murdrum Law</b>	This protected Norman settlers from violent attacks. If a Norman was murdered and his killer wasn't caught, then the whole village where he was killed had to pay a large fine.
19.	<b>Nobleman</b>	A powerful lord such as a baron.
20.	<b>Vassal</b>	A person who holds some land in return for loyal service to a lord or King.
21.	<b>Tenant</b>	A person who receives land or property in return for money or work.
22.	<b>Geld</b>	A type of tax.
23.	<b>Peasant</b>	A poor person who worked on the land.



## Fieldwork Enquiry New Brighton

### 1. Geographical Enquiry Focus

**Enquiry Question:** Do the coastal defences at New Brighton provide protection?

**Hypothesis:** The beach at New Brighton has been protected due to coastal management

### 2. Fieldwork Location

#### Study Site:

Wirral coast. Leasowe Bay, walking along the coast to New Brighton

#### Study Site Key Facts:

The Wirral coast is made up of Triassic and Permian Red desert sediments, covered by glacial till. Both rock types are prone to erosion.

**The site has – Concrete rivetments, a sea wall, rock armour, concrete groynes.**

#### Specific Sites:

**Location 1 = Leasowe Beach** (concrete revetments, a wide sandy Beach, we measured the beach profile here)

**Location 2 – Derby Pool** (Y shaped concrete groyne, we took photographs here and noted that one side of the groynes had a build-up of sand and sediment, which showed it was protecting against longshore drift)

**Location 3 – New Brighton Promenade** (A large sea wall, with rock armour at the base -built in the 1930s, we took photographs and a field sketches)

**Justify why these specific data collection sites were chosen. (Advantages, links to focus of enquiry etc.)**

This site was 20 mins drive from school. It fitted with our enquiry focus, looking at how coastal processes are managed.

### 3. Risk Assessment

Hazard	Risk	Strategies to Minimise Risk
Water	Falling in	Staying behind the barrier when walking up the coast
Uneven ground	Trips and falls	Wearing appropriate footwear
The weather	It was cold and wet	Wearing appropriate outdoor clothes

Why is it important to carry out a risk assessment?

### 4. Sampling Strategies

Strategy	Data Sampled	Explanation
Systematic	There is a system in place to choose the sample	We chose 3 locations for the specific coastal management there
Random	Chosen at random	We did not use this
Stratified	Ensures that results are proportional and representative of the whole population	We did not use this

Justify why you used one of your sampling strategies.

We needed to choose specific locations to study, which showed different coastal management. We chose 3 locations along the coast, including an area with revetments, a wide sandy beach, groynes and a sea wall. Study of these areas allowed us to collect enough primary data for our enquiry.



## 5. Data Collection Methods

	Primary	Secondary
Qualitative	Photographs Field sketches	A geology map A shoreline management plan News reports about erosion / extreme weather and it's effects on the community at New Brighton
Quantitative	Sand and sediment analysis Measuring beach profile	Cost of the original sea wall Built in 1838 at a cost of £100,000 Improved in 1930 - 4m tall and stretches along 2.3km of coastline.

**Why did we use primary / secondary & qualitative / quantitative data?**

**Secondary data** gave us background information to help us find out more.

**Primary data** – we collected ourselves to prove or disprove our hypothesis.

**Justify why you used one of your primary data collection techniques.**

**Primary / Quantitative** – we measured the beach profile. We showed that the coast was protected from longshore drift, leaving a wide sandy beach.



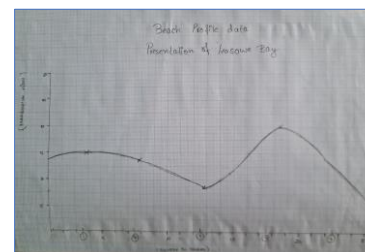
## 6. Data Processing (turning your raw data into new data)

Results from measuring the beach profile –

Location of ranging pole	Distance to next point	Angle Degrees
1	5m	50+
2	7m	30+
3	8m	14+
4	6m	16+
5	10m	50-
6	8m	12+
7	6m	9-
8	5m	4+
9	12m	8+

We started at the water, and measured to where the angle changed. We used the ranging poles to mark the location and a clinometer to measure the

## 7. Data Presentation – we plotted our data onto a line graph, like the one below.



We expected to see a smooth line, because the beach was wide and flat (photographs / field sketches)

The line fluctuated in an unexpected way.

We concluded that the paper was too small to show the distance at a good enough ratio.

## 8. Data Analysis

### Describe the overall results found in your enquiry).

Our results showed that coastal management was working well along the Wirral coast. Our photographs and field sketches clearly show a wide sandy beach. We found that the groynes had a build-up of sand on the west side, showing that they were protecting against longshore drift. Our beach measurements showed a range in angles of 59 degrees, across 67 metres, from the water's edge to the embankment. Again, this shows that although there are some variations in the beach profile, on the whole it was wide and fairly flat. There were some anomalies with large variations in angles, this could be down to our inexperience with the clinometers. It was also difficult to hold the ranging poles straight, especially when it sank in the wet sand. This would affect the accuracy of our results.

## 10. Conclusions

What conclusions can you draw from your results? (This should be linked to your predictions)

I have concluded that we have met the hypothesis, that New Brighton and the Wirral coast are well protected by coastal management. My secondary data included photographs and news reports showing coastal flooding from before the coastal management was put into place. My primary data was to a large extent reliable, especially the photographs and field sketches showing the large sea wall and rock armour around New Brighton itself. The groynes at Derby Pool (Location 2) showed that sand and sediment had collected along the west side, this is evidence that they are protecting against longshore drift. I am less confident with the primary results that came from measuring the beach profile. Although a wide sandy beach was evident to see at Leasowe Bay (Location 1), my measurements did show some fluctuation, a range of 59 degrees. This is due to our inexperience with ranging poles and using a clinometer, I am concerned that the accuracy of results here will affect my conclusions, even though other evidence points to the hypothesis being met.

## 9. Evaluation

How accurate, reliable, valid or biased were your results?

My results were accurate *to some extent*....

	Strengths	Limitations	Improvements
Methods	Measuring the Beach Profile	Inexperience with clinometer Ranging poles sank in soft sand/ stuck on rocks	Practice with clinometer in school beforehand
Results	A range in angles of 59 degrees, across 67 metres	Only a small part of the beach measured in relation to size. Tide was coming in, we had to rush.	Go back on another day. Compare my group's results with everyone else's.
			Measure a larger

## 11. Links to Geographical Theory

When comparing your analysis to wider geographical theory, what can you say?

Coastal management plans are essential in protecting vulnerable coastlines. The Wirral coast is made up of Triassic and Permian Red desert sediments, covered by glacial till. Both rock types are prone to erosion. It needs protection from

### **LONGSHORE DRIFT**

Coastal Management = Concrete revetments, a sea wall, rock armour, concrete groynes.

# KO2 Fieldwork Enquiry – Albert Dock



## 1. Geographical Enquiry Focus

**Enquiry Question:** Has the regeneration of the Albert Docks had an impact on the human and physical environment?

**Hypothesis:** The human and physical environment has benefitted from the regeneration of the Albert Docks, Liverpool.

## 2. Fieldwork Location

### Study Site:

The Albert Docks, Liverpool, Merseyside.

### Study Site Key Facts:

The Albert Docks have been transformed from a derelict trading port to a residential, retail and recreation area.

**The site has** – Excellent architecture, listed buildings, trading heritage, shops, restaurants, shops, galleries and museums.

### Specific Sites:

**Location 1** Outside the Tate Modern gallery for an environmental survey and pedestrian count.

**Location 2** At the Salt House Pump for an environmental survey and pedestrian count.

**Location 3** Along the main shopping wharf for questionnaires.

**Justify why these specific data collection sites were chosen. (Advantages, links to focus of enquiry etc.)**

Accessibility: This site was 20 mins drive from school.

It fitted with our enquiry focus, of redevelopment and regeneration of an area.

## 3. Risk Assessment

Hazard	Risk	Strategies to Minimise Risk
Water	Falling in	Staying behind the barrier and keeping to the designated footpath.
Uneven ground	Trips and falls	Wearing appropriate footwear
The weather	It was cold and wet	Wearing appropriate outdoor clothes

Why is it important to carry out a risk assessment?

A risk assessment **mitigates** risk. It is important to look at all possible hazards and plan to avoid them from happening.

- Identify the risk
- Decide who at risk and how
- Work out how to manage the risk
- Record your findings
- Review and update as needed.

## 4. Sampling Strategies

Strategy	Justification	When we used it
Systematic	There is a system in place to choose the sample	We did not use this.
Random	No Bias Many people can be asked. Flexible and proportional	Questionnaires Field Sketch Environmental Survey
Stratified	Good comparison of areas.	Pedestrian Counts

**Justify why you used one of your sampling strategies.**

We conducted two environmental surveys to measure how effective the regeneration had been. If the areas scored well, then the regeneration had been a success. The surveys were taken in a high use area by the Salt House Pump and outside the Tate Modern, which was in the main Wharf.

## 5. Data Collection Methods

	Primary	Secondary
Qualitative	Photographs Field sketches Environmental Surveys Questionnaires	Information about the tourist facilities in the Albert Docks.
Quantitative	Pedestrian Count	Map of the land used in and around the Albert Dock area.

**Why did we use primary / secondary & qualitative / quantitative data?**

**Secondary data** gave us background information to help us find out more. Primary data – we collected ourselves to prove or disprove our hypothesis.

**Justify why you used one of your primary data collection techniques.**

We used a qualitative method of opinion based environmental surveys alongside a quantitative score for each category.

	5	4	3	2	1	
Attractive						Ugly
Peaceful						Busy
Clean						Dirty
Tidy						Untidy
Air Quality						Ordinary
Safe						Dangerous
No cars						Many cars
Well kept						Poorly kept
Interesting						Boring
Like						Dislike

## 6. Data Processing (turning your raw data into new data)

**Questionnaire Results Data**

1. What do you think is the main purpose (function) of this area?

	Tally
Residential (housing)	
Industrial	
Leisure and recreation	
Commercial (shops, offices, restaurants)	
Other	

2. What is the main purpose for your visit today? Please tick (✓) one box.

	Tally
Resident	
Work	
Leisure	
Tourist	
Other	

3. Why do you think the Albert Dock was chosen as a location for regeneration?

	Tally
Water	
Location	
Local transport	
Other	

4. On a scale of 1 to 5 how do you rate the environment of the Albert Dock? (1 = very poor, 5 = excellent)

	Tally
1	
2	
3	
4	
5	

The data from all the questionnaires was collated.

New data summary tables enabled the results to be tallied up and processed.

## 7. Data Presentation – we plotted our data onto a pie chart, like the one below.

### Method:

Add frequency column = 63

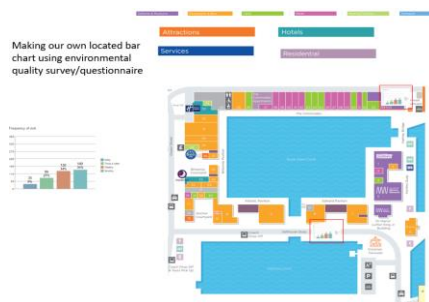
Divide  $360^\circ$  by 63 to give  $1^\circ$  portion =  $5.17^\circ$

Multiply each frequency by 5.17 to give angle of sector.

How do you create a pie chart?



What is the main reason for your visit today?	
Response	Frequency
Resident	0
Work	8
Leisure	8
Tourist	4
Other	0



Presentation Techniques

## 8. Data Analysis

### Describe the overall results found in your enquiry).

The results from the environmental survey showed a positive score for both the Tate Modern site and the Salt House Pump site.

The result from the pedestrian count showed that the Salt House Pump Site was the busiest area.

The results from the building survey showed that almost all of the buildings in the Albert Dock were for recreation and retail. A small proportion was for accommodation. Very few units were empty, suggesting that the redevelopment had been a success.

The questionnaire results showed...

- Regeneration of the Albert Dock has been welcomed by residents
- Tourists had travelled to visit the area.
- Improvements have been made **socially** (shops, museums, restaurants)
- Improvements have been made **economically** (jobs have been created)
- Improvements have been made **environmentally** (old buildings beautifully restored, area is well maintained)

## 9. Evaluation

How accurate, reliable, valid or biased were your results?

My results were accurate to some extent.....

	Strengths	Limitations	Improvements
Methods	Questionnaires allow a variety of people to give their opinion.	Some of the questions can be unclear, or too open ended.	Check the language used to make sure it is accessible to the public.
Results	Closed questions allow for clear data analysis.	People may not know the area before the redevelopment.	Go back on another day or during a busy period.
Conclusions	We showed that redevelopment has had a positive impact in the Albert Docks.	We only went on one day, limited by the small amount of people.	Ask a larger sample of the population.

## 10. Conclusions

What conclusions can you draw from your results? (This should be linked to your predictions)

I have concluded that we have met the hypothesis, that the human and physical environment has benefitted from the regeneration of the Albert Docks, Liverpool. My secondary data included a land use map of the Albert docks showing the success of the redevelopment by the number of units occupied. My primary data was to a large extent reliable, especially the environmental surveys and questionnaires showing the quality of the environment to be good, which was reflected in the general public's opinion. I am less confident with the primary results that came from creating the field sketches. These were designed to give a perspective on the location but depended upon the skill of the pupil to draw. The overall conclusion is that the redevelopment has had a positive economic, environmental and social effect on the area. To the extent that if our data was collected in the summer months, we may have seen overcrowding and litter as a negative aspect to the redevelopment.

## 11. Links to Geographical Theory

When comparing your analysis to wider geographical theory, what can you say?

**Urban Regeneration** - The process of improving derelict or dilapidated (run down) districts of a city, typically through redevelopment.

It is an attempt to reverse decline by improving both the physical structure, and, more importantly the economy of these areas.

It uses public money to improve the area and hopefully private investment will follow.

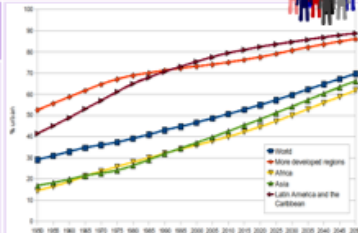


## 1. What is urbanisation?

Urbanisation is the increase in the amount of people living in urban areas such as towns or cities. In 2007 the UN announced that, for the first time, more than 50 % of the world's population live in urban areas.

### Where is Urbanisation happening?

Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth, which is leading to increasing life expectancies, that they are experiencing.



## 2. Causes of Urbanisation

Rural - urban migration		The movement of people from rural to urban areas.	
Push factors		Pull factors	
Factors that encourage people to move away from a place.		Factors that encourage to move people to a place.	
<ul style="list-style-type: none"> <li>Natural disasters e.g. drought.</li> <li>War and Conflict.</li> <li>Mechanisation.</li> <li>Lack of opportunities.</li> <li>Lack of employment.</li> </ul>		Factors are sometimes perceived. <ul style="list-style-type: none"> <li>More Jobs.</li> <li>Better education &amp; healthcare.</li> <li>Increased quality of life.</li> <li>Following family members.</li> </ul>	
Natural Increase		When the birth rate is greater than the death rate.	
Increase in birth rate (BR)		Lower death rate (DR)	
<ul style="list-style-type: none"> <li>Migration often involves young adults. When there is a high percentage of population of child-bearing age this leads to higher birth rate.</li> <li>In the UK migrant groups have higher fertility rates.</li> <li>Lack of contraception or education about family planning.</li> </ul>		<ul style="list-style-type: none"> <li>A higher life expectancy is due to supplies of clean water, better living conditions and diet.</li> <li>Improved medical facilities help lower infant mortality rates and raise life expectancies.</li> </ul>	

## 3. Types of Cities

Megacity	An urban area with over 10 million people living there.
	More than two thirds of current megacities are located in either NEEs or LICs. The majority of megacities are located in Asia. The number of megacities are predicted to increase from 28 to 41 by 2030.

## 4. Sustainable urban living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations can also use them. Sustainable living should ensure that all facilities necessary for people are available, and that areas are economically viable.

Water Conservation	Energy Conservation
This is about reducing the amount of water used. <ul style="list-style-type: none"> <li>Rainwater harvesting provides water for gardens and for flushing toilets.</li> <li>Installing water meters discourages water use. Dual flushes on toilets flush less water.</li> <li>Educating people on using less water.</li> </ul>	Using less fossil fuels can reduce the rate of climate change. <ul style="list-style-type: none"> <li>Promoting renewable energy sources e.g. solar panels, insulation.</li> <li>Making homes and appliances more energy efficient.</li> <li>Encouraging people to use less energy.</li> <li>Using wood in buildings instead of bricks.</li> </ul>
Creating Green Space	Waste Recycling
Creating green spaces in urban areas can improve places for people who want to live there. <ul style="list-style-type: none"> <li>Provide natural cooler areas for people to relax in.</li> <li>Encourages people to exercise.</li> <li>Reduces the risk of flooding from surface runoff.</li> <li>Reduces airborne particulates.</li> </ul>	More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill. This reduces waste gases (methane) and contamination of water sources. <ul style="list-style-type: none"> <li>Collection of household waste.</li> <li>More local recycling facilities.</li> <li>Greater awareness of the benefits in recycling.</li> </ul>

## Geography – Alsop High School AQA KO3a - Urban Issues & Challenges

## 5. Distribution of population & cities in the UK



The location of most UK cities is linked to the availability of natural resources (particularly coal), or near to the coast for imports, and the subsequent location of industry during the industrial revolution. This is because coal was the original source of power for the factories e.g. Glasgow, Newcastle, Nottingham and Cardiff.

London is a major anomaly to this trend. Instead its location on the River Thames enabled resources to be imported along the river. Imports from across the British Empire were then used in industry.

## 6. Integrated transport system

This is the linking of different forms of public and private transport within a city and the surrounding area e.g. bus timetables coincide with train arrivals and departures. Trams lines associated with peak flow from park and ride locations.

### 7. Brownfield sites

A brownfield site is an area of land or that has been developed before and, because it has become derelict, can be re-used e.g. old factories in Leicester rebuilt as

## 8. Traffic management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience traffic congestion that can lead to various problems.

Environmental problems	
<ul style="list-style-type: none"> <li>Traffic increases air pollution which releases greenhouse gases that is leading to climate change.</li> <li>More roads have to be built.</li> </ul>	
Economic problems	Social Problems
<ul style="list-style-type: none"> <li>Congestion can make people late for work.</li> <li>Business deliveries take longer. This costs companies more money as drivers take longer to make the delivery.</li> </ul>	<ul style="list-style-type: none"> <li>There is a greater risk of accidents. This is a particular problem in built up areas.</li> <li>Congestion causes frustration.</li> <li>Traffic creates particulates that can affect health e.g. asthma.</li> </ul>

## 9. Congestion solutions

- Widen roads to allow more traffic to flow more easily and avoid congestion.
- Build ring roads and bypasses to keep traffic out of city centres.
- Introduce park and ride schemes to reduce car use.
- Encourage car-sharing schemes in work places and by allowing shared cars in special lanes.
- Have public transport, cycle lanes & bike hire schemes.
- Having congestion charges discourages drivers from entering the busy city centres.



## 10. Traffic Management Example: London – Congestion charges

Introduced in 2003 and extended in 2007 and 2011 the London congestion charge covers an area of central London. Motorists are discouraged from driving in the zone by an £11.50 daily charge. Buses, taxis, emergency vehicles and low emission vehicles are exempt. The number of vehicles driving in the congestion zone is 10% lower than before its introduction. Evidence that the congestion charge has caused local business problems is limited.



## 7b. Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast. Some developments are now being allowed on green belt. This is controversial.

## 7c. Urban Regeneration

The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding e.g. development of Highcross



## 1. Urban Change in a Major UK City: Liverpool



### 1a. Location and Background

North West of England.

On the eastern side of the Mersey Estuary  
Adjacent to the Irish Sea  
Approximately 178 miles (286 km) from London.



### 1b. City's Importance

- Music and football has had a large impact on Liverpool reputation.
- Liverpool has three top universities so has a potentially large skilled workforce.
- John Lennon Airport provides good links with other areas of Europe.
- It is an international centre for entertainment and tourism and has been awarded 'City of Culture' status in 2008, bringing international fame.

### 1c. Migration to Liverpool

- Migration has added to the number of skilled workers competing for jobs which benefits companies looking to recruit
- Migrants contributed £20 billion to the UK's public finances between 2000 and 2011
- Liverpool is a culturally diverse city. Migrants have brought different types of entertainment, clothing and foods.

Contribution to economy  
Increases number of workers  
Fills gap in labour force  
Enrich city's culture  
Helps balance ageing population

Pressure on housing and employment  
Challenge of integration into wider community  
Increased pressure on educational and health services.



### 1d. City's Opportunities

#### Social/ Cultural:

- Regeneration of the Albert Dock has created a huge range of recreational opportunities including restaurants, shops and museums.
- Liverpool regularly hosts world-class sporting events
- Entertainment options have created many jobs for people
- Liverpool One is a popular shopping area.
- Liverpool is well connected with an integrated transport systems including buses, trains and e-scooters for hire.

#### Economic:

- Northern Power House
- Devolution
- Mayor of Manchester, investment
- Wide range of jobs.
- Many opportunities – port, docks, industry
- Regeneration (Albert Dock / Liverpool One) has brought opportunities
- Urban deprivation is high with 33% of the population living in poverty (compared to 20% for the rest of England)

**Environmental:** Waste Management (recycling, In-Vessel Composting) Urban greening  
Integrated Public Transport, E-Scooters, Waterways projects, Renewable energy.

Geography – **AQA**  
Alsop High School

## KO3b - Urban Issues

### 1e. City Challenges

#### Social and Economic Challenges

Lack of investment some areas in the city has lead to social inequalities between the different areas. In some areas there are high levels of social deprivation.

Toxteth	Aigburth
Approx. 300 violent crimes per year. One of the most deprived areas in the country. 69% of children live in poverty (2024) Life expectancy is 8 years younger than more affluent areas.	Over 80% economically active. Nearly 65% of the population have a degree or equivalent. Much less crimes, except for burglaries and car crime.... Higher life expectancy

#### Environmental Challenges

As the economy of Liverpool changed and traditional industry declined problems were created for the city's environment

- Industrial buildings were longer used - dereliction
- Demand for new homes has led to urban sprawl
- Difficulty in deciding where to build new housing
- Greenfield Vs Brownfield
- Commuter settlements

Liverpool has had to create solutions to deal with the problem of waste disposal and reduce pollution.

- Reduce amount of waste sent to landfill
- Set targets to reduce the waste per household
- Set targets for waste recycling

## 2. Urban Change in a Major NEE City: Rio de Janeiro



### 2a. Location and Background

Rio is a major city in Brazil in South America.  
It is located on the South east coast of Brazil with the Atlantic Ocean to the east.  
Built around Guanabara Bay.

Population of the city itself is 6.5 million and 12.5 million in the surrounding area.



### 2b. City's Importance

- Grown rapidly in the last 50 years.
- Rio has become a 'global city' because of the importance in the global economy as an industrial and financial centre.
- There are five ports in Rio de Janeiro and three airports.
- Rio hosted matches during the 2014 World Cup and held the 2016 Olympic Games.
- Brazil's second most important industrial centre, producing 5% of Brazil's Gross Domestic Product

### 2c. Migration to Rio

In 2014 the population of Rio reached over 12 million. Migration is a major factor which has helped continue the economic development of the city helping it become a major international force.

1. From other parts of Brazil, such as the Amazon, in search of a better life.
2. From other South American countries including Bolivia and Argentina which have had struggling economies
3. Chinese migrants have also come looking for new business opportunities
4. Brazil's language, Portuguese, attracts people from Spain, Portugal & Mexico
5. Skilled workers come from places like the USA and the UK.



### 2d. City Challenges

**Social:** There is a severe shortage of housing and slums have developed due to rapid growth. Rio faces many challenges in providing key services such as health care, education, water supply and energy.  
These are made more difficult as there are huge contrasts between different parts of the city.

**Economic:** Unemployment rates in the favelas are over 20%. As a result there is a high number of people working in the informal sector. These jobs are low paid and lack tax contributions. Crime is a significant problem especially in the favelas

**Environmental:** Air pollution is estimated to cause 5000 deaths per year. This has increased due to heavy traffic and congestion as well as pollutants from factory chimneys. Guanabara Bay is highly polluted, causing a major threat to wildlife. Waste collection is poor in the favelas due to poor access and waste pile up on the streets or is dumped and pollutes the water system. As a result disease spreads.

### 2e. City's Opportunities

**Social:** Santa Marta favela – medical staff took health kit into people's homes to detect 20 different diseases. Infant mortality has reduced as a result.  
Encouraged local people to volunteer in schools. Grants to poor families to help meet the cost of keeping children in school. Installed 60km of new power lines.

**Economic**  
Local government is using education to try to reduce youth unemployment.  
Police are trying to reduce crime  
- In 2013 Pacifying Police Units were set up to tackle drug gangs.  
- Police have taken control of 30 smaller favelas.

**Environmental**  
Expansion of metro system  
Overseas aid used to reduce sewage – built 12 new sewage works.  
New power plant opened that can produce energy from rotting rubbish.

### 2f. Urban planning to improve Quality of Life for urban poor

**Pacification:** Armed police, backed up by soldiers go into favelas and drive out criminal gangs. Once the settlement is secured, staff from Rio's municipal authority can start to provide social services such as schools, healthcare centres, and rubbish collection.

**Cable Car:** Opened in 2011, the Teleferico do Alemao cable car system enables residents to get from one end of the favela to the other in just 16 minutes

**Site and Service:** These give people the chance to rent or buy a piece of land. The land is connected to the city by transport links and has access to essential services such as running water. People build their own homes using money from a low-interest loan.

**Self Help Schemes:** People are given tools and training to improve their homes. Low-interest loans may be used to help people fund these changes. People may be given legal ownership of the land they live on. The money saved on labour can be spent on providing basic amenities such as electricity and water.



# 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
Unas 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)

INTENSIFIERS	
<b>bastante</b>	quite
<b>muy</b>	very
<b>tan</b>	so
<b>demasiado</b>	too
<b>por ejemplo</b>	for example
<b>un poco</b>	a little bit
<b>verdaderamente</b>	really
<b>extremamente</b>	extremely
<b>más (que)</b>	more (than)
<b>menos (que)</b>	less (than)

eg. *el reciclaje es extremamente útil.*  
*La profesor de español es tan guay ;)*  
*La música es más divertida que el dibujo.*

### GIVING OPINIONS

<b>me gusta...</b>	I like...
<b>creo que (es)...</b>	I believe that (it is)
<b>en mi opinión</b>	in my opinion
<b>(no) estoy de acuerdo</b>	I (dis)agree
<b>lo bueno es que ...</b>	The good thing is ...
<b>lo que <u>más</u> me gusta es que ...</b>	The thing I like <u>most</u> is ...
<b>lo que <u>menos</u> me gusta es que ...</b>	The thing I like <u>least</u> is ...
<b>odio / detesto / no soporto</b>	I hate
<b>pienso que (es)...</b>	I think that (it is)...
<b>a mi modo de ver</b>	in my opinion
<b>hay gente que piensa que ...</b>	There are people that think that ...
<b>lo malo es que ...</b>	The bad thing is ...
<b>lo mejor es que ...</b>	The best thing is ..
<b>lo peor es que ...</b>	The worst thing is ...

## Excellence in writing

It's really **easy** to insert these into your sentences to **add more detail ...**



It's **great** to show examiners that you know a wide range of vocabulary and structures!

An **excellent** way of giving two sides of an argument  
 eg. *No soporto el uniforme escolar sin embargo hay gente que piensa que mejora la disciplina*  
 = I can't stand the school uniform but there are people who think that it improves discipline

If used properly **idioms** are an excellent way to impress examiners!

### CONNECTIVES:

<b>y (or e before i-/hi-)</b>	and
<b>pero</b>	but
<b>también</b>	also
<b>sin embargo/no obstante</b>	however
<b>porque / dado que / puesto que</b>	because
<b>además</b>	furthermore
<b>por lo tanto / por eso</b>	therefore
<b>cuando</b> eg. <i><u>cuando</u> llueve, suelo ir al cine.</i>	when eg. <i><u>When</u> it rains, I tend to go to the cinema.</i>
<b>donde</b> eg. <i>Hay un parque <u>donde</u> juego al fútbol.</i>	where eg. <i>There is a park <u>where</u> I play football</i>
<b>Por un lado ... por otro lado</b>	On the one hand ... on the other hand

### Incredible idioms!

<b>Más loco que una cabra</b>	As mad as a hatter
<b>¡No me he caído de un guindo!</b>	I wasn't born yesterday!
<b>Vale la pena</b>	It's worth it
<b>Para colmo de males</b>	To make matters worse
<b>¡Es pan comido!</b>	It's a piece of cake!
<b>Al buen hambre no hay pan duro</b>	Beggars can't be choosers
<b>A donde fueres, haz lo que vieres</b>	When in Rome do as the Romans do
<b>A corto plazo</b>	In the near future
<b>Sólo el tiempo dirá</b>	Only time will tell
<b>Por si las moscas...</b>	Just in case

## INFINITIVE CONSTRUCTIONS:

Remember! The **infinitive** is the form of the verb that in Spanish ends in either **-AR, -ER or -IR**.



**ALL** of these structures can be followed by an infinitive. **Use a variety** in your own writing to impress the examiner!

me gusta + INF	I like to...	odio + INF	I hate to...
me encanta + INF	I love to...	suelo + INF	I usually...
tengo que + INF	I have to...	al + INF	On ...
tuve que + INF	I had to...	decidí + INF	I decided to ...
solía + INF	I used to...	habría que + INF	I would have to ...
dejé de + INF	I stopped ...	iba a + INF	I was going to ...
tendré que + INF	I will have to...	intento + INF	I try ...
necesito + INF	I need to ...	Voy a + INF	I am going to ...
después de + INF	after having...	Me gustaría + INF	I would like to ...
antes de + INF	before...	Quisiera + INF	I would like to ...
acabo de + INF	I have just...	Espero + INF	I hope to ...
me interesa + INF	I'm interested in...	Pienso de + INF	I am thinking of ...
sé ... + INF	I know how to ...	Sueño con ... + INF	I dream of ...
Tengo ganas de ... + INF	I fancy ...	Tengo la intención de + INF	I intend to ...

### Examples:

*Me gusta bailar* = I like to dance

*Suelo bailar* = I tend to dance

*Acabo de bailar* = I have just danced

*Tengo ganas de bailar* = I fancy dancing

*Me gustaría bailar* = I would like to dance

These **structures** are used to form the **future tense**. If you are asked to write about *your plans for the future*, **any** of these can be used.

## "Grade 9" features



Es importante que sea ...	It's important that it is	Si (yo) fuera ... + <b>conditional tense</b>	If I were ...
Dudo que sea ...	I doubt that it is ...	Eg. <i>si fuera rico/a compraría una casa enorme</i>	eg. <i>If I were rich, I would buy a massive house.</i>
No creo que sea ...	I <b>don't</b> believe that it is	Eg. <i>si fuera el directo construiría una piscina en el insti</i>	<i>If I were the headteacher, I would build a pool at school</i>
(no) me sorprende que sea	It (doesn't) surprise me that it is ...	Si pudiera ... + <b>conditional tense</b>	If I could ...
(no) me gusta que haya	I (don't) like that there is / are ...	Eg. <i>si pudiera visitar México, comería mucha comida mexicana</i>	eg. <i>If I could visit Mexico, I would eat lots of Mexican food</i>
(no) me gusta que sea	I (don't) like that is it ...		
No estoy ni a favor ni en contra	I'm neither for it nor against it		
Cabe decir	It's worth mentioning		
Como ya he dicho/mencionado	As I have already said ...		

**TOP TIP:** Rather than trying to learn **ALL** of these **brill grade 9 features**, narrow down your revision by learning maybe 7 or 8 from this page. Write them out at the start of an exam, and tick them off as you include them in your answers to access top marks for **range of language**.





## KNOWLEDGE ORGANISER: Módulo 5 - Ciudades

## KEY VOCABULARY

### En mi ciudad / In my town

- Hay... / Mi ciudad tiene... - There is/are... / My town has...
- un ayuntamiento - a town hall
- un bar / muchos bares - a bar / lots of bars
- un castillo (en ruinas) - a (ruined) castle
- un cine - a cinema un mercado - a market
- un museo / unos museos - a museum / a few museums
- un parque - a park un polideportivo - a sports centre
- un puerto - a port muchos restaurantes - lots of restaurants
- un teatro - a theatre una biblioteca - a library
- una bolera - a bowling alley una iglesia - a church
- una piscina - a swimming pool
- una playa / unas playas - a beach / a few beaches
- una Plaza Mayor - a town square
- una pista de hielo - an ice rink
- una oficina de Correos - a post office
- una tienda / muchas tiendas - a shop / lots of shops
- muchos lugares de interés - lots of sights
- algo / mucho que hacer - something / a lot to do
- no hay nada que hacer - there is nothing to do
- Vivo en un pueblo... - I live in a ... village
- histórico / moderno - historic / modern
- tranquilo / ruidoso - quiet / noisy
- turístico / industrial - touristy / industrial
- bonito / feo - pretty / ugly
- Está situado/a en ... del país - It is situated in ... of the country
- el norte / el sur / el este / el oeste - the north / the south / the east / the west



### ¿Por dónde se va al / a la...? / How do you get to the...?

- ¿Dónde está el / la...? - Where is the...?
- ¿El / La ... está cerca / lejos? - Is the ...nearby / far away?
- Sigue todo recto - Go straight on
- Gira a la derecha / izquierda - Turn right / left
- Toma la primera/segunda/tercera - Take the first/second/third
- calle a la derecha / a la izquierda - road on the right / left
- Pasa el puente/los semáforos - Go over the bridge/traffic lights
- Cruza la plaza / la calle - Cross the square / the street
- Coge el autobús número 37 - Take the number 37 bus
- Está... - It is...
- ...en la esquina - on the corner
- ...al final de la calle - at the end of the street
- al lado del museo - next to the museum
- enfrente de... - opposite...



### En la oficina de turismo / At the tourist office

- En la oficina de turismo - At the tourist office
- ¿Me puede dar...? - Can you give me...?
- un plano de la ciudad - a map of the town / city
- más información sobre... - more information about...
- ¿Cuánto cuesta una entrada? - How much is a ticket?
- para adultos / niños - for adults / children
- ¿Dónde se pueden sacar las entradas? - Where can you get tickets?
- ¿A qué hora sale el autobús? - What time does the bus leave?
- ¿A qué hora abre...? - What time does the ... open?
- ¿Hay visitas guiadas? - Are there guided tours?
- ¿Me puede recomendar...? - Can you recommend...?
- ...un restaurante típico - a typical restaurant



### ¿Cómo es tu zona? / What is your area like?

- Mi pueblo/ciudad... - My town/city...
- ...está situado/a en un valle - it is situated in a valley
- ...entre el desierto y la sierra - between the desert and the mountains
- ...al lado del río / mar Mediterráneo - by the river/Mediterranean sea
- Está... - It is...
- ...rodeado/a de volcanes/sierra - surrounded by volcanoes / mountains
- ...lleno/a de bosques / selvas - full of woods / forests
- ...a "x" metros sobre el nivel del mar - at "x" metres above sea level
- Tiene... - It has...
- ...unos impresionantes paisajes naturales - some amazing natural landscapes
- ...varias influencias culturales - various cultural influences
- ...el bullicio de una ciudad - the hustle and bustle of a city
- El clima es... - The climate is...
- ...soleado / caluroso / seco - sunny / hot / dry
- ...templado / frío - mild / cold
- ...llueve (muy) poco / a menudo - it rains (very) little / often
- ...en primavera / verano - in spring / summer
- ...en otoño / invierno - in autumn / winter
- Hay mucha marcha - There is lots going on
- Es... - It is...
- ...mi ciudad natal / mi lugar favorito - my home town / my favourite place
- acogedor/a - welcoming atractivo/a - attractive
- famoso/a por - famous for... conocido/a por... - well-known for...
- una región muy húmeda - a very humid region
- una zona muy montañosa - a mountainous
- una zona pintoresca - a picturesque area
- tan fácil desplazarse - so easy to get around
- Se puede... - You / One can...
- ...estar mucho tiempo al aire libre - spend lots of time in the open air
- ...subir a la torre - go up the tower
- ...hacer un recorrido en autobús - do a bus tour
- ...disfrutar de las vistas / del ambiente - enjoy the views / the atmosphere
- ...viajar en el AVE - travel on the AVE high-speed train
- ...pasear por los lagos artificiales - go boating on the artificial lakes
- ...apreciar la arquitectura variada - appreciate the variety of architecture
- ...aprovechar el buen tiempo - make the most of the good weather
- Se pueden... - You / One can...
- ...probar platos típicos - try local dishes
- ...practicar deportes acuáticos - do water sports
- ...ver edificios de estilos muy diferentes - see buildings with very different styles
- alquilar bolas de agua - hire water balls
- practicar senderismo y ciclismo - go hiking / trekking and cycling



### ¿Qué haremos mañana? / What will we do tomorrow?

- Sacaré muchas fotos - I will take lots of photos
- Subiremos al teleférico - We will go up on the cable car.
- Bajaremos a pie - We will go down on foot
- Pasaremos entre las nubes - We will go through the clouds
- Iremos a la playa - We will go to the beach
- Iremos a la montaña - We will go to the mountains
- Iremos de excursión en barco - We will go on a boat trip
- Haremos piragüismo - We will go canoeing
- Podremos hacer paddlesurf - We will be able to go paddlesurfing
- Podrás comprar regalos - You will be able to buy presents
- Será genial / mejor - It will be great / better
- Nos llevará... - he/she will take us...
- ¡Buena idea! - Good idea! De acuerdo - OK
- ¡Qué pena! - What a shame! ¡Qué triste! - How sad!
- ¡Qué mal (rollo)! - What a nightmare!

### Las tiendas / Shops

- el banco - bank el estanco - tobacco
- la cafetería - café la carnicería - butcher's
- la estación de trenes - train station
- la farmacia - pharmacy / chemist
- la frutería - greengrocer's la joyería - jeweller's
- la librería - book shop la panadería - bakery
- la papelería - stationery shop
- la pastelería - cake shop la pescadería - fish shop
- la peluquería - hairdresser's
- la tienda de ropa - clothes shop
- la zapatería - shoe shop un regalo - a present
- Sellos - stamps una carta - a letter
- recoger - to pick up mandar - to send
- horario comercial - business hours
- horas de apertura - opening hours
- de lunes a viernes - from Monday to Friday
- abre a la(s)/cierra a la(s) - it opens at/it closes at...
- no cierra a mediodía - it doesn't close at midday
- cerrado domingo y festivos - closed on Sundays and public holidays
- abierto todos los días - open every day

### ¿Qué tiempo hará? / What will the weather be like? \*\*

- Hará sol / viento - It will be sunny / windy
- Habrá... - There will be...
- nubes / claros / chubascos - clouds / clear spells / showers
- una ola de calor - a heat wave
- truenos y relámpagos - thunder and lightning
- temperaturas más altas/bajas - higher/lower temperatures
- granizos / brisas fuertes - hail / strong winds
- periodos soleados - sunny periods
- lloverá (bastante) - it will rain (quite a bit)
- Las temperaturas subirán/bajarán - The temperatures will rise/fall
- El tiempo... - The weather... será variable - will be variable
- se despejará - will clear up cambiará - will change
- no nos importará - will not matter to us



### Recuerdos y regalos / Souvenirs and presents

- el abanico - fan
- el chorizo - chorizo (sausage)
- el llavero - key ring
- el oso de peluche - teddy bear
- los pendientes - earrings la gorra - cap
- la taza - mug las golosinas - sweets
- las pegatinas - stickers
- ¿Me puede ayudar? - Can you help me?
- Quiero comprar... - I want to buy...
- ¿Tiene uno/a/os/as más barato/a/os/as? - Do you have a cheaper one / cheaper ones?
- Un billete de (cincuenta) euros - a (fifty) euro note
- Tengo cambio - I have change





## KNOWLEDGE ORGANISER: Módulo 5 - Ciudades

### De compras / Shopping

- Normalmente voy... - *Usually I go*
- Suelo ir... - *I tend to go...*
- ...a los centros comerciales - *to shopping centres*
- ...de tiendas con mis amigos - *shopping with my friends*
- Nunca me ha gustado - *I've never liked...*
- Prefiero - *I prefer* Odio - *I hate...*
- ...comprar en... - *shopping in...*
- cadenas - *chain stores*
- grandes almacenes - *department stores*
- tiendas de diseño - *designer shops*
- tiendas de segunda mano - *second-hand shops*
- comprar por Internet - *shopping on the internet*
- hacer cola - *queueing* porque... - *because...*
- es más económico - *it's cheaper*
- es más práctico - *it's more practical*
- es más cómodo - *more convenient*
- es un buen sitio para pasar la tarde - *it's a good place for spending the afternoon*
- hay más variedad - *there is more variety*
- hay demasiada gente - *there are too many people*
- los precios son más bajos - *the prices are lower*
- hay más ofertas - *there are more offers*
- ropa alternativa - *alternative clothing*
- ropa de moda - *fashionable clothing*
- artículos de marca - *branded items*



### Quejas en la tienda / Complaints in the shop

- Quiero devolver... - *I want to return...*
- Está roto/a - *It is broken*
- Es demasiado estrecho/a - *It is too tight*
- Es demasiado largo/a - *It is too long*
- Tiene un agujero - *It has a hole*
- Tiene una mancha - *It has a stain*
- Le falta un botón - *It's missing a button*
- ¿Puede reembolsarme (el dinero)? - *Can you reimburse me (the money)?*
- Podemos hacer un cambio - *We can exchange (it)*
- ¿Qué me recomienda? - *What do you recommend?*
- ¿Qué te parece(n)...? - *What do you think of...?*
- Te queda bien - *It suits you.*
- Te queda demasiado grande - *It's too big on you.*
- Una talla más grande / pequeña - *a bigger / smaller size* En rebajas - *On sale*
- Me lo/la/los/las llevo - *I'll take it / them.*



### "USTED" AS A POLITE FORM OF ADDRESS

- Use the "usted" form of the verb (3rd person singular) with an adult you don't know well
- ¿Me puedes ayudar? - *Can you help me? (informal)*
- ¿Me puede ayudar? - *Can you help me? (polite)*

### USING "SE PUEDE" AND "SE PUEDEN"

- "Se puede" and "se puede" mean you can or one can.
- Use "se puede" with a singular noun:  
Se puede ver la torre. - *One can see the tower.*
- Use "se pueden" with a plural noun:  
Se pueden ver edificios. - *One can see buildings.*

### Los pros y los contra de la ciudad / The for and against of living in a city

- Lo mejor de vivir en la ciudad - *The best thing about living in a city*
- es que... - *is that...* es tan fácil desplazarse - *it's so easy to get around*
- hay una red de transporte público - *there is a public transport system*
- hay tantas diversiones - *there are so many things to do*
- hay muchas posibilidades de trabajo - *there are lots of job opportunities*
- Lo peor es que... - *The worst thing is that...*
- el centro es tan ruidoso - *the centre is so noisy*
- hay tanto tráfico / tantos coches - *there is so much traffic / so many cars*
- se lleva una vida tan frenética - *life is so frenetic*
- la gente no se conoce - *people don't know each other*
- En el campo... - *In the countryside...*
- el transporte público no es fiable - *public transport is not reliable*
- hay bastante desempleo - *there is quite a lot of unemployment*
- no hay tantos atascos como antes - *there are not as many traffic jams as before*
- yo conozco a todos mis vecinos - *I know all my neighbours*

### ¿Qué harías? / What would you do?

- Introduciría más zonas peatonales - *I would introduce more pedestrian areas*
- Renovaría... - *I would renovate...*
- ...algunos edificios antiguos - *some old buildings*
- ...las zonas deterioradas en las afueras - *the dilapidated areas on the outskirts*
- Mejoraría el sistema de transporte - *I would improve the transport system.*
- Pondría / Crearía más áreas de ocio - *I would put in / create more leisure areas.*
- Construiría un nuevo centro comercial - *I would build a new shopping centre.*
- Invertiría en el turismo rural - *I would invest in rural tourism.*
- Controlaría el ruido - *I would limit the noise.*

### Destino Arequipa / Destination Arequipa

- Vi/Vimos lugares interesantes - *I/we saw interesting places*
- Tuvimos un guía - *We had a guide*
- Nos hizo un recorrido - *He/She did a tour for us.*
- Nos ayudó a entender la historia - *He/She helped us to understand the history*
- Recorrí a pie el centro histórico - *I walked around the historic centre*
- Alquilé una bici de montaña - *I hired a mountain bike*
- Cogí un autobús turístico - *I took a tourist bus*
- subimos / bajamos - *we went up / we went down*
- Aprendí mucho sobre la cultura - *I learned a lot about the culture*
- Me quedé impresionado con la ciudad - *I was really impressed by the city*
- Había vistas maravillosas - *There were amazing views*
- La comida estaba muy buena. - *The food was very good*
- La gente era abierta - *The people were open*
- Lo que más me gustó fue / fueron... - *What I liked most was / were...*
- ¡Fue una experiencia única! - *It was a one-off experience!*
- Volveré algún día - *I will go back one day*
- Trabajaré como voluntario/a - *I will work as a volunteer*



### THE FUTURE TENSE IN SPANISH

The future tense is used to talk about what you or someone will do. To form it, just add the following endings to the infinitive form of the verb:

Subject pronouns	AR verbs (hablar/to talk)	ER verbs (comer/to eat)	IR verbs (vivir/to live)
Yo	hablaré	comeré	viviré
Tú	hablarás	comerás	vivirás
Él/ella	hablará	comerá	vivirá
Nosotros/as	hablaremos	comeremos	viviremos
Vosotros/as	hablaréis	comeréis	viviréis
Ellos/as	hablarán	comerán	vivirán



## KEY VOCABULARY & GRAMMAR POINTS

### THE CONDITIONAL TENSE IN SPANISH

The future tense is used to talk about what you or someone would do. To form it, just add the following endings to the infinitive form of the verb:

Subject pronouns	AR verbs (hablar/to talk)	ER verbs (comer/to eat)	IR verbs (vivir/to live)
Yo	hablaría	comería	viviría
Tú	hablarías	comerías	vivirías
Él/ella	hablaría	comería	viviría
Nosotros/as	hablaríamos	comeríamos	viviríamos
Vosotros/as	hablaríais	comeríais	viviríais
Ellos/as	hablarían	comerían	vivirían

### IRREGULAR VERBS IN THE FUTURE AND CONDITIONAL TENSES

The same verbs that are irregular in the future tense, are also irregular in the conditional tense. These verbs have irregular stems, but the endings remain the same. Add the conditional or the future endings to the following stems:

- Decir (to say) → *dir-* → diré (I will say) / diría (I would say)
- Hacer (to do/make) → *har-* → haré (I will do/make) / haría (I would do/make)
- Poder (to be able to) → *podr-* → podré (I will be able to) / podría (I would be able to)
- Poner (to put) → *pondr-* → pondré (I will put) / pondría (I would put)
- Querer (to want) → *querr-* → querré (I will want) / querría (I would want)
- Saber (to know) → *sabr-* → sabré (I will know) / sabría (I would know)
- Salir (to go out) → *saldr-* → saldré (I will go out) / saldría (I would go out)
- Tener (to have) → *tendr-* → tendré (I will have) / tendría (I would have)
- Venir (to come) → *vendr-* → vendré (I will come) / vendría (I would come)

### DEMONSTRATIVE ADJECTIVES IN SPANISH

Demonstrative adjectives are used to point out a specific thing or person, or to emphasise something. In English, they are *this, that, these* and *those*. In Spanish there are three different groups of demonstrative adjectives and they have to agree with the noun in gender and number.

SINGULAR		PLURAL	
Masculine	Feminine	Masculine	Feminine
Este niño This boy	Esta niña This girl	Estos niños These boys	Estas niñas These girls
Ese niño That boy	Esa niña That girl	Esos perros Those dogs	Esas amigas Those girls
Aquel niño That boy (over there)	Aquella niña That girl (over there)	Aquellos niños Those boys (over there)	Aquellas niñas Those girls (over there)

- Esta corbata es nueva. - *This tie is new.*
- Dame aquellos guantes. - *Give me those gloves over there.*



Las comidas / Meals

- El desayuno - *breakfast*
- La comida / el almuerzo - *lunch*
- La merienda - *tea (meal)*
- La cena - *dinner / evening meal*
- Desayunar - *to have breakfast / to have ... for breakfast*
- Comer / almorzar - *to have lunch / to have ... for lunch*
- Merendar - *to have tea / to have ... for tea*
- Cenar - *to have dinner / to have ... for dinner*
- Tomar - *to have (food / drink)*
- Beber - *to drink*
- Entre semana... - *during the week...*
- Los fines de semana... - *at weekends...*
- Desayuno a las ocho - *I have breakfast at eight o'clock*
- Desayuno / Como - *for breakfast / lunch I have...*
- Meriendo / Ceno... - *for tea / dinner I have...*
- ...un huevo - *an egg* ...un yogur - *a yogurt*
- ...un pastel - *a cake* ...un bocadillo - *a sandwich*
- ...una hamburguesa - *a hamburger*
- ...un café / (el) té - *coffee / tea*
- ...un Cola Cao - *Cola Cao (Spanish chocolate drink)*
- ...el marisco - *seafood* ...el pescado - *fish*
- ...el pollo - *chicken* ...el zumo de naranja - *orange juice*
- ...la carne - *meat* ...la ensalada - *salad*
- ...la fruta - *fruit* ...la leche - *milk*
- ...la sopa - *soup* ...la tortilla - *omelette*
- ...los cereales - *cereals* ...los churros - *doughnut sticks*
- ...las galletas - *biscuits* ...las patatas fritas - *chips*
- ...las tostadas - *toast* ...las verduras - *vegetables*
- ...algo dulce/ligero/rápido - *something sweet/light/ quick*
- Ser goloso/a - *to have a sweet tooth*
- Tener hambre - *to be hungry*
- Tener prisa - *to be in a hurry*
- Tomar un desayuno fuerte - *to have a big breakfast*



Los alimentos / Food products

- Los alimentos - *Food products*
- El aceite de oliva - *Olive oil*
- El agua - *Water*
- El ajo - *Garlic*
- El arroz - *Rice*
- El atún - *Tuna*
- El azúcar - *Sugar*
- El chorizo - *Spicy sausage*
- El maíz - *Corn*
- El pan - *Bread*
- El queso - *Cheese*
- La cerveza - *Beer*
- La carne de cerdo - *Pork*
- La carne de Cordero - *Lamb*
- La carne de ternera - *Beef*
- La coliflor - *Cauliflower*
- La harina - *Flour*
- La mantequilla - *Butter*
- La mermelada - *Jam*
- Los albaricoques - *Apricots*
- ¿Has probado...? - *Have you tried...?*
- ...el gazpacho - *gazpacho (chilled vegetable soup)*
- ...la ensaladilla rusa - *Potato and mayonnaise salad*
- ...la fabada - *stew of beans and pork*
- Es un plato caliente / frío - *It's a hot / cold dish*
- Es un tipo de bebida/postre - *It's a type of drink/dessert*
- Contiene(n)... - *It contains / They contain...*
- Fue inventado/a - *It was invented...*
- Fue introducido/a... - *It was introduced...*



Las expresiones de cantidad / Expressions of quantity

- Cien / quinientos gramos de... - *100 / 500 grammes of...*
- Un bote de... - *a jar of...* Un kilo de... - *a kilo of...*
- Un litro de... - *a litre of...* Un paquete de... - *a packet of...*
- Una barra de... - *a loaf of...* Una botella de... - *a bottle of...*
- Una caja de... - *a box of...* Una docena de... - *a dozen...*
- Una lata de... - *a tin / can of...*



Mi rutina diaria / My daily routine

- Me despierto - *I wake up*
- Me levanto - *I get up*
- Me ducho - *I have a shower*
- Me peino - *I brush my hair*
- Me aliso el pelo - *I straighten my hair*
- Me maquillo - *I put make up on*
- Me afeito - *I have a shave*
- Me visto - *I get dressed*
- Me lavo los dientes - *I clean my teeth*
- Me acuesto - *I go to bed*
- Salgo de casa - *I leave home*
- Vuelvo a casa - *I return home*
- Temprano / tarde - *Early / late*
- Enseguida - *straight away*
- Me bañé - *I had a bath*
- Me vestí - *I got dressed*
- Me desperté - *I woke up*
- Me maquillé - *I put on make up*
- Me cepillé el pelo - *I brushed my hair*



Las fiestas / Festivals

- La fiesta de... - *the festival of...*
- esta tradición antigua... - *this old tradition...*
- se caracteriza por... - *is characterised by...*
- se celebra en... - *is celebrated in...*
- se repite... - *is repeated...*
- se queman figuras de madera - *wooden figures are burnt*
- se construyen hogueras - *bonfires are built*
- se disparan fuegos artificiales - *fireworks are set off*
- se lanzan huevos - *eggs are thrown*
- las calles se llenan de... - *the streets are filled with...*
- los niños / los jóvenes... - *children / young people...*
- los familiares / las familias... - *relatives / families...*
- comen manzanas de caramelo - *eat toffee apples*
- decoran las casas / las tumbas - *decorate houses / graves*
- con flores / velas - *with flowers / candles*
- preparan linternas / altares - *prepare lanterns / altars*
- se disfrazan de brujas/fantasmas - *dress up as witches/ghosts*
- se disfrazan de fantasmas - *dress up as ghosts*
- ven desfiles - *(they) watch processions*



Un día especial / A special day

- Abrimos los regalos - *We open presents*
- Buscamos huevos de chocolate - *We look for chocolate eggs*
- Cantamos villancicos - *We sing Christmas carols*
- Cenamos bacalao - *We have cod for dinner*
- Comemos dulces navideños - *We eat Christmas sweets*
- Comemos doce uvas / pavo - *We eat twelve grapes / turkey*
- Nos acostamos muy tarde - *We go to bed very late*
- Nos levantamos muy temprano - *We get up very early*
- Rezamos - *We pray*
- Vamos a la mezquita / iglesia - *We go to the mosque / church*
- Ayer fue... - *Yesterday was...*
- ...el baile de fin de curso - *the school prom*
- ...el Día de Navidad - *Christmas Day*
- ...el Domingo de Pascua - *Easter Sunday*
- ...la Nochebuena - *Christmas Eve*
- ...la Nochevieja - *New Year's Eve*



Un festival de música / A music festival

- Me fascina(n)... - *...fascinate(s) me*
- Admiro... - *I admire...*
- No aguanto / no soporto... - *I can't stand...*
- ...su actitud / talento - *his/her attitude / talent*
- ...su comportamiento - *his/her behaviour*
- ...su determinación - *his/her determination*
- ...su estilo - *his/her style*
- ...su forma de vestir - *his/her way of dressing*
- ...su música / voz - *his/her music / voice*
- ...sus canciones - *his/her songs*
- ...sus coreografías - *his/her choreography*
- ...sus ideas - *his/her ideas*
- ...sus letras - *his/her lyrics*
- atrevido/a(s) - *daring*
- imaginativo/a(s) - *imaginative*
- precioso/a(s) - *beautiful*
- repetitivo/a(s) - *repetitive*
- original(es) - *original*
- triste(s) - *sad*
- Me/Te hace(n) falta... - *I/You need...*
- ...crema solar - *sun cream*
- ...el pasaporte / DNI - *your passport / national ID card*
- ...un sombrero / una gorra - *a hat / cap*



PART I: ¿Qué le pasa? / What's the matter?

- No me encuentro bien - *I don't feel well*
- Me siento fatal - *I feel awful*
- Estoy enfermo/a - *I am ill*
- Estoy cansado/a - *I am tired*
- Tengo calor / frío - *I am hot / cold*
- Tengo catarro - *I have a cold*
- Tengo diarrea - *I have diarrhoea*
- Tengo dolor de cabeza - *I have a headache*
- Tengo fiebre - *I have a fever / temperature*
- Tengo gripe - *I have flu*
- Tengo mucho sueño - *I am very sleepy*
- Tengo náuseas - *I feel sick*
- Tengo quemaduras de sol - *I have sunburn*
- Tengo tos - *I have a cough*
- Tengo una insolación - *I have sunstroke*
- Tengo una picadura - *I've been stung*
- Me duele(n)... - *My ... hurt(s)*
- Me he cortado el/la... - *I've cut my...*
- Me he hecho daño en... - *I've hurt my...*
- Me he quemado... - *I've burnt my...*
- Me he roto... - *I've broken my...*
- Me he torcido... - *I've twisted my...*
- el brazo / el estómago - *arm / stomach*
- el pie / el tobillo - *foot / ankle*
- la boca / la cabeza - *mouth / head*
- la espalda / la garganta - *back / throat*
- la mano / la nariz - *hand / nose*
- la pierna / la rodilla - *leg / knee*
- los dientes / las muelas - *teeth*
- los oídos / las orejas - *ears*
- los ojos - *eyes*
- ¿Desde hace cuánto tiempo? - *How long for?*
- desde hace... - *for...*
- un día / un mes - *a day / a month*
- una hora / una semana - *an hour / a week*
- ¿Desde cuándo? - *Since when?*
- desde ayer - *since yesterday*
- desde anteayer - *since the day before yesterd.*





## KNOWLEDGE ORGANISER: Módulo 6 - De costumbre

### PART II: ¿Qué le pasa? / What's the matter?

- No se preocupe - *Don't worry*
- ¡Qué mala suerte! - *What bad luck!*
- Tiene(s) que / Hay que... - *You have to...*
- ...beber mucha agua - *drink lots of water*
- ...descansar - *rest*
- ...ir al hospital / médico - *go to the hospital / doctor*
- ...ir al dentista - *go to the dentist*
- ...tomar aspirinas... - *take aspirins*
- ...tomar este jarabe - *take this syrup*
- ...tomar estas pastillas - *take these tablets*
- ...usar esta crema - *use this cream*



### ¿Qué va a tomar? / What are you going to have?

- ¿Qué va a tomar? - *What are you going to have?*
- ...de primer plato... - *for starter / main course...*
- ...de segundo plato - *for main...*
- de postre... - *for dessert...*
- ...voy a tomar... - *I'm going to have...*
- (el) bistec - *steak*
- (el) filete de cerdo - *pork fillet*
- (el) flan - *crème caramel*
- (el) jamón serrano - *serrano ham*
- (la) merluza en salsa verde - *hake in parsley and wine sauce*
- (la) sopa de fideos - *noodle soup*
- (la) tortilla de espinacas - *spinach omelette*
- (la) trucha a la plancha - *grilled trout*
- (los) calamares - *squid*
- (las) albóndigas - *meatballs*
- (las) chuletas de cordero asadas - *roast lamb chops*
- (las) croquetas caseras - *homemade croquettes*
- (las) gambas - *prawns*
- (las) natillas - *custard*
- ¿Qué me recomienda? - *What do you recommend?*
- el menú del día - *the set menu*
- la especialidad de la casa - *the house speciality*
- está buenísimo/a - *it's extremely good*
- Está riquísimo/a - *it's extremely tasty*
- ¡Que aproveche! - *Enjoy your meal!*
- ¿Algo más? - *Anything else?*
- Nada más, gracias - *Nothing else, thank you*
- ¿Me trae la cuenta, por favor? - *Can you bring me the bill, please?*
- No tengo cuchillo - *I don't have a knife*
- No tengo tenedor - *I don't have a spoon*
- No tengo cuchara - *I don't have a spoon*
- No hay aceite - *There's no oil*
- No hay sal - *There's no salt*
- No hay vinagre - *There's no vinegar*
- El plato está sucio - *The plate is dirty*
- El vaso está sucio - *The glass is dirty*
- El mantel está sucio - *The table cloth is dirty*
- El vino está malo - *The wine is bad / off*
- La carne está fría - *The meat is cold*
- Dejar una propina - *To leave a tip*
- Equivocarse - *To make a mistake*
- Pedir - *to order / ask for*
- Ser alérgico/a... - *To be allergic to...*
- Ser vegetariano/a - *To be a vegetarian*



### REFLEXIVE VERBS

- They are verbs that include a reflexive pronoun.
- They describe actions we do to ourselves. Some verbs for daily routine and describing relationships are reflexive in Spanish.
- The infinitive form of a reflexive verb always have "se" attached to it. (Levantarse - to get up)
- They conjugate as normal verbs, you just need to add the pronoun.

#### LEVANTARSE (to get up)

(Yo) <b>me</b> levanto	I get up
(Tú) <b>te</b> levantas	You get up
(Él/ella) <b>se</b> levanta	He/she gets up
(Nosotros/as) <b>nos</b> levantamos	We get up
(Vosotros/as) <b>os</b> levantaís	You all get up
(Ellos/as) <b>se</b> levantan	They get up

- REMEMBER!** Lots of daily routine verbs are also stem-changing verbs (irregular).
- Vestirse → yo **me** visto, tú **te** vistes, él **se** viste...
  - Acostarse → yo **me** acuesto, tú **te** acuestas...

### REFLEXIVE VERBS IN THE PRETERITE TENSE

- Reflexive verbs in the preterite tense work in the same way as any other verb in this tense, you just need to add the reflexive pronoun.

#### LEVANTARSE (to get up)

(Yo) <b>me</b> levanté	I got up
(Tú) <b>te</b> levantaste	You got up
(Él/ella) <b>se</b> levantó	He/she got up
(Nosotros/as) <b>nos</b> levantamos	We got up
(Vosotros/as) <b>os</b> levantasteis	You all got up
(Ellos/as) <b>se</b> levantaron	They got up

### THE ABSOLUTE SUPERLATIVE

The absolute superlative marks the quality of something in the highest or lowest degree. For example, when you say that something is **really** (nice) or **extremely** (beautiful). In order to form the absolute superlative in Spanish, we add **-ísimo** to the last letter or the last consonant of an adjective. For example:

- Esta camiseta es **carísima**.  
*This t-shirt is extremely expensive.*
- Este examen es **facilísimo**.  
*This exam is really easy.*

### EXPRESSIONS + THE INFINITIVE

To enhance your writing, you can use a range of expressions that are followed by the infinitive:

Para + infinitive	In order to (do)
Trabajo para ir a la uni.	I work in order to go to uni.
Al + infinitive	On (doing)
Al llegar al hotel...	On arriving to the hotel...
Sin + infinitive	Without (doing)
El se fue sin pagar.	He left without paying.
Antes/Después de + inf.	Before/after (doing)
Antes de comer hay que...	Before eating we must...

## KEY VOCABULARY & GRAMMAR POINTS

### THE PASSIVE VOICE IN SPANISH

The passive voice is used to say what is/was/will be done to something or someone.

To make the passive voice in Spanish, you need the correct form of the verb "ser" (to be) and the past participle.

#### SER (to be)

Es - *it is*  
Son - *they are*  
Fue - *it was*  
Fueron - *they were*  
Será - *it will be*  
Serán - *they will be*



#### Past participle

To form the past participle, you must remove the last two letters of the infinitive (-ar, -er, -ir) and add:

- For -ar verbs add "-ado".  
Hablar → **Hablado**
- For -er and -ir verbs add "-ido".  
Comer → **Comido** / Vivir → **Vivido**

#### Examples:

- El libro **fue escrito** por J.K. Rowling. - *The book was written by J.K. Rowling.*
- El avión **es conducido** por el piloto. - *The plane is driven by the pilot.*
- El colegio **será construido** el año que viene. - *The school will be built next year.*

### AVOIDING THE PASSIVE VOICE IN SPANISH

The passive voice is used in English more often than in Spanish. In fact, Spanish people often avoid using this tense by using the pronoun "se". For example:

- El castillo **se construyó** en 1800. - *The castle was built in 1800.*
- La fiesta **se celebra** en mi casa. - *The party is celebrated in my house.*
- El libro **se publicará** el año que viene. - *The book will be published next year.*

### MOST COMMON IRREGULAR VERBS IN THE PRETERITE TENSE

Subject	Estar (to be)	Ser (to be)	Ir (to go)	Tener (to have)
Yo	estuve	fui	fui	tuve
Tú	estuviste	fuiste	fuiste	tuviste
Él/ella	estuvo	fue	fue	tuvo
Nosotros/as	estuvimos	fuimos	fuimos	tuvimos
Vosotros/as	estuvisteis	fuisteis	fuisteis	tuvisteis
Ellos/as	estuvieron	fueron	fueron	tuvieron

Subject	Andar (to walk)	Poner (to put)	Ver (to see)	Decir (to say)
Yo	anduve	puse	vi	dije
Tú	anduviste	pusiste	viste	dijiste
Él/ella	anduvo	puso	vio	dijo
Nosotros/as	anduvimos	pusimos	vimos	dijimos
Vosotros/as	anduvisteis	pusisteis	visteis	dijisteis
Ellos/as	anduvieron	pusieron	vieron	dijeron

Subject	Saber (to know)	Traer (to bring)	Venir (to come)	Dar (to give)
Yo	supe	traje	vine	di
Tú	supiste	trajiste	viniste	diste
Él/ella	supo	trajo	vinó	dió
Nosotros/as	supimos	trajimos	vinimos	dimos
Vosotros/as	supisteis	trajisteis	vinisteis	disteis
Ellos/as	supieron	trajeron	vinieron	dieron

Subject	Hacer (to do/make)	Poder (to be able to)	Querer (to want)
Yo	fui	fui	vi
Tú	fuiste	fuiste	viste
Él/ella	fue	fue	vio
Nosotros/as	fuimos	fuimos	vimos
Vosotros/as	fuisteis	fuisteis	visteis
Ellos/as	fueron	fueron	vieron



¿Cómo es tu casa? / What is your house like?

- Vivo en... - *I live in...*
- ...un bloque de pisos - *a block of flats*
- ...una casa individual - *a detached house*
- ...una casa adosada - *a semi-detached / terraced house*
- ...una residencia de ancianos - *an old people's home*
- ...una finca / granja - *a farmhouse*
- Alquilamos una casa amueblada - *We rent a furnished house*
- Está en... - *It is in / on...*
- ...un barrio de la ciudad - *a district / suburb of the city / town*
- ...los afueras - *the outskirts* ...el campo - *the country*
- ...la costa - *the coast* ...la montaña / sierra - *the mountains*
- ...el cuarto piso de un edificio antiguo - *the 4th floor of an old building*
- Mi apartamento / piso tiene... - *My apartment / flat has...*
- ...tres dormitorios - *three bedrooms*
- ...dos cuartos de baño - *two bathrooms*
- ...una cocina amplia y bien equipada - *a spacious, well-equipped kitchen*
- ...un comedor recién renovado - *a recently refurbished dining room*
- ...un estudio - *a study* ...un aseo - *a toilet*
- ...un sótano - *a basement / cellar* ...un salón - *a living room*
- ...una mesa - *a table* ...unas sillas - *some chairs*
- Mi casa ideal sería... - *My ideal house would be...*
- Tendría... - *It would have...*
- ...una piscina climatizada - *a heated swimming pool*
- ...mi propio cine en casa - *my own home cinema*
- ...una sala de fiestas - *a party room*
- Cambiaría los muebles - *I would change the furniture*
- Pintaría... de otro color - *I would paint ... another colour*



¿Cómo se debería cuidar el medio ambiente en casa? / How should you look after the environment at home?

- Para cuidar el medio ambiente - *To care for the environment*
- ...se debería... - *you / one should...*
- ...apagar la luz - *turn off the light*
- ... ducharse en vez de bañarse - *have a shower instead of taking a bath*
- ...separar la basura - *separate the rubbish*
- ...reciclar el plástico y el vidrio - *recycle plastic and glass*
- ...desenchufar los aparatos eléctricos - *unplug electric appliances*
- ...ahorrar energía - *save energy*
- ...cerrar el grifo - *turn off the tap*
- ...hacer todo lo posible - *do everything possible*
- ...no se debería... - *you / one should not...*
- ...malgastar el agua - *waste water*
- ...usar bolsas de plástico - *use plastic bags*



¿Cuáles son los problemas globales más serios hoy en día? (I) / What are the most serious global issues today?

- Me preocupa(n)... - *I am worried about...*
- ...el paro / desempleo - *unemployment*
- ...el hambre / la pobreza - *hunger / poverty*
- ...la deforestación - *deforestation*
- ...la diferencia entre ricos y pobres - *the difference between rich/poor*
- ...la drogadicción / la salud - *drug addiction / health*
- ...la obesidad - *obesity* ...la crisis económica - *the economic crisis*
- ...los problemas del medio ambiente - *environmental problems*
- ...los sin hogar / techo - *the homeless*
- ...los animales en peligro de extinción - *animals in danger of extinction*
- Es necesario / esencial que... - *It's necessary / essential that (we)...*
- ...cuidemos el planeta - *look after the planet*

¿Cuáles son los problemas globales más serios hoy en día? (II) / What are the most serious global issues today?

- ...hagamos proyectos de conservación - *do conservation projects*
- ...compremos / usemos - *buy / use*
- ...productos verdes / de comercio justo - *green / fairtrade products*
- ...apoyemos proyectos de ayuda - *support aid projects*
- ...creemos oportunidades de trabajo - *create job opportunities*
- ...ayudemos a evitar el consumo de sustancias perjudiciales - *help to avoid the consumption of harmful substances*
- ...ahorremos agua - *save water*
- ...construyamos más casas - *build more houses*
- ...cambemos la ley - *change the law*
- ...consumamos menos - *consume less*
- ...hagamos campañas publicitarias - *carry out publicity campaigns*
- ...recaudemos dinero para organizaciones de caridad en el tercer mundo - *raise money for charities in the third world*
- No es justo... - *It is not fair...*
- Es terrible que haya... - *It's terrible that there is...*
- ...tanta desigualdad social - *so much social inequality*
- ...tanta contaminación - *so much pollution*
- ...tanta gente sin trabajo y sin tech - *so many people out of work and homeless*
- ...tanta gente obesa y tantos drogadictos - *so many obese people and so many drug addicts*



¡Actúa localmente! / Act locally!

- Hay demasiada... - *There is / are too much / many...*
- ...basura en las calles - *rubbish on the streets*
- ...gente sin espacio para vivir - *people with nowhere to live*
- ...destrucción de los bosques - *destruction of woodland / forest*
- ...polución de los mares y ríos - *pollution of seas and rivers*
- El aire está contaminado - *The air is polluted*
- Los combustibles fósiles se acaban - *Fossil fuels are running out*
- No corte tantos árboles - *Don't cut down so many trees*
- No vaya en coche si es posible ir a pie - *Don't go by car if it's possible to walk*
- No tire basura al suelo - *Don't throw rubbish onto the ground*
- No malgaste energía - *Don't waste energy*
- No construya tantas casas grandes - *Don't build so many large houses*
- No eche tantos desechos químicos - *Don't release so much chemical waste*
- Plante más bosques y selvas - *Plant more woods and forests*
- Reduzca las emisiones de los vehículos - *Reduce vehicle emissions*
- Recicle el papel, el vidrio y el plástico - *Recycle paper, glass and plastic*
- Use energías renovables - *Use renewable energy*
- Diseñe casas más pequeñas - *Design smaller houses*
- Introduzca leyes más estrictas - *Introduce stricter laws*
- Llevar una vida más verde - *(to) live a greener life*
- Salvar el planeta - *(to) save the planet*
- Reducir la huella de carbono - *(to) reduce your carbon footprint*
- Ecológico/a - *environmentally-friendly*
- El techo - *roof*
- El agua de lluvia - *rain water*
- El domicilio - *home*
- Los recursos naturales - *natural resources*
- Los paneles solares - *solar panels*
- La arena - *sand*
- Los (eco-)ladrillos - *(eco-)bricks*
- Una fábrica - *a factory*
- Mudarse (de casa) - *(to) move house*



Una dieta sana / A healthy diet

- Los alimentos - *Foods*
- Los lácteos - *Milk products*
- La carne - *Meat* El pescado - *Fish*
- Los huevos - *Eggs* La fruta - *Fruit*
- Las verduras - *Vegetables*
- Los cereales - *Cereals* Los fideos - *Noodles*
- Las grasas - *Fats* Los dulces - *Sweet things*
- Las legumbres - *Pulses*
- Los frutos secos - *Nuts and dried fruit*
- Los nutrientes - *Nutrients*
- Las proteínas - *Proteins*
- Los minerales - *Minerals*
- La sal - *Salt* Las vitaminas - *Vitamins*
- El azúcar - *Sugar* El gluten - *Gluten*
- El sabor - *Taste* La fibra - *Fibre*
- Vegetariano / vegano - *Vegetarian / vegan*
- Saludable / sano - *Healthy*
- Malsano - *Unhealthy*
- (No) tengo hambre - *I am (not) hungry*
- (No) tengo sed - *I am (not) thirsty*
- (No) tengo sueño - *I am (not) tired*
- (No) tengo tiempo para cocinar - *I (don't) have time to cook*
- Contiene / contienen - *It/they contain(s)*
- Protege contra el cancer - *Protects against cancer*
- Combate la obesidad - *Combats obesity*
- Reduce el riesgo de enfermedades - *Reduces the risk of diseases*
- Evitar comer / beber - *Avoid eating/drinking*
- Cambiar mi dieta - *Change my diet*
- Llevar una dieta equilibrada - *To have a balanced diet*
- Preparar con ingredientes frescos - *Prepare with fresh ingredients*
- Engordar - *To put on weight*
- Saltarse el desayuno - *To skip breakfast*
- Practicar más deporte - *To do more sport*



¡Vivir a tope! (I) / Live life to the full

- Beber alcohol - *To drink alcohol*
- Fumar cigarrillos - *To smoke cigarettes*
- Fumar porros - *To smoke joints*
- Tomar drogas blandas - *To take soft drugs*
- Es / No es... - *It is / isn't...*
- Ilegal - *Illegal* Peligroso - *Dangerous*
- Un malgasto de dinero - *A waste of money*
- Una tontería - *Stupid*
- Un problema serio - *A serious problem*
- Un vicio muy caro - *An expensive habit*
- Muy perjudicial para la salud - *Very damaging to your health*
- Provoca mal aliento - *Causes bad breath*
- Daña los pulmones - *Damages the lungs*
- Mancha los dientes de amarillo - *Stains your teeth yellow*
- Causa el fracaso escolar - *Causes school failure*
- Causa depresión - *Causes depression*



**iVivir a tope! (II) / Live life to the full**

- Produce una fuerte dependencia física - *It produces a strong, physical dependence*
- Tiene muchos riesgos - *Has many risks*
- Afecta a tu capacidad para tomar decisiones - *It affects your capacity to make decisions*
- Te relaja - *It relaxes you*
- Te quita el estrés - *It relieves stress*
- Te quita el sueño - *It robs you of sleep*
- Te quita el control - *It robs you of self-control*
- Te hace sentir bien - *It makes you feel good*
- Te hace sentir más adulto - *It makes you feel more adult*
- Es fácil engancharse - *It is easy to get hooked*
- ¡Qué asco! - *How disgusting!*
- Cedi ante la presión de grupo - *I gave in to peer pressure*
- Caí en el hábito de... - *I fell into the habit of...*
- Empecé a... - *I started to...*
- Perdí peso - *I lost weight*
- No puedo parar - *I can't stop*
- Ya he empezado a... - *I've already started to...*
- Todavía no he dejado de... - *I still haven't given up...*
- A partir de ahora intentaré... - *From now on I will try to*



**¡El deporte nos une! / Sport unite us!**

- ¿Para qué sirven...? - *What are...for?*
- Los eventos deportivos internacionales - *International sporting events*
- Los grandes acontecimientos deportivos - *Big sporting events*
- Los Juegos Paralímpicos - *The Paralympics*
- Los Juegos Olímpicos - *The Olympics*
- La Copa Mundial del Fútbol - *The Football World Cup*
- Sirven para... - *Are used for...*
- Promover... - *Promote / foster / encourage...*
- ...la participación en el deporte - *participation in sport*
- ...el espíritu de solidaridad - *team spirit*
- ...regenerar los centros urbanos - *regenerate city centres*
- ...elevar el orgullo nacional - *increase national pride*
- ...transmitir los valores de respeto y disciplina - *to convey / instil the values of respect and discipline*
- ...unir a la gente - *unite people*
- ...dar un impulso económico - *give a boost to the economy*
- ...inspirar a la gente - *inspire people*
- Una/Otra desventaja es... - *A/Another disadvantage is...*
- ...el riesgo de ataques terroristas - *the risk of terrorist attacks*
- ...el tráfico - *the traffic*
- ...el dopaje - *doping*
- ...la deuda - *the debt*
- ...el coste de organización de la seguridad - *the cost of organising the security*
- La ciudad anfitriona - *The host city*
- El voluntariado - *Volunteering*
- Solicité un trabajo voluntario porque... - *I applied for a volunteering job because...*
- (Nunca) Había sido... - *I had (never) been...*
- Antes ya había trabajado como... - *Previously I had already worked as...*



**¡Apúntate! / Sign up!**

- ¿Qué estabas haciendo? - *What were you doing?*
- Estaba... - *I/He/She/It was...*
- Estábamos... - *We were...*
- Estaban... - *They were...*
- ...ensayando - *rehearsing*
- ...nevando - *snowing*
- ...entrando en casa - *coming into the house*
- ...durmiendo - *sleeping*
- ...conduciendo por la ciudad - *driving through the city*
- ...leyendo - *reading*
- ...volando por el aire - *flying through the air*
- Se estaba convirtiendo en un río - *It was turning into a river*
- Se estaba moviendo a mi alrededor - *It was moving around me*
- Se estaban cayendo - *They were falling*
- ¿Cómo te enteraste del/de la / de las... - *How did you find out about the...?*
- ...temblor - *tremor*
- ...incendio forestal - *forest fire*
- ...huracán - *hurricane*
- ...tornado - *tornado*
- ...terremoto - *earthquake*
- ...tormenta de nieve - *snow storm*
- ...acción humanitaria - *humanitarian campaign*
- ...inundaciones - *floods*
- Estaba... - *I / He/She was...*
- ...viendo las noticias / la tele - *watching the news/TV*
- ...buscando información en línea - *looking for information online*
- ...charlando con un/a amigo/a - *chatting with a friend*
- ...leyendo un post en Facebook - *reading a Facebook post*
- cuando... - *when...*
- ...encontré un reportaje / un artículo - *I found a report / an article*
- ...recibí un SMS - *I received a text message*
- ...¡lo vi en las noticias - *I saw (it) on the news*
- ...mi novio me llamó / me contó la historia - *my boyfriend called me / told me the story*
- Una organización de servicio voluntario - *a voluntary organisation*
- Una campaña para las víctimas - *A campaign for the victims*
- Una caja de supervivencia - *A survival box*
- Decidí apuntarme - *I decided to sign up*
- Recaudar fondos - *To raise funds*
- Solicitar donativos - *To ask for donations*
- Organizamos algunos eventos - *We organised some events*
- Un concierto - *A concert*
- Un espectáculo de baile - *A dance show*
- Una carrera de bici apadrinada - *A sponsored bike race*
- Una venta de pasteles - *A cake sale*
- Ser solidario - *Showing solidarity / supporting...*
- Te hace sentir más conectado con los demás - *Makes you feel more connected to others*



**USES OF THE PRESENT SUBJUNCTIVE**

**→With "que" clauses**

We have already learned the subjunctive with the word "cuando" in Module 7. The subjunctive is also used to express points of view using this structure:

**Es + adjective + que + subjunctive**

- Es importante que... - *It is important that...*
- Es necesario que... - *It is necessary that...*
- Es esencial que... - *It is essential that...*
- No es justo que... - *It is not fair that...*
- Es terrible que... - *It is terrible that...*

**Examples:**

- Es importante que **ahorremos** agua. - *It is important that we **save** water.*
- Es necesario que **cuidemos** el medio ambiente. - *It is necessary that we **look after** the environment.*
- Es esencial que **reciclemos** la basura. - *It is essential that we **recycle** the rubbish.*

**→ With negative commands**

The subjunctive is also used with all negative commands.

**Examples:**

- No **uses** tanta agua. - *Do not **use** so much water.*
- No **malgastes** energía. - *Do not **waste** energy.*

**THE PLUPERFECT TENSE**

The pluperfect tense is used to talk about what **had happened** or what **someone had done** at a particular moment in the past. To conjugate the pluperfect tense, you need the imperfect form of "haber" and the past participle.

**IMPERFECT OF "HABER" (to have)**

Yo **había** (I had)  
Tú **habías** (you had)  
El **ha** / ella **había** (he has / she had)  
Nosotros/as **habíamos** (we had)  
Vosotros/as **habíais** (you all had)  
Ellos/as **habían** (they had)

**PARTICIPLE**

Ahorrado (saved)  
reciclado (recycled)  
promovido (promoted)  
perdido (lost)  
recibido (received)  
compartido (shared)



\*Check the knowledge organiser for Module 4 for more details about how to form the past participle and irregular past participles.

**Examples**

- Yo **había participado** en un torneo. - *I **had taken part** in a tournament.*
- Mis padres **habían recaudado** fondos. - *My parents **had raised** money.*

**THE IMPERFECT CONTINUOUS TENSE**

The imperfect continuous tense describes **something that was happening** or what **someone was doing** at a particular moment in the past. To form it, you need the imperfect tense form of the verb "estar" followed by the gerund.

1. The imperfect tense of ESTAR	2. GERUND (-ing word in English)
(Yo) <b>estaba</b> (Tú) <b>estabas</b> (El/ella) <b>estaba</b> (Nosotros/as) <b>estábamos</b> (Vosotros/as) <b>estabais</b> (Ellos/as) <b>estaban</b>	<ul style="list-style-type: none"> <li>• -ar verbs: remove "ar" and add "ando" → <b>ahorrand</b></li> <li>• -er verbs: remove "er" and add "iendo" → <b>comiend</b></li> <li>• -ir verbs: remove "ir" and add "iendo" → <b>viviend</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Yo estaba hablando - <i>I was talking</i></li> <li>• Yo estaba compartiendo - <i>I was sharing</i></li> </ul>

**SE DEBERÍA + INFINITIVE**

**Se debería + infinitive** means you/we should do something. For example:

- Se debería reciclar más la basura. - *You/we should recycle the rubbish more.*
- No se debería malgastar agua. - *You/we shouldn't waste water.*

# BTEC Tech Award Enterprise



## A1 Generating ideas for a micro- enterprise activity

1	Enterprise ideas	Enterprise ideas can involve the innovation of a product/service or the provision of products/services in new contexts or to new markets.
2	Selecting the final idea	Before selecting the final idea, the following factors must be considered: availability of resources; financial forecasts; costing and pricing; methods of communication and promotion; and potential customers.
3	Skills audit	The process of identifying what skills are needed and matching them to current skills to identify training and development needs.
4	Skills	Skills include: leadership, personal and communication skills, technical and practical skills.
5	Choosing idea	<p>Factors to consider when deciding on the final idea:</p> <ul style="list-style-type: none"> <li>• Own skills and interests</li> <li>• Resources available – human, financial and physical resources, potential constraints</li> <li>• Financial forecasting – cash flow forecast, breakeven, profit &amp; loss account</li> <li>• Costing and pricing</li> <li>• Methods of communication and promotion</li> <li>• Potential customers</li> <li>• Gaps in the market</li> </ul>

## A2 Plan for a micro-enterprise activity

6	Business Plan	A written document that describes your enterprise. It covers objectives, strategies , sales, marketing and financial forecasts.
7	Financial aims	Financial aims include making a profit and to breakeven
8	Non-financial aims	Non-financial aims include customer satisfaction, social aims such as meeting a need in the community
9	Product features	In the product features section, there should be a description of the product or service, details of its features (is it ethical, environmentally friendly, safe and legal), benefits and unique selling points, the selling price, how much it will cost, and the pricing strategy used.

10	Promotion	In the Promotions section you will need to show what communication methods you will use (leaflets, social media, newspapers, radio, shop notice board etc), giving reasons for your choice and also consider the cost effectiveness of each method. You could include an example design of promotional materials in the appendix section if you wish.
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	Target market	To identify the target market, you had to carry out market research. Explain how you did this and how it has helped you to identify the market segment you will appeal to and why? How will the product reach the market/customers and establishing and sustaining sales
11	Physical Resources	Physical resources, include, location, materials, equipment, fixtures and fittings, information technology and stock.
12	Financial resources	Financial resources, include, sources of finance, start-up costs, running costs, and production costs/cost of sales.
13	Human resources	Human resources, include skills and roles, possible training and development needs.
14	Financial planning	The process of carrying out research and producing calculations to help establish targets for a micro enterprise.
15	Financial forecasts	Involves predicting future monetary transactions
16	Breakeven	This is the number of sales where total revenue is equal to total costs.
17	Breakeven formula	Breakeven = $\frac{\text{Fixed Costs}}{\text{Selling price per unit} - \text{Variable cost per unit}}$
18	Cash flow forecast	This is a prediction of the amount of money will come into and goes out of an enterprise in a given period of time.
19	Risk Assessment	A risk assessment is the process of identifying potential risks to the enterprise.
20	Possible risks	Possible risks include: lack of skills, competitors, unexpected costs of production, sourcing resources, e.g. financial resources, suppliers of materials/stock, quality control issues and lack of customer interest.

21	Viability of the plan	This involves assessing a number of factors to decide whether the idea is possible and whether it has a reasonable chance of being successful before you actually start it up.
22	Financial data	What are the start-up costs? Can the enterprise meet day to day expenses? Is breakeven feasibly? Is there potential to make a profit?
23	Safety factors	Is any training required to carry out activities safely? Can the safety of employees, customer and the community be assured? Do you need any PPE or protective clothing etc? Can resources of the required standard be sourced?
24	Ethicality factors	How ethical is your business? Are you using Fair Trade resources? Are you treating your employees and customers fairly?
25	Legality factors	Are you acting within the law in terms of: planning permission, consumer law (is the product fit for purpose?), laws to protect society from exploitation eg false advertising.
26	Environmental factors	Are you operating to protect the environment eg by using sustainable materials, limiting pollution, recycling, using recycled materials, reducing packaging, reducing carbon footprint?

<b>B1 Presenting a micro-enterprise activity</b>		
27	Producing your presentation – written communication	Presenting the key elements of your business plan to an audience, will involve creating a PowerPoint presentation using clear communication of the developed idea. You need to consider the use of business terminology, the presentation of data in the most appropriate ways (bullet points, tables, graphs and images) and ensure there is a logical structure of the content of the plan.
28	Producing your presentation – visual presentation	<p>You need to ensure the presentation is fit for purpose:</p> <ul style="list-style-type: none"> <li>• Target market - gender, age, lifestyle</li> <li>• Brand image - fun, sophisticated, healthy</li> <li>• Competition - how will you stand out?</li> </ul> <p>Making sure the presentation was consistent, in use of colour, margins, transitions, font size and styles.</p> <p>You need to ensure that slides do not contain too much information and speaker's notes are also produced.</p>
29	Presentation skills	<p>Presentation skills include:</p> <ul style="list-style-type: none"> <li>• professional behaviour and conduct of presenter</li> <li>• positive attitude</li> <li>• well-rehearsed and prepared</li> <li>• considerate of the needs and interests of the audience</li> <li>• use of visual aids, e.g. computer projection/slideshow with speaker notes,</li> <li>• handouts for audience, clarity and legibility of text, impact of graphics and images.</li> </ul>
30	Communication skills	<p>Communication skills include:</p> <ul style="list-style-type: none"> <li>• body language, gestures and eye contact</li> <li>• language and tone, pace, volume and projection</li> <li>• use of business terminology</li> <li>• listening, handling questions and formulating appropriate responses.</li> </ul>
<b>C1 Review of presentation skills</b>		
31	Critical thinking skills	The ability to review issues based on facts and evidence rather than personal views in order to inform judgement.
32	Skills demonstrated	<p>You will need to consider how you demonstrated the following skills:</p> <ul style="list-style-type: none"> <li>• use of words, letters, sentences, punctuation</li> <li>• your ability to summarise the content of your plan</li> <li>• use of technical and professional language</li> <li>• verbal communication</li> <li>• non-verbal communication</li> <li>• overall layout, structure and delivery of the presentation</li> <li>• use of software and hardware</li> </ul>



33	Review of presentation	This should include you making supported judgements based on the strengths and weaknesses of your presentation. You should include <i>What went well...</i> and <i>Even better if...+</i>
34	Recommendations for improvements	<p>You will need to use your strengths and weaknesses to suggest improvements to your presentation.</p> <p>If you are good at something you need to build on this to become even better.</p> <p>If you performed less well in certain aspects of the presentation you will make suggestions on how you can overcome these weaknesses.</p>



# GCSE ART





Key Concepts-Key Definitions		
1.	<b>Development ideas</b>	Develop ideas through investigations demonstrating critical understanding of artists and other relevant sources.– Experimenting with materials and images through a variety of skills and techniques including drawing, painting, collage, mixed media, printing, digital processes, 3D sculpture etc
2.	<b>Final outcomes</b>	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. This may be a single or multiple outcome and will be a conclusion to all of the ideas and images explored in coursework.
3.	<b>Assemblage</b>	Assemblage, in art, work produced by the incorporation of everyday objects into the composition. Although each non-art object, such as a piece of rope or newspaper, acquires aesthetic or symbolic meanings within the context of the whole work, it may retain something of its original identity.
4.	<b>Mono-print</b>	Monoprint definition is - an impression made on paper from glass or some equally smooth material (as celluloid or oilcloth) to which oil paint has been applied.
5.	<b>Photomontage</b>	A type of collage art that is composed primarily of photographs. It aims to direct the viewer's mind toward a specific message
6.	<b>Digital manipulation</b>	Digital manipulation is the process of digitally editing an image. It is often referred to as “photoshopping,” in reference to Adobe’s popular eponymous photo-editing software first released in 1990.
7	<b>Digital collage</b>	A form of graphic art that uses virtual imagery and textures from different sources pieced and layered together (in a program such as Photoshop) into one final assembled image.
8.	<b>Displaced</b>	Take over the place, change original position.
9.	<b>Fragmented</b>	A small part broken off or separated from something.
10	<b>Embellish</b>	To make (something) more attractive by the addition of decorative details or features: e.g "blue silk embellished with golden embroidery"
11.	<b>Deconstruction</b>	Deconstruction is a way of understanding how something was created, usually things like art, books, poems and other writing. Deconstruction is breaking something down into smaller parts.
12	<b>Floral arrangements</b>	A decorative arrangement of flowers. Flower arrangement. bouquet, corsage, posy - an arrangement of flowers that is usually given as a present.
13	<b>Botanical Compilations</b>	Compositions of plants and flowers.

14	<b>Abstraction</b>	<i>Freedom from representational qualities in art:</i> Abstraction literally means the distancing of an idea from objective referents. That means, in the visual arts, pulling a depiction away from any literal, representational reference points. You can also call abstract art nonrepresentational art.
15	<b>Surreal portraits</b>	Surreal portraits are often thought-provoking, they do not necessarily represent reality, they can have disorienting, hallucinatory qualities of a dream; unreal and fantastic.

Art History Key terms		
16	<b>Identity</b>	Who a person is, or the qualities of a person or group that make them different from others. Identity is the way we perceive and express ourselves. Factors and conditions that an individual is born with—such as ethnic heritage, sex, or one's body—often play a role in defining one's identity. Many artists use their work to express, explore, and question ideas about identity.
17.	<b>Self portrait</b>	A self-portrait is a drawing, painting, photograph, sculpture or written description that you do of yourself. A self-portrait does not necessarily have to be representational – an abstract or symbolic depiction by an artist of themselves can also be classed as a self-portrait.
18.	<b>Young British Artists (YBA's)</b>	The YBAs, or Young British Artists, were a group of innovative artists who began exhibiting at the end of the 1980s and rose to international prominence in the 1990s. They represented a new and exciting phase in British art and were considered innovative, entrepreneurial, provocative and irreverent. The YBAs drew stylistically from <a href="#">Minimalism</a> and <a href="#">Conceptualism</a> and often focused on the darker aspects of contemporary life.
19.	<b>Brit artists (YBA's)</b>	The Young British Artists, or YBAs —also referred to as Brit artists and Britart —is the name given to a loose group of visual artists who first began to exhibit together in London in 1988. Well known brit artists are Damien Hirst, Tracy Emin, Marc Quinn, Jake and Dinos Chapman, Sarah Lucas.
20.	<b>Contemporary Art</b>	Works of art made since the aftermath of World War II and is used to describe the works of artists still living and creating art works.
21	<b>Modern Art</b>	<b>Modern art</b> is a term that signifies the philosophy and style of the artworks produced during the 1890-1960 era. The main objective of Modern art was to set aside the traditions of the past and put more emphasis on experimentation with new perspective of seeing the world.
22	<b>Conceptual Art</b>	Art for which the idea (or concept) behind the work is more important than the finished art object. It emerged as an art movement in the 1960s and the term usually refers to art made from the mid-1960s to the mid-1970s.

## Identity artists links

23.	Mark Quinn	British contemporary visual artist whose work includes sculpture, installation and painting. Quinn explores 'what it is to be human in the world today' through subjects including the body, genetics, identity environment and the media. Most notable works include, 'The complete Marbles and 'Sphinx and Siren and 'Self''. (pictured on the right)	
24.	Tracy Emin	<b>Tracey Emin is often called the "bad girl of British art" for her raucous public appearances and self-righteous art.</b> She is best known for her deeply personal and confessional artwork that she promotes through her celebrity and use of the popular media.	
25.	Damien Hirst	<b>Damien Hirst is a British installation and conceptual artist, and in the 1980s was a founding member of the Young British Artists (YBAs). His best known work is Physical Impossibility of Death in the Mind of Someone Living (1991), comprised of a dead tiger shark suspended in a vitrine of formaldehyde. (pictured on the right)</b>	
26.	Frida Kahlo	Frida Kahlo, Mexican painter known for her uncompromising and brilliantly colored self-portraits that confront such themes as identity, the human body, and death. Some of her notable paintings included Frieda and Diego Rivera (1931) and The Two Fridas (1939)	
27.	Grayson Perry	Grayson Perry is a contemporary British artist best known for his ceramic vessels, printed tapestries (pictured right), cross dressing and design for A House for Essex. His work contains a prominent autobiographical narrative which often features his alter ego Claire.	
28.	Val Jackson	Val Jackson is an artist based in Liverpool who recycles clothing into items of story telling, history and drama like epic tapestries. Her work explores identity in which circumstances from the past can influence developing identity in the future via memory and learned behaviours.	

## Marcelo Monreal and Dain

29.	Brazilian artist, <b>Marcelo Monreal</b> , weaves pop culture motifs into digital art. His collages explore human identities by deconstructing the faces of famous figures such as Kate Moss, Lana del Ray or Naomi Campbell.
30.	Digitally splitting parts of models and celebrities faces, he fuses beautiful blooms with the broken shapes. Small, colourful flowers grow from behind eye sockets, in the place of noses, and out of mouths.

31.	Monreal digitally manipulated compositions of displaced and cracked faces, placing in those cracks and empty holes arrays of botanical compilations to create surreal portraits. Monreal has named his series “FACES (un)BONDED”.
32.	The idea for <i>Faces [UN] Bonded</i> comes from a very important memory for Marcelo. It is an insight passed down from his mother as she was dying, they worked in the garden together, and she told him “we are made of flowers”. Marcelo now continues this understanding of human vulnerability and beauty by filling photos with floral arrangements
33.	In Monreal’s opinion, people don’t often show who they really are. Instead, they keep parts of their <b>real selves hidden</b> . He opens them up with his collages and reveals the <b>beauty that’s behind their appearance</b> .
34.	In an interview Monreal stated; that he feels people don’t tell us who they really are. “That they keep all of their real selves hidden from view.” That is why the artist started the project, opening them up within his unique collages and thus revealing the rare moments in which we see the beauty that’s behind their appearances.
35.	Digital Collage Technique: Monreal says he starts by choosing possible spots on the photograph to cut, at first he found it was tricky as each face is different and as he works from photographs he has to consider the angles and position of the face. He has perfected the technique over the years and feels it is important that the person is still obvious in the image despite all the clippings.
36.	<b>DAIN:</b> One of the most influential street artists to emerge from New York, DAIN combines the visual language of graffiti with collaged old portraits of Hollywood glamour stars. Crossing genres and often working single pieces back and forth between the street and studio
37.	DAIN combines wheat pasting, silk-screening, spray paint, collage, and acrylic. His works were exhibited in collectives and solo shows in Paris, Berlin, Rome, Miami and New York City.
38.	His process begins with a black-and-white photo that he layers with old advertisements, printed fragments, logos, and miscellaneous smaller images. He then begins adding paint; his unmistakable trademark is the “circle and drip” around the eye of his subjects
39.	DAIN views his work as a confrontation between the destructive gestures of graffiti and the femininity of his Hollywood subjects

### ‘Aspects of Architecture’ - Textile Route Mini Project

40	<b>Cityscape</b>	In the visual arts, a cityscape (urban landscape) is an artistic representation, such as a painting, drawing, print or photograph, of the physical aspects of a city or urban area.
41	<b>Urban Environment</b>	
42	<b>Architecture</b>	The art and technique of designing and building, as distinguished from the skills associated with construction.
43	<b>Architectural Feature</b>	The architectural elements embodying style, design, proportions, general arrangement and components of all surfaces of a building such as materials and the type and style of all windows, doors, lights, signs, decoration
44	<b>Fabric Painting</b>	Fabric painting simply refers to any painting done on a fabric. Today, people use fabric painting techniques to paint apparel such as t-shirts and jeans as well as home furnishings. However, these techniques have been around for thousands of years in Asia.
45	<b>Image Transfer</b>	A small coloured picture or design on paper, which can be transferred to another surface by being pressed or heated. "T-shirts with iron-on transfers"

46	<b>Tyvek Paper</b>	Tyvek paper is used extensively in crafts & textiles and in jewellery for making beads. It is a synthetic fabric with appearance of paper which will shrink and bubble when heated to give amazing effects to your work. Also used for creating unusual background effects and toppers for cards.
47	<b>Stencilling</b>	The method of repeating a design through a cut-out shape is called stencilling. In the visual arts, this technique involves the use of ink or paint over cut-outs or holes in cardboard or metal onto a surface, therefore reproducing or transferring the design on it.
48	<b>Embroidery</b>	Embroidery is the art of decorating fabric or other materials using a needle to stitch thread or yarn. Embroidery may also incorporate other materials such as pearls, beads, quills, and sequins.
49	<b>Applique</b>	A sewing technique in which fabric patches are layered on a foundation fabric, then stitched in place by hand or machine with the raw edges turned under or covered with decorative stitching. From the French appliquer, “to put on,” appliqué is sometimes used to embellish clothing or household linens.

### Ian Murphy

50	Ian Murphy is a contemporary British born artist from Wigan. Based in the Northwest he travels all over the world seeking inspiration for his work.	
51	He has a passion for drawing on location and his sketchbook studies act as a continual source of reference back in his studio in Preston.	
52	Ian’s work centres on natural and urban landscapes in conjunction with his interest in tactile mixed media surfaces.	
53	Ian works predominantly using pencil, pen, graphite powder, ink and paint. He uses contrasts in tone to achieve form, detail and create atmosphere.	
54	He is best known for his powerful, tonal drawings and atmospheric, mixed media oil paintings of architectural places.	
55	Ian entices you to explore the visual content in his paintings of forgotten and decaying places. His drawings are about connecting people and places.	
56	Ian prepares surfaces to work on using torn papers such as parcel packaging, newspaper, tissues papers. He also incorporates leaflets or articles collected from his travels which relate to the subject matter.	
57	The layered surfaces mimic the marks and textures of the actual etched walls and doorways of the factories, coal mines, canal locks etc of the environments he has depicted.	
58	Ian wants you to engage with the tactile surfaces of colour, brush marks and text to explore the creative process and discover the underlying narrative within each piece.	
59	One of Ian’s favourite places is the Forbidden City in Shanghai, China.	
60	He is fascinated by the atmospheric play of light on the architecture and recreates this by recording only part of the image in full sharp detail.	













# GCSE Music

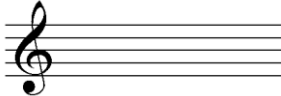

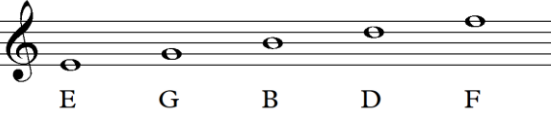
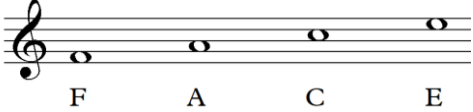


## GCSE Musical Elements Knowledge Organiser

### A – MAD TSHIRT Elements and Keywords

		Definition	
1.	M	<b>Melody:</b> the tune	<b>Keywords:</b> 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	<b>Articulation:</b> how a note is played	<b>Keywords:</b> legato, staccato, accent, pizzicato, arco, syllabic, melismatic, phrasing
3.	D	<b>Dynamics:</b> the volume	<b>Keywords:</b> fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, diminuendo, terraced dynamics, sforzando
5.	T	<b>Tempo:</b> the speed	<b>Keywords:</b> presto, allegro, moderato, andante, adagio, largo, accelerando, rallentando, bpm, rubato
6.	S	<b>Structure:</b> the layout of a piece	<b>Keywords:</b> 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	<b>Harmony:</b> how notes sound when they are playing together	<b>Keywords:</b> consonant, dissonant, tonality, major, minor, modal, atonal, cadence (perfect, plagal, imperfect, interrupted), tonic, dominant, modulation, relative major, relative minor, pedal, basso continuo, 7 <sup>th</sup> chords, diminished, sharp, flat, natural, accidental, suspension, Tierce de Picardie
8.	I	<b>Instruments:</b> the instruments and sounds you can hear	<b>Keywords:</b> 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	<b>Rhythm:</b> the pattern of long and short notes	<b>Keywords:</b> pulse, time signature/metre, syncopation, dotted rhythm, triplet, hemiola, skank, bubble, anacrusis, clave, pause, scotch snap, swung
10.	T	<b>Texture:</b> the different layers in the music	<b>Keywords:</b> 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.	<b>Staff</b> – the 5 lines we write music on	
17.	<b>Treble clef</b> – tell us we're using the higher notes on the staff	
18.	<b>Notes on the lines:</b> Every Good Boy Deserves Football	
19.	<b>Notes in the spaces:</b> 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



## A. Key Terms

1.	<b>Vocal Skills</b>	This is how the actor uses their voice to communicate, we must consider; clarity and articulation, projection, breath control, remembering lines, pace, pitch, inflection, tone and vocal colour, use of pause, rhythm, learning and communicating song and placing of the voice.
2.	<b>Physical Skills</b>	This is how the actor uses their body to communicate, we usually consider; characterisation, energy, expression, facial expressions, focus and control, gesture, mannerism, movement memory, posture, projection, reaction/interaction with others, use of weight and spatial awareness.
4.	<b>Ideas Log</b>	This is how you will communicate your ideas and contribution to the piece; the concept and style of performance, selection of target audience, how the ideas meet the requirements of the brief, how the work of practitioners has influenced your ideas and how you explored ideas.
5.	<b>Skills Log</b>	Here you will communicate; your role in the group, the skills and techniques you selected, how your skills meet the requirements of the brief, how you developed your skills and techniques, your individual contribution to the rehearsal/development process how the work of practitioners has influenced your development of skills and techniques
6.	<b>Workshop Performance</b>	A workshop production is a form of theatrical performance, in which a play or musical is staged in a modest form which does not include some aspects of a full production. For example, costumes, sets and musical accompaniment may be excluded, or may be included in a simpler form.
7.	<b>Evaluation Report</b>	An evaluation that will reflect upon your contribution to the process, your initial ideas and exploring activities in response to; the brief, the stimulus, other members of the group, the development process, skills and techniques. And reflect upon the outcome; individual strengths and areas for improvement, overall individual contribution to the group and the overall outcome.

## B. Key Knowledge

<b>8.</b>	<b>Brief</b>	A creative brief is a document that explains the details of a project for the creative team, agency, or designer who will be working on it.
<b>9.</b>	<b>Stimulus</b>	Is a starting point, idea or inspiration for devised drama. It is what you base your drama upon. As part of your brief, you will be given a stimulus that you must devise your drama around.
<b>10.</b>	<b>Target Audience</b>	This is the audience that you are creating your piece for, this could include; young children, teenagers, the elderly, people from a specific area, etc. Every piece of drama you create should keep the audience awareness at the core of the work.
<b>11.</b>	<b>Performance Space</b>	The first thing you have to do is identify the shape and nature of your performance space or stage. This is going to make a big difference to the way you perform. For example, proscenium arch, in-the-round, traverse staging, etc.
<b>12.</b>	<b>Style of Performance</b>	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. Styles of theatre include; Epic Theatre, Naturalistic Theatre, Verbatim Theatre, Musical Theatre, Theatre-in Education, Physical Theatre, etc
<b>13.</b>	<b>Exploration and Development of Ideas</b>	It is vital to employ a range of exploratory techniques to develop and work on initial ideas for a devised piece. People are likely to respond differently to stimuli. There are several useful ways to develop initial ideas, such as creating still images and finding a way of connecting them together to produce a short movement piece, with transitions between the images or it can be useful to explore spontaneous off-text improvisation.
<b>14.</b>	<b>Rehearsal process</b>	This is when the fine-tuning takes place. Once you have created your content, planned its structure and considered your transitions and staging, you will need to rehearse your piece in detail ready for performance. The rehearsal process should be planned and shared with ALL members of the group so that you all attend the correct rehearsals at the right time.
<b>15.</b>	<b>Theatrical Influences</b>	The style of theatre that you will produce, will have been inspired by other professional practitioners and works that you have studied. Such as; Brecht's Epic Theatre, Musical Theatre and Wheeler's Verbatim Theatre, etc.
<b>16.</b>	<b>Performance skills</b>	The skills required for performance; physical skills, characterisation, vocal skills, communication, expression, projection, focus and control.

# GCSE Sociology

## Key terms

**Agencies of social control** - The groups in society who control and regulate our behaviour

**Anomie** - A sense of normlessness where people feel like there are no strict rules (a cause of crime)

**Chivalry thesis** - The criminal justice system (police, courts) are less harsh on women as they are less likely to be seen as 'bad'

**Corporate crime** - Crime committed by businesses with the aim of making profit for that business

**Crime** - An illegal act which is punishable by law

**Criminal justice system** - The system of police/ courts /prisons to manage offenders and reduce re-offending

**Dark figure of crime** - All crimes that are not witnessed, reported or recorded by police

**Deviance** - An act which goes against societies norms but may not be illegal

**Deviancy amplification** - The process whereby the mass media can exaggerate the significance of a crime or deviance in society

**Formal social control** - Where behaviour is controlled by official agencies associated with the government

**Informal social control** - Where our behaviour is controlled by social pressure/agencies such as family

**Institutional racism** - Where an organisation e.g. police shows racism and discrimination overtly or covertly

**Relative deprivation** - Where an individual feels as though they are lacking the things that individuals who are similar to them have

**Sanctions** - The consequences of behaviour which are given by society

**Self-report studies** - Where individuals report crimes that they have committed themselves in a survey

**Status frustration** - Where working class males are disappointed with their position in society and cannot achieve well due to education

**Strain theory** - Where individuals do not have the legitimate means to achieve the goals of society

**Subculture** - A group of individuals whose norms and values are different from mainstream society

**Victim survey** - Individuals complete a questionnaire to report crimes that they have been victims of

**White collar crime** - Crime committed by middle class professionals

## Crime and Deviance

### Definitions of crime and deviance

**Crime** - an illegal act which is punishable by law e.g. theft, murder

**Deviance** - n act which goes against societies norms but may not be illegal e.g. face tattoos

#### Why is crime and deviance difficult to define?

It varies by place – where the act takes place could mean it's seen as criminal

It varies by time – what is seen as criminal before may not be criminal now

It varies by culture – what is deviant in one culture may not be in another

### Statistics on crime and deviance

<b>Police recorded crime</b>	All crimes recorded by the police. <b>Advantage</b> – Large scale data, can compare trends over time and between different places <b>Disadvantage</b> – Does not include the dark figure of crime, crimes may not be witnessed (e.g. drug taking, domestic violence), reported (due to fear) or recorded by the police (seen as trivial or time wasting) Only 60% of crimes are reported, only 40% of then recorded
<b>Victim surveys</b>	Crime survey for England and Wales (CSEW) - These surveys question people about their experiences of being victims of crime in the past 12 month <b>Advantage</b> – Can uncover crimes not reported/recorded by the police, can look at trends in who is likely to be a victim <b>Disadvantage</b> – People may not be honest due to fear or may over exaggerate crimes, people may not realise they have been a victim of crime so don't report
<b>Self-report surveys</b>	These surveys question ask people to report any crimes that they have committed themselves in the past 12 months <b>Advantage</b> - Can uncover crimes not reported/recorded by the police, can look at trends in who is likely to be a criminal <b>Disadvantage</b> - People may not be honest due to fear or may over exaggerate crimes – means statistics might not be accurate

### Social control

Formal social control	Informal social control
Agencies associated with the government which enforce formal rules/written laws Examples: The police, courts, prison service, probation Sanctions can include fines, imprisonment	Agencies which enforce informal rules/norms/unwritten rules in society Examples: Family, peers, religion, media Sanctions can include social pressure, approval, disapproval, grounding etc.
Functionalists view social control positively as it maintains social order/cohesion Marxists view it negatively as it is used by the ruling class to control the working class Feminists view it negatively as it is used by men to control women	

## Functionalist theories

Crime is inevitable and universal. It occurs when individuals can't achieve the goals of society.

**Durkheim** – Crime can be positive for society through –  
1) Boundary maintenance 2) Changing society 3) Acts as a warning device 4) Provides jobs

**Merton** – Crime occurs due to strain – people cannot legally achieve the goals of society due to poor education/opportunities. 5 reactions – conformity, innovation, retreatism, rebellion and ritualism.

## Marxist theories

Crime is negative and helps to maintain capitalism/keep the class divide. The ruling class create laws which benefit them and scapegoat the working class  
The working classes are targeted by police and so are more likely to appear in crime statistics.  
Middle class/white collar crime less likely to be detected.

## Feminist theories

Crime is negative and helps to maintain patriarchy in society. Crimes such as domestic violence and sexual crimes are not taken seriously and female victims are not supported.  
Female criminals are seen as 'double deviants' as they go against the law and expectations.

## Interactionist theories

An act is only seen as criminal/deviant if it is labelled as such by society. Labelling can lead to a self-fulfilling prophecy and criminal becoming a master status.  
Individuals can spiral into a 'deviant' career and join deviant/criminal subcultures (Becker)

## Subcultural theories

Criminal subcultures involve young males, show behaviour which goes against society's norms and are likely to show anti-social acts.  
Cohen – working class boys experience status frustration and join delinquent subcultures to gain status/fight back against society



## Key studies

### Merton (functionalist)

Merton argued that all members of society hold the same values. However, Merton believed that they did not have the same opportunity to realise their shared goals. Strain theory says crime occurs when individuals cannot legally achieve the goals of society. There are 5 reactions to strain, not all are criminal – conformity, innovation, ritualism, retreatism and rebellion.

### Cohen (functionalist)

Cohen argues that working class boys hold the same goals as the rest of society, but that because of educational failure and poor employment prospects, they have little or no opportunity to realise those goals. They experience status frustration and join delinquent subcultures where they show vandalism, graffiti, joyriding etc. to gain status in their group.

### Becker (interactionist)

An act only becomes seen as criminal/deviant when it is labelled as such. An individual could accept the label through a self-fulfilling prophecy which becomes their master status (what they see as their most important characteristic). They could spiral into a deviant career by joining a criminal or deviant subculture and commit further acts.

### Carlen (feminist)

Used unstructured interviews with 39 working class women to understand reasons for crime. They turned to crime because they had less to lose and couldn't conform to the gender deal or the class deal. For example, they were less likely to have stable and happy relationships or well-paid jobs – they were more likely to turn to crime as they had less to lose.

### Heidensohn (feminist)

She uses control theory to explain how patriarchy in society means women commit less crime. Women are controlled at home (by husbands), at work (by male bosses) and in public (by the threat or fear of male violence). Girls develop a bedroom culture. They have less opportunity for crime due to more controls being put over their behaviour.

## GCSE Sociology Knowledge Organiser Crime and deviance

### Social class and crime

**Trends** – Working class are more likely to be convicted offenders / in prison

<b>Reasons</b>	Material and relative deprivation, Inadequate socialisation, Poorer education (strain theory), Status frustration (Cohen)
<b>Why might statistics not be accurate?</b>	Bias within the criminal justice system – working class crimes (blue collar) are targeted more by police than middle class (white collar) White collar crimes (e.g. fraud, tax evasion) are less likely to be detected – they take place in private, may not have a direct victim and are not policed Corporate crimes (e.g. horse meat scandal) are less likely to be detected – may not have a direct victim and can be covered up

### Gender and crime

**Trends** – 94% of the prison population are male, ¾ of convicted offenders are male

<b>Reasons</b>	Gender socialisation (men are socialised to be tough, risk taking) Lack of male role models in society More opportunity for crime / subcultures
<b>Why might statistics not be accurate?</b>	Chivalry thesis – women may be treated more leniently in the CJS, seen as 'sad not bad' so don't appear in statistics Female crime is increasing – women are committing more crime than before Ladette subcultures – women committing typically 'male crime' Carlen – working class women have less to lose by committing crime

### Ethnicity and crime

**Trends** – 13% of the prison population are black vs. 3% in the general population, 9x more likely to be stopped and searched

<b>Reasons</b>	Higher chance of poverty/deprivation, poorer family backgrounds (more lone-parent), more chance of joining criminal subcultures
<b>Why might statistics not be accurate?</b>	Institutional racism / Macpherson Report – police/courts are more likely to target BAME individuals Stop and searches – 9X more likely for black individuals, 3x more likely to be arrested – more likely to appear in crime statistic Chief of Met policed voiced it is still racist, some forces have no BAME officers But... anti-racism training, increased recruitment of BAME officers

### Age and crime

**Trend** – 15-24 year olds most likely to appear in crime statistics

**Reasons:** Socialisation, opportunity, subcultures, media  
But... The police might target young people, crimes may be easier to detect

## Treatment of young offenders

Sanctions available for young offenders: fines, referral orders, community sentences, CBOs, custody

### Should young offenders be sent to prison/custody?

Yes	No
Protects the public, can access rehabilitation programmes, can act as a deterrent	Prisons may act as universities of crime, 73% reoffend, may join prison gangs

## Prison as a punishment

### Is prison the best form of punishment?

Yes	No
Functionalists – can rehabilitate offenders, act as a deterrent	Universities of crime, 45% reoffend, not suitable for those with disabilities/mental health issues

## Violent crime

### Is violent crime an issue in society?

Yes	No
Statistics may not show true extent of violent crime Gun crime/knife crime are increasing Influence of the media in promoting violence	Some statistics suggest violent crime has decreased since the 1990s Anti-violence and anti-gang education introduced into schools

## The media and crime

### Does the media show crime accurately?

Yes	No
Functionalist view – the media shows a range of views, pluralism, no one group dominates	Marxists – conflict view, agenda setting, media owned by ruling class, scapegoats working class, Exaggerates violent/sexual crimes

### How can the media encourage crime?

Copycat crimes e.g. Daniel Bartlam, violence  
Deviancy amplification – the media creates moral panics, labelling and a self-fulfilling prophecy e.g. mods&rockers  
But... other factors may affect criminal behaviour



# GCSE Psychology



## DEVELOPMENT

1.	Brain	The organ in your head made up of nerves that processes information and controls behaviour.	17.	Irreversibility	Not understanding that an action can be reversed to return to the original state.
2.	Forebrain	The anterior part of the brain, including the hemispheres and the central brain structures.	18.	Morality	General principles about what is right and wrong, including good and bad behaviour.
3.	Midbrain	The middle section of the brain forming part of the central nervous system.	19.	Schema	Mental representations of the world based on one's own experiences. The plural of schema is 'schemata' though 'schemas' can also be used and is more common.
4.	Hindbrain	The lower part of the brain that includes the cerebellum	20.	Adaptation	Using assimilation and accommodation to make sense of the world.
5.	Anterior	Directed towards the front, when used in relation to our biology.	21.	Assimilation	Incorporating new experiences into existing schemas.
6.	Posterior	Directed towards the back, when used in relation to our biology.	22.	Accommodation	When a schema has to be changed to deal with a new experience.
7.	Cerebellum	An area of the brain near to the brainstem that controls motor movements (muscle activity).	23.	Equilibrium	When a child's schemas can explain all that they experience; a state of mental balance.
8.	Medulla Oblongata	Connects the upper brain to the spinal cord and controls automatic response.	24.	Subjective	Based on personal opinion or feelings.
9.	Involuntary Response	A response to a stimulus that occurs without someone making a conscious choice. They are automatic, such as reflexes.	25.	Validity	When the results of a study represent the situation they are testing (in real life).
10.	Neural Connections	Links formed by messages passing from one neuron to another.	26.	Mindset	A set of beliefs someone has that guides how someone responds to or interprets a situation.
11.	Cognitive	Thinking, including problem solving, perceiving, remembering, using language and reasoning.	27.	Ability	What someone can do, such as maths ability or ability to play tennis. Dweck suggests ability can be seen as wither fixed or as able to be improved.
12.	Operations	How we reason and think about things.	28.	Effort	When you try to do better using determination.
13.	Object Permanence	Knowing something exists even if it is out of sight.	29.	Fixed Mindset	Believing your abilities are fixed and unchangeable.

14.	Symbolic Play	Children using play objects and ideas to represent other objects and ideas.	30.	Growth Mindset	Believing practice and effort can improve your abilities.
15.	Egocentrism	Unable to see the world from any other viewpoint but one's own.	31.	Working Memory	Has different parts for processing information coming in from our senses, including visual and sound data, and also involves a decision-making part.

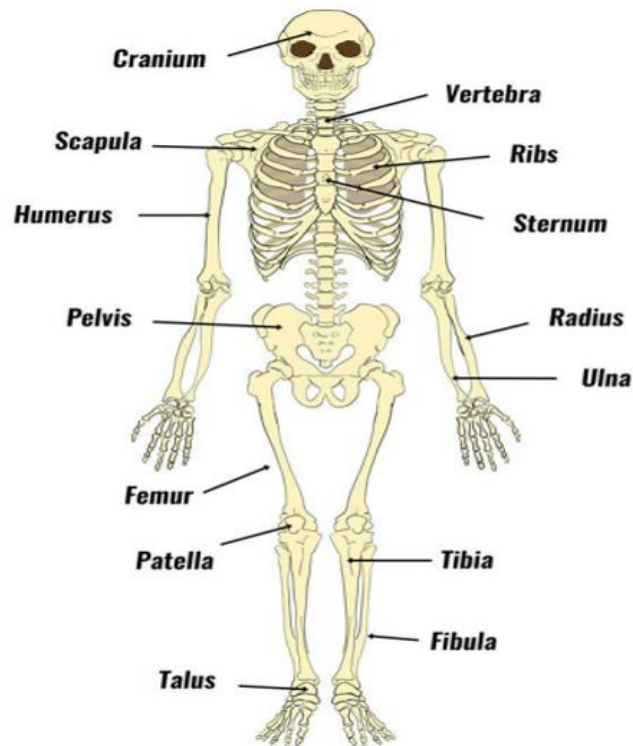
32.	Short-Term Memory	Our initial memory store that is temporary and limited.
33.	Rehearse	Repeat information over and over to make it stick.
34.	Long-Term Memory	A memory store that holds potentially limitless amounts of information for up to a lifetime.
35.	Motor Skills	Actions that involve muscles and brain processes, resulting in movement.
36.	Decentration	Being able to separate yourself from the world and take different views of a situation, so not being egocentric.
37.	Social Learning	Learning by observing and copying others.
38.	Self-Regulation	Limiting and controlling yourself without influence from others.
39.	Person Praise	Someone praises the individual rather than what they are doing.
40.	Process Praise	Someone praises what is being done, not the individual.
41.	Entity Theory / Motivational Framework	A belief that behaviour or ability results from a person's behaviour.
42.	Incremental Theory / Motivational Framework	A belief that effort drives behaviour and ability, which can change.
43.	Morals	Standards of right and wrong behaviour that can differ between cultures and can depend on the situation.
44.	Moral Development	Children's growing understanding about right and wrong.
45.	Heteronomous	Rules put into place by others.
46.	Autonomous	Rules can be decided by the individual person.
47.	Norms	Society's values and customs, which a person in that society would be governed by.
48.	Nativist Theories	Theories that view morality as part of human nature.

# 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

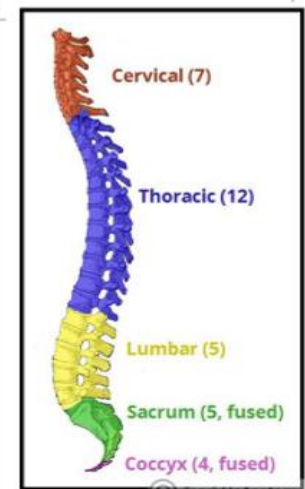
## 3 Joints- where two or more bones meet.

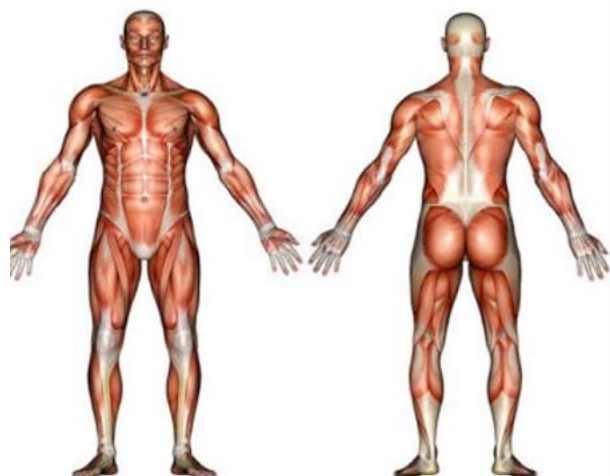
- Fixed joints - skull, pelvis
- Slightly moveable joints - spine
- Synovial joints pivot - vertebrae condyloid - wrist saddle - thumb gliding - clavicle ball and socket - shoulder

## 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.

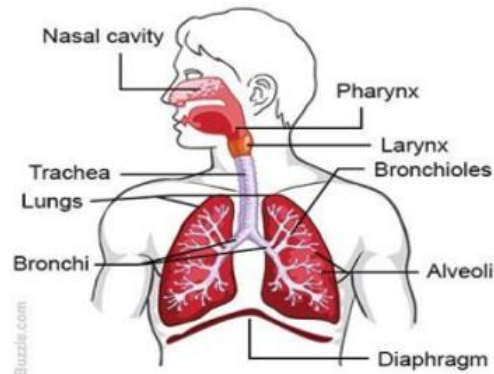
**Isometric contraction** – this involves a muscle producing tension but staying the same length. This occurs when the body is fixed in one position.

## 10 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.

## 12 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.

## 13 Features of the alveoli that assist gaseous exchange

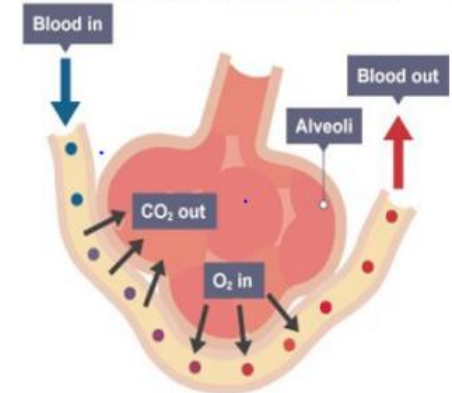
- moist, very thin walls (one cell thick)
- provide large surface area for gaseous exchange to occur
- short diffusion distance
- surrounded by capillaries

## 14 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 Hospitality



Standards of service			Types of Service		
77	Michelin guides	=	Anonymous inspectors visit unannounced. Have a meal & write a review. Award stars for excellence	85	
78	AA guide	=	Inspectors visit. Have a meal & write a review. Award rosettes for restaurants. Stars for hotels	86	Counter = Cafeteria, Self-service, Fast food, Take away, Buffet, Carvery
79	Good food guide	=	The public who have visited the establishment fill in a review. Then compiled into a guide. Awards points for excellence	88	Table = Gueridon, Plate, Family & Silver service
80	Online/ written reviews	=	Anyone can post reviews. This gives an average score. There are guidelines to prevent false reviews.	90	Personal = Travel, Tray & Vending service
Kitchen Brigade			Restaurant Staff		
92	AC1.2		114	AC1.2	
93	Head Chef	=	Person in charge of the kitchen and menu	115	Restaurant Manager (Maitre d'Hote)
94	Sous Chef	=	Second in command in charge of staff and food production	116	Head Waiter(ess)
95	Sauce Chef	=	Le Saucier –prepares sauces, stews & hot hors d'oeuvres (3rd in charge)	117	Wine waiter (Sommelier)
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 Boulanger-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.		
Employment contracts			AC1.4 Factors affecting success		
145	AC1.3		164	Costs	
146	Full time (36hrs+) Permanent	=	165	Economy	
147	Part time (4 - 16hrs) Permanent	=	166	Environment	
148	Temporary	=	167	Technology	
149	Casual	=	168	Cooking techniques	
			169	Competition	
			170	Customer Service	
			171	Trends	
			172	Political factors	
			173	Media	
			174	Name	
			175	Location	
Costs for an establishment			AC1.4 Benefits of portion control		
154	AC1.4		176	Keeps food costs down	
155	Food costs	=	177	Reduces waste /leftovers	
156	Materials costs	=	178	Keeps losses in food production and serving to a minimum	
157	Personnel costs/wages	=	179	Offers a consistent portion size to all customers	
158	Overhead costs	=	180	Ensures a consistent profit	
			181		
			182		



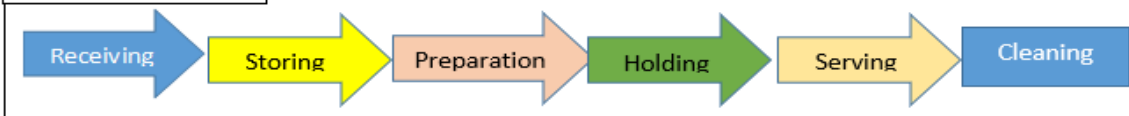
#### KS4 AC2.1 –2.3 How Hospitality & Catering provision operate

AC2.1 Key words		
1	FIFO	2 Stock must be rotated on a first in first out (FIFO) basis
3	Carvery	4 Meat carved and plated at buffet style counter. Customers help themselves to vegetables and accompaniments.
5	Inventory	6 A complete list of items such as property, goods in stock, or the contents of a building
7	Unctuous	8 Much more of a texture than a flavour. It's that feeling of having your entire mouth coated with butter, oil, or sometimes a flavour
9	Documentation	10 Material that provides official information or evidence or that serves as a record.
11	Cross contamination	12 When bacteria unintentionally <u>spreads</u> from one place to another
13	Front of house	14 The employees of a restaurant, hotel, etc. who deal directly with customers
15	Michelin Star	16 Michelin stars are a rating system used by the red Michelin Guide to grade restaurants on their quality.
17	Market research/Census	18 Consists of gathering data about people or companies – a market – and then analysing it to better understand what that group of people needs.
19	bureaucracy	20 Excessively complicated administrative procedures
21	Ethically conscious	22 Acting in ways consistent with what society and individuals typically think are good values.

42	AC 2.1	Stock Control Checks
43	Packaging	44 Reject goods if packaging is damaged exposing product to risk of contamination
45	Use by/ best before dates	46 Reject if Use by or best before date has expired. Stored food must not be used if dates have expired.
47	High risk foods	48 High risk foods removed from original packaging or prepared on the premises, then stored for later use should be labelled with appropriate new use by date
49	Dried food	50 Dried food should be stored in large waterproof containers and should not be topped up with new stock, until empty & clean
51	Allergens	52 Keep food that can cause allergic reactions separate from other foods. It is vital not to lose the product description and traceability following unpacking.

23	AC 2.1 Kitchen work flow	24	Logical process using different areas so that the clean stages in food production do not come in to contact with dirty areas. Avoiding cross contamination
25	Delivery	26	Vehicle access space to check goods before entering kitchen
27	Storage	28	Close to delivery area, but not in food prep area.
29	Food preparation	30	Between storage & cooking areas. Separate <u>high risk</u> food area. (Needs sink for hand washing)
31	Cooking	32	Consider skills of staff & style of service.
33	Holding (Hot food 63°C. Chill -5°C)	34	Near food service area
35	Food service area	36	Area for plating up
37	Washing up	38	Sink/Dishwasher. Dirty items separate from cleaned items.
39	Waste disposal (Pest prevention)	40	Separate from food prep area

#### 41 Workflow



AC 2.1		Hygienic kitchen design
53	Work surfaces	54 Strong, hard wearing, easy clean. Stainless steel on wheels to move and clean floor
55	Floor	56 Hard wearing, easy clean, non-absorbent & <u>non-slip</u> . Coving with walls easier to clean, no crevasses.
57	Walls	58 Smooth, tiled or lined with stainless steel as splashback.
59	Ventilation	60 Removes heat, steam & condensation. Helps reduce bacterial growth in moist conditions.
61	Sinks	62 Stainless with hot and cold water
63	Waste disposal	64 Waste disposal water-based system or waste bin with lid, foot operated.



65	AC2.1		<b>Kitchen Brigade</b>
66	Head Chef	67	Person in charge of the kitchen and menu
68	Sous Chef	69	Second in command in charge of staff and food production
70	Sauce Chef	71	Le Saucier –prepares sauces, stews & hot hors d'oeuvres (3rd in charge)
72	Larder Chef	73	Le garde manger – responsible for cold foods, salads, appetisers,
74	Pastry Chef	75	Le Pâtissier – responsible for baked goods & desserts
76	Vegetable Chef	77	Entremetier- prepares hot appetisers, soups, vegetables, pasta, side dishes
78	Other Station Chefs	79	Poissonnier- fish Legumier- vegetables potager-soups Boulangier-baker Boucher-Butcher Glacier-chilled desserts Grillardin-Grill chef
80	Commis Chef	81	Chef in training, helps in all areas of kitchen to gain experience.
82	Kitchen Assistant	83	Wash up, fetch & carry, prep vegetables. Train to be Commis chef
84	Kitchen Porter	85	Washing dishes, cleaning kitchen, fetch & carry.

AC2.2 Documentation & Administration	138	legible accurate signed & dated Records kept to prove due diligence
139 Temperature charts	140	Fridge, freezers, display POS twice a day
141 Time sheets	142	Log of staff working hours
143 Accident report forms	144	Incident, date, time, location persons involved.
145 Food safety information	146	Food related incidents & cleaning rotas
147 Equipment fault reports	148	Issue and action
149 Stock usage reports	150	Order books, stock control sheets, invoices, delivery notes

151	Types of customer	AC 2.3		158	Make customer want to return
152	Leisure	153	Meal with friends, family day out, tourists	159	Deal with problems
154	Local residents	155	Live local, regular customers	160	Be respectful & polite
156	Business corporate	157	Business lunch, courses, conference facilities.	161	Helpful & attentive
				162	sincere
				163	Knowledgeable
				164	Smart & professional
				165	Friendly
				166	Patient

86	AC2.1		<b>Hotel Staff structure</b>
87	Hotel Manager	88	Oversees staffing, budget and running of all aspects of the hotel
89	Front of House	90	Receptionist, Porter/Concierge to assist guests with stay
91	Housekeeping	92	Housekeeper, Room attendants
93	Restaurant	94	Manager, Supervisors, Wait staff, Wine waiter (sommelier)
95	Bar	96	Head bar person, Bar staff
97	Kitchen	98	Head chef, Sous chef, Chef de partie

	AC2.1		<b>Restaurant Staff</b>
99	Restaurant Manager	100	(Maitre d'Hote) In overall charge. Staff rotas. Bookings, relays information to Head chef
101	Head Waiter(ess)	102	2 <sup>nd</sup> in charge. Greets & seats guests, Deals with complaints
103	Wine waiter	104	(Sommelier) Serves wine & helps customers select wine to match food.
105	Wait staff	106	Set & clear tables, serve customers.

107	AC 2.2		Types of service		
108	TABLE Plate	109	Pre-plated meals from the kitchen.	110	Café or luxury. Good portion control.
111	Family	112	Dishes put on table self - service. E.g. Tapas, Indian & Chinese meals	113	Sociable, easy & quick to serve. Need big tables.
114	Silver	115	Served by staff using fork & spoon	116	More personal, can be slow. Staff costs high.
117	Guerdion	118	Cooked & served from trolley in front of customer.	119	Very skilled, specialist service. Time consuming, high staff & menu costs
120	COUNTER Cafeteria (free flow)	121	Single long display counter	122	Subject to Queuing. Fast, high turnover. Less staff /low skill required.
123	Buffet	124	Single long display. Self or staff service. Carvery meat carved and plated	125	Informal, fast & simple. Poor portion control. Crockery needs clearing.
126	Fast food	127	Takeaway with eat-in areas where customers collect food from counter.	128	Quick, simple. High turnover of food. Limited choice. Disposable packaging
129	PERSONAL Tray or Trolley	130	Pre-assembled meal	131	Used on airlines, hospitals.
132	Vending	133	From a machine	134	Available 24/7 Needs replenishing & maintaining
135	Home Delivery	136	Delivered to house	137	Ethnic cuisine. Also, Meals on wheels for elderly

	AC2.3 Trends	
167	Customers influenced by TV, Magazines, Health, Travel, Technology, Ratings & reviews	



### KS4 AC3.1 –3.3 How Hospitality & Catering provision meets Health & Safety requirements

AC 3.1 Key Words			
1	COSHH	=	Control of substances hazardous to health. Chemicals or other hazardous substances at work can put people's health at risk, causing diseases including asthma, dermatitis or cancer.
2	RIDDOR	=	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013. These Regulations require employers, the self-employed and those in control of premises to report specified workplace incidents.
3	Knead	=	To work (dough, clay, etc.) into a uniform mixture by pressing, folding, and stretching.
4	PPE	=	Personal Protective Equipment. Used in almost every workplace, from commercial kitchens to building sites. It protects the wearer from injury due to blunt impacts, electrical hazards, heat, chemicals and more.
5	PPER	=	Profile of Potential Environmental Risks
6	Prevention	=	The act of stopping something from happening or of stopping someone from doing something.
7	Rubbing in method	=	Method of incorporating fat into flour for pastry. Using the finger tips "rubbing-in."
8	Intensively produced	=	intensive farming is an agricultural method of increasing the crop yield by heavy use of chemicals such as fertilizers
9	Danger zone	=	The temperature range between 5°C and 60°C is known as <b>Temperature Danger Zone</b> . This is because in this zone food poisoning bacteria can grow to unsafe levels that can make you sick.
10	Hydrating	=	The process of causing something to absorb water. 'the human body requires adequate hydration to function properly
11	EHO (Environmental health officer)	=	Responsible for carrying out measures for protecting public health, including administering and enforcing legislation related to environmental health and providing support to minimize health and safety hazards.
12	Enforcing	=	To put or keep in force; compel obedience to: to enforce a rule; The EHO enforced compliance of the hygiene rules.
13	Legislation	=	Legislation is defined as laws and rules made by the government
14	Regulations	=	Regulations are rules made by a government or other authority in order to control the way something is done or the way people behave.

#### Customer safety

35	Warn customers if plates hot
36	Keep customer areas free from trip hazards
37	Clear up spills immediately
38	Good lighting in walk ways/car parks
39	Check & maintain toilets, dryers & in room kettles

#### Reduce Safety risks

40	Train staff in safety
41	Fire prevention
42	Safety procedures
43	Wet floor signs
44	PPE
45	First aid

AC3.1		There are 5 main laws and regulations you must fully understand	
15	HASAWA	=	Health and Safety at work act 1974
16	RIDDOR	=	Reporting of injuries diseases and dangerous occurrences regulations 1995
17	COSHH	=	Control of substances hazardous to health regulations 2002
18	PPER	=	Personal protective equipment at work regulations 1992
19	MHR	=	Manual handling operations regulations 1993

#### HASAWA

20	<b>Employers need to :</b>
21	Carry out risk assessments
22	Provide & maintain safe equipment & systems of work
23	Provide information, instruction & training on how to work safely
24	Provide written safety policy
25	Ensure there are toilets, places to wash & drinking water
26	First Aid provision
27	Provide PPE if needed
28	Insurance cover for injury or illness at work
29	Display Health & Safety law poster: what you should know
30	<b>Employees need to:</b>
31	To follow safety advice & instructions
32	Not interfere with any safety advice
33	Report accidents
34	Report hazards & risks

46



**COSHH  
CUPBOARD**  
Caution  
hazardous  
chemicals  
stored here

#### Possible health problems COSHH

47	Irritation to skin/eyes
48	Carcinogenic
49	Toxic fumes
50	Infectious
51	Fire/explosion
52	Environmental harm

RIDDOR:		Records must include:		Failure to comply results in:	
What needs to be reported					
53	Work related fatalities (Deaths)	56	Date and method of reporting to HSE	59	Fine not exceeding £5,000 in magistrates court
54	Work related accidents causing serious/reportable injuries	57	Date, time & place of event, personal details of those involved.	60	Unlimited fine in Crown Court
55	Diagnosed occupational diseases	58	Description of nature of event or disease	61	Penalties for breaching other legislation may be heavier than RIDDOR

5 steps to risk assessment	
72	Identify hazard
73	Who might be harmed & how
74	Evaluate the risk
75	Implement findings
76	Review & update as necessary

PPER Employer responsibilities		PPER Employee responsibilities	
77	Provide training, PPE and risk assessment	80	Must attend training & wear PPE if provided
78	Provide facilities to clean & store PPE	81	Must care clean & store as necessary
79	Replace when necessary	82	Report defects

COSHH Employer responsibilities		COSHH Employee responsibilities	
62	Implement control measures to protect workers from hazardous substances	67	Follow/use control measures & equipment provided by employer
63	Prevent/control exposure to hazardous substances	68	Return and store equipment properly
64	Provide instruction, training & PPE	69	Wear PPE provided Report any defects
65	Maintain control measures in place; keep clean & in working order.	70	Remove PPE before eating/drinking
66	Contingencies in place to deal with accidents/emergencies	71	Use washing/showers, maintain personal hygiene

MHHR: Manual handling	
83	Transporting, lifting pushing, pulling, carrying or moving loads by hand or bodily <u>force</u> .

HACCP Hazard Analysis Critical Control Point		Prevention checks	
84	Purchase of food	85	Buy from reputable suppliers
86	Receipt of food	87	Check all deliveries, condition & temperature
88	Storage of food	89	Correct temperatures
90	Cooking food	91	Above 75°C.
92	Cooling food	93	Quickly through danger zone
94	Hot holding	95	Above 63 °C
96	Reheating	97	Not for high risk foods
98	Chilled storage	99	Lower than 5 °C

MHHR		Manual handling affects:		Solution:	
100	Food preparation	101	Repetitive motion of hands, wrists & shoulders. Carrying, lifting, bending & twisting	102	Different/adjustable height workbenches. Ergonomically designed handles on equipment. Sharp knives to reduce force
103	Dishwashing	104	Lifting, bending, twisting. Repetitive wrist & shoulder movements.	105	False bottom in sink to reduce bending. Assess weights before lifting. Bend at knees.
106	Heavy pots	107	Strain lifting, pouring when full.	108	Extended handles, good grip, easier to tip/pour.
109	Cleaning	110	Awkward shoulder/back posture. Cuts, sore skin	111	Soft grip handles on mops/brushes
112	Removing waste	113	Lifting heavy bags, forceful exertion	114	Use smaller refuse bags, signage not to overfill them

Fire		Reasons	
115	Equipment	116	Not serviced, overheating
117	Human error	118	Fat fryers over heating
119	Electrical	120	Smouldering wires
121	Arson	122	Grudge/insurance fraud
123	Chemical	124	Not so common now due to COSHH

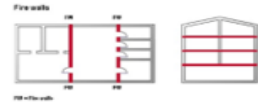

AC 3.3		Personal Injuries Prevention	
125	Burns	126	Wear a protective apron, <u>watch</u> out for splatters and spills, keep hair and clothes away from flames., keep flammable materials away from flames
127	Cuts	128	Cut properly, using the bridge and claw grips, <u>be</u> sure moving machine parts are covered by guards, use a brush and dustpan to clean up broken glass
129	Slips, trips & falls	130	Make sure your path is clear, clean and dry before carrying a load, use non-slip floor pads., wear shoes with soles that grip, clean up spills as soon as they happen.
131	Strains	132	Before moving heavy goods. <u>Think</u> : How heavy is the load? Do you need help to lift it safely? Do you need training or equipment?

# BTEC Construction



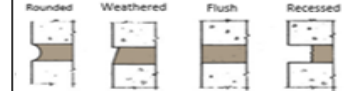
## Topic A.1 Construction knowledge organiser Performance Requirements

Weather Resistance	1	<b>The Purpose of Weather Resistance</b>	
		Keeping occupants in an acceptable environment	
		Ensuring thermal comfort of occupants	
		Humidity levels	
		Preventing damage to finishes and water staining	
		<b>Types and selection of waterproof and impervious materials, including</b>	
	2	Double Glazing	Windows which have two layers of glass with a space between them, designed to reduce loss of heat and exclude noise.
Roofing	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.
		<b>The location of weather-resistant materials</b>	
Resistance	7	Guttering, window and door openings, external walls, ventilation ducts, roof finishes and overhanging eaves	

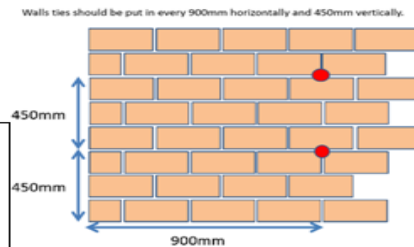
Fire Resistance	8	Plasterboard	board made of plaster set between two sheets of paper, used especially to form or line the inner walls of houses.
	9	Concrete	a building material made from a mixture of broken stone or gravel, sand, cement, and water, which can be spread or poured into moulds and forms 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.
		<b>Fire-resistance techniques:</b>	
Fire Resistance	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	

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

**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



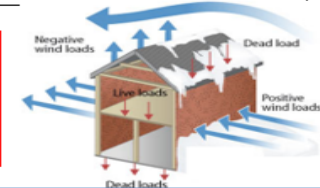
**21.** Wall ties are used to connect two halves of a cavity wall together. They stop the wall from moving



**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;

<b>Strength and stability</b> 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)





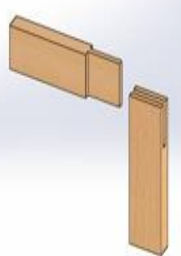
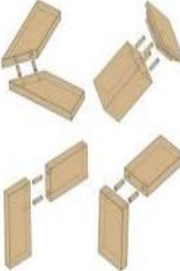


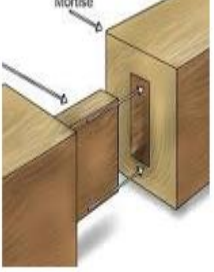

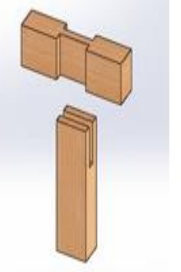
**27** A building is usually divided up into sections.

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

## Types of Joints

 <p>1. Miter Joint</p>	 <p>2. Housing Joint</p>	 <p>3. Corner Bridle Joint</p>
 <p>4. Dowel Joint</p>	 <p>5. Dovetail Halving Joint</p>	 <p>6. Corner Halving Joint</p>
 <p>7. Mortise and Tenon Joint</p>	 <p>8. T Halving Joint</p>	 <p>9. T Bridle Joint</p>

## Tools and Equipment

<p>1. Tenon Saw</p> 	<p>2. Coping Saw</p> 	<p>3. Scroll Saw</p> 	<p>4. Hand Drill</p> 
<p>5. Try Square</p> 	<p>6. Belt Sander</p> 	<p>7. Steel Rule</p> 	<p>8. Mitre Saw</p> 
<p>9. Bench Hook</p> 	<p>10. Pillar Drill</p> 	<p>11. Chisel</p> 	<p>12. Mallet</p> 



## Construction Industry

Civil Engineering		Civil Engineering includes the following types of construction: Railways, Roads, Bridges, Air Travel, Sea Defences, River and Harbour Works and Renewable Energy Projects.
Industrial		Industrial Construction includes the following types of production: Factories, Industrial workshops, Industrial Estates and Industrial Units.
Residential		Residential Construction includes the following types of production: Private Houses, Flats, Apartments, Housing Association Properties and Social Housing.
Commercial		Commercial Construction includes the following types of production: Retail Units, Shops, Offices and Business Parks.
Health		Health Construction includes the following types of production: Hospitals, Community Care Centres, Retirement Homes, Clinics and Medical Centre Developments.
Retail		Retail Construction includes the following types of production: Shop Refurbishments, Public House Refurbishment, Shopping Parks and Retail Centres.
Education & Leisure		Education and Leisure Construction includes the following types of production: New Schools, Further Education Facilities, Universities and Training Centres.
Recreation		Recreation Construction includes the following types of production: Cinemas, Sports Facilities, All-weather facilities and football stadiums.

## BTEC Construction - Unit 3 Project Knowledge Organiser

Within each sector there are a number of activities including:

1. **Design and construction** of new buildings and structures
2. **Repairs and maintenance of buildings:** to prevent further damage or decay; to maintain the aesthetics of the building; to maintain the value of the building; and to maintain a safe building environment.
3. **Refurbishment of buildings:** bringing a building back to a useful condition using original materials or modern alternatives
4. **Renovation of buildings:** which is where the refurbishment also includes alterations and adaptations for example when an old church or bank is converted into a Weatherspoon's Pub
5. **Estates management:** where a series of buildings are managed and maintained
6. **Facilities management:** where the building is managed to include: maintenance; repairs; lettings; cleaning; canteen facilities; security; car parking; health and safety etc

## Why are Buildings Designed for Different Functions?

### Appearance and Aesthetics

– Creating an attractive, innovative and outstanding design for the external and internal space of a building. (making the building look good).



### Sustainability –

Using green technology and materials to reduce harmful impact onto the environment.



**Functionality** – creating a space or areas that are provides useful services so the building provides the function it was designed for. (no unnecessary features).



**Occupant Safety** – allowing safe access for everyone who uses the building or facility.



**Contribution To Infrastructure:** Infrastructure Definition – The basic structures needed for the operation of a society, including roads, buildings and power supply.

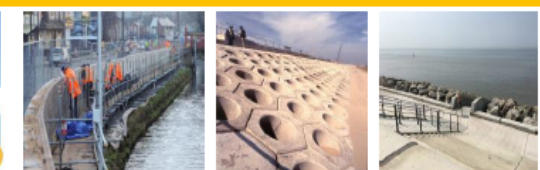


1. Transport Networks – such as roads, rail, airports and motorways.

2. Drainage – Waste connections to houses, offices and other commercial buildings such as shops or retail outlets.



3. Services – supplies of water, gas, electricity and communications to houses and towns.



4. Flood defences – provisions of defences to protect our buildings from flooding by rivers and rising sea levels.

## Social Benefits of Construction:

- **Inner City Regeneration** – Old unfit buildings are demolished and rebuilt providing needed facilities into the local community.
- **Lower Crime** – Better planned construction makes for attractive safe communities.
- **Affordable housing** – planners have to include this type of housing to allow people the opportunity to own their homes.
- **Reduction in pollution** – inclusion of alternative transport (trams, buses and light railways) reduce reliance on cars.



### Benefits to the built environment.

- Regeneration of old and rundown urban centres.
- Constructing attractive and efficient new buildings and developments.

### Benefits to the local community.

- Regeneration of the local area.
- Employment in local region.
- Improves transport networks.
- Creates green open spaces.
- Draws in tourists which boosts the local economy.

## BTEC Construction - Unit 3 Project Knowledge Organiser

### Economic Benefits of Construction:

- **Employment** – puts money back into the local community through local businesses, taxes and council spending.
- **Home Ownership** – value of homes increases, meaning the homeowners get a good return.
- **New developments** - attract further commercial opportunities.
- **Economic migration** – a booming construction industry attracts workers from other areas of the country or other countries so more construction can take place.



### So Who Benefits?



### Benefits to the whole UK.

- Number of people in employment (2million jobs)
- Encourages spending and growth of the economy in the UK

### General Benefits on the Local Community:

- **Housing** – Including low-cost affordable homes in planned construction projects.
- **Green Spaces** – social spaces such as parks, play grounds and community facilities.
- **Transports Hubs** – well planned transport hubs which allow community travel through modes such as buses and trains.
- **Employment** – the construction industry provides a range of opportunities for employment from professional positions to on-site operative roles.
- **Security** – infrastructure for street lights and safe secure buildings to provide a safe comfortable environment to live in.



Supporting your local community  
[coop.co.uk/membership](http://coop.co.uk/membership)







## Learning Aim B - Scenario:

1. You are working in an architectural practice which has been commissioned to design a new building for a client.
2. You have been asked to assist one of the partners responsible for the commission.
3. You will be required to analyse the client's needs and the requirements or constraints of the site and locality, in order to produce a client brief.

## Client Profile:

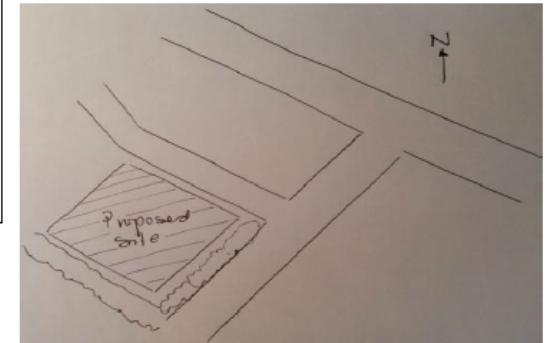
- Professional couple with **two children**, 3 and 5
- **Currently live in a two-bedroom semi-detached house** on a local estate with a floor area of 100m<sup>2</sup> valued at **£185,000**
- Require a **bedroom for each child**
- One partner is a teacher
- Other partner is an estate agent
- Would like to have a **space to entertain guests**
- Both need be able to work at **home on occasions (Office required)**
- Would like to have a **spare room for visitors**
- Value high quality and value for money
- Would like to new home to blend in with the surrounding buildings
- Are **environmentally conscious and want to incorporate sustainable energy supplies**
- Have a **budget of £425,000** (suited to match local property values)
- Have **purchased a plot of land on the corner of a cul-de-sac**
- Want to design to make best **use of the open views** provided by the location
- Would like to **move into their new home within 12 months**

## BTEC Construction - Unit 3 Project Knowledge Organiser

## Scenario:

### Site / location details:

- Level site 30m wide by 30m deep
- Is a greenfield site
- Location as shown on the location plan
- All services are available within 3m of the site boundary
- Development falls within the local development plan
- The site is exposed to high winds and backs onto a farmer's field
- A small stream runs along the back of the site on the boundary to the farmer's field



## Analysis of Needs

- Sustainability
- Building Use (What is it going to be used for?)
- Accommodation (Size, Type and Number of Rooms)
- Style and Aesthetics
- Materials (the materials used need to be in keeping the local properties).
- Budget
- Site (area, Location, Access and Services)



## BTEC Construction - Unit 3 Project Knowledge Organiser

### Constraints on Design and Developments

Greenfield Site (Link to less sustainable)  
Planning Permission required.  
Small Site Size (30m x 20m = 600m<sup>2</sup>)  
Stream along the back of the site.  
Exposed to high winds.

### Mood Board

Produce a mood board based on the clients needs for the new property coving the following areas (Between 20-30 pictures required):

- External Appearance
- External Features
- Internal Living Accommodation
- Kitchen
- Bathroom
- Bedrooms

### List of Design Idea Requirements

You need explain why the following points are constraints for the project: You can either do this through a mood board or in paragraphs.

- Elevated ground floor (flooding).
- Double garage.
- Fence to the footpath.
- Pipe off stream (flooding).
- Driveway access.
- Materials from local suppliers (sustainability)



In the summary of clients brief you need to write these up into full sentences:

- 5 Double Bedrooms (Essential)
- En-suite in Main Bedroom (Essential)
- Large reception room, 75m<sup>2</sup> (High)
- Stairs to be a feature (Medium)
- Study / Office space (Essential)
- Energy Technology (Medium)
- Traditional or Contemporary Design (High)
- £475,000 Budget (Essential)
- Fit within plot (20 x 30m)
- Use the views (High)
- Opportunities for future extensions (Low)
- Reduce the risk of flooding (Essential)
- High quality materials (High)

### Design Ideas

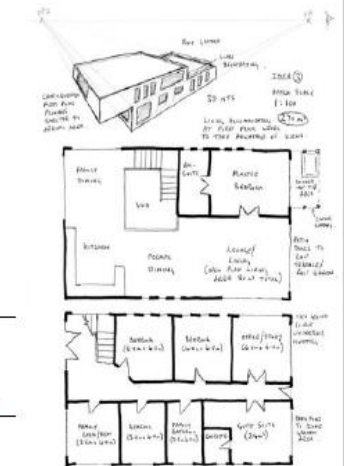
Create a range of design ideas based on the client brief and design idea requirements. **4 designs for L2D, 3 designs for L2M, 2 designs for L2P.**

### Review of Ideas & Client Feedback

Using the summary of design brief from learning aim B. Review the ideas against the brief to evaluate which house meets the criteria the best before selecting one design to adapt and review.

Speak to the client on the range of design ideas to gain feedback on each design and to suggest areas of strength and potential areas for improvement.

### Summary of Client Brief





# BTEC Health and Social Care



## Learning Aim B – Life events, support and recovery

Key vocabulary	Definition
<b>1. Expected life events</b>	An event an individual know will happen and an event which can be planned for. An example of an expected life event is starting school or parenthood.
<b>2. Unexpected life events</b>	An event that occurs without warning which cannot be planned for. An example of an unexpected life event is an accident or injury and bereavement.
<b>3. Support</b>	Help given to an individual to help them overcome their circumstances, situation or experiences. The 3 types of support are formal support, informal support and voluntary support.
<b>4. Formal support</b>	This is support given to an individual by skilled and trained professionals. There are many sources of formal support, for example a GP, a nurse or a counsellor.
<b>5 G.P.</b>	A GP is the first point of contact when an individual has a medical concern or is worried about their emotional wellbeing. This healthcare professional also provides patients with a referral to other professionals that have specific training.
<b>6. Specialist doctor</b>	This is a doctor that is specifically trained to support their patients make a full recovery when possible. An example of a specialist doctor would be a cardiologist who works with patients with heart issues or a neurologist who works with patients with brain or spinal injuries.
<b>7. Nurse</b>	This healthcare professional supports individuals with their day to day needs, they may help take care of a patient's personal care and ensure they receive their right medication at the right time.
<b>8. Counsellor</b>	This is a professional who offers advice, guidance and strategies to help individuals overcome a difficulty they are experiencing in their life. The guidance, support and advice allow the individual to develop positive mental health.
<b>9. Occupational therapist</b>	This professional's role is to support individuals overcome physical or mental issues that are a result of disability, injury, age or illness. This healthcare professional will recommend aids and adaptations to support their independence.
<b>10. Physiotherapist</b>	A physiotherapist supports individuals affected by injury, illness or disability through movement, exercise, manual therapy, education and advice. The support given to individuals can then be completed, where safe independently.
<b>11. Social worker</b>	Social workers provide advice, support and resources to individuals and families to help them solve their problems, this might through signposting them to other agencies and organisations who can offer specialist support and guidance.
<b>12. Carer</b>	This health or social care professional often visits individuals in their home or would care for those in a residency. Their role consists of helping with personal care such as showering and dressing. A carer would also support individuals with eating and drinking when needed.

<b>13. Informal support</b>	This is support given to an individual by others that are not professionally trained or skilled. This type of support often comes from family member, friends and work colleagues
<b>14. Family members</b>	Family members consist of an individual's closest relatives, for example mum and dad, husband or wife or in some cases siblings. These individuals would offer emotional support and practical help to those who are recovering from injury, disability or illness
<b>15. Friends</b>	Other than family, these individuals would offer emotional support to others when they have or are experiencing some difficulty in their life.
<b>16. Work colleagues</b>	These individuals would offer emotional support to individuals when in a place of work, this might involve redistribution of responsibilities to lighten to workload of those recovering from injury or illness.
<b>18. Voluntary support</b>	This is support offered by organisations that provide advice and guidance to individuals. Some examples that provide voluntary support include community support groups, charities and faith-based groups like a church.
<b>19. Community support groups</b>	These are organisations that are run within a community, they provide individuals with drop in sessions, emotional support and guidance and an opportunity to meet others in similar circumstances.
<b>20. Charities</b>	These organisations are non-profitable and require contributions from members of the public and private organisations. They offer individuals with emotional support and on occasion financial support when needed.
<b>21. Faith-based organisations</b>	These are organisations that provide individuals with an opportunity to seek spiritual support, this might involve individuals attending mass or sessions organised by the church that offer others a chance to socialise and seek emotional support.
<b>22. Adapting</b>	An individual's ability to adapt to their circumstances and current situation following the support they receive. There are many factors that might affect an individual's ability to adapt for example their age, resilience, their self-esteem, their levels of self-motivation and their confidence.
<b>23. Recovery</b>	An individual's ability to overcome their circumstances and current situation following the support they receive. Their recovery will be helped by a number of factors, including whether they receive the right support, whether they access the support needed regularly, and whether they have the right positive mindset.

Learning Aim A – Health and Social Care Services			
Key vocabulary	Definition	Examples / Links to Sam and Verna	Links to PIES
<b>1 Primary care</b>	This care is a service user's starting point when receiving help, support or guidance for a concern they have and access to primary care is needed in order to get a referral to another healthcare professional	a) GP b) Pharmacist c) A&E d) Walk in centre e) Dentist	
<b>2 Secondary care</b>	This care is specialised and help, support and guidance is provided by a healthcare professional who has received specific training for that field of work. This care can only be accessed through a professional referral i.e. a GP	a) Cardiologist (heart specialist) b) Neurologist (brain specialist) c) Radiologist (x-ray and imaging specialist) d) Dermatologist (skin specialist) e) Orthopedics (bone, joint and soft tissue specialist)	
<b>3 Tertiary care</b>	This care is advanced specialist treatment given in hospital for longer periods of time, for example cancer treatment referred from a secondary care specialist	a) Cancer care b) Burns unit c) Spinal care	

<b>4 Allied health professionals</b>	These professionals support service users who are experiencing both mental and physical health problems	a) Occupational therapist b) Dietician c) Speech and language specialist d) Paramedic	
<b>5 Clinical support staff</b>	These professionals work under the guidance of allied health professionals to treat service users and meet their individual needs	a) Hearing aid dispenser b) Health care assistant c) Phlebotomist	
<b>6 General Practitioner (GP)</b>	Treat service users for a range of medical conditions and refer them to specialist services (secondary care) if necessary	<b>Accessed by Sam and Verna</b> a) Prescribe/change medication needed to treat illness or existing conditions b) Provide referrals when needed to healthcare specialist c) Offer help, advice and guidance	d) <b>P</b> – better control of condition, fight infection faster e) <b>I</b> – better understanding of condition, better self-management f) <b>E</b> – reduced anxiety, reduced risk of stress g) <b>S</b> – more likely to socialise
<b>7 Pharmacist</b>	This service offers advice on minor medical conditions, dispense medication prescribed by a service user's GP and recommend medication that might help.	<b>Accessed by Sam and Verna</b> a) Dispense medication b) Advise on any minor concerns c) Offer help and advice	d) <b>P</b> – quicker recovery e) <b>I</b> – awareness of frequency and duration of medication f) <b>E</b> – better moods, reduced anxiety g) <b>S</b> – more likely to socialise
<b>8 Occupational therapists</b>	This professional supports service users who might be having difficulty carrying out essential daily activities by putting aids and adaptations in place	<b>Accessed by Verna</b> a) Provide aids and adaptations b) Suggest exercises to promote mobility c) Increase levels of independence	d) <b>P</b> – increased mobility, stronger muscles and bones e) <b>I</b> – understand benefit of exercises f) <b>E</b> – better mood, reduced risk of depression g) <b>S</b> – increased independence, new friendships
<b>9 Diabetic specialist nurses</b>	This professional provides excellent patient care to those who have diabetes and promotes self-management (medication, testing blood glucose levels, diet) of the condition	<b>Accessed by Verna</b> a) Monitor condition b) Give skills to help better self-management c) Referrals to other specialists if necessary	d) <b>P</b> – maintain glucose levels, fewer symptoms e) <b>I</b> – better self-management of condition f) <b>E</b> – stable moods, reduced anxiety g) <b>S</b> – meet new people with same condition
<b>10 Asthma nurse</b>	This professional monitors how well a service user is managing their condition, offer advice on how to manage their condition better and can make a referral to another healthcare professional i.e. respiratory specialist if required	<b>Accessed by Verna</b> a) Monitor condition b) Offer suggestions to help improve condition c) Referrals to other specialists if necessary	d) <b>P</b> – better breathing, lower chance of infection e) <b>I</b> – aware of how to manage condition and breathing f) <b>E</b> – less anxious about an attack, increased confidence g) <b>S</b> – meet new people with same condition
<b>11 Dietician</b>	This professional advises service users to make better decisions about their food and nutrition	<b>Accessed by Verna</b> a) Give advice to support improvements to diet b) Recommend best approach based on individual needs c) Listen to needs of service user to provide best support	d) <b>P</b> – maintain weight, increased immunity, more energy e) <b>I</b> – understand importance of a balanced diet f) <b>E</b> – feel happier in herself g) <b>S</b> – socialise more frequently
<b>12 Hearing aid dispenser</b>	This professional provides aftercare for hearing aids as well as maximizing the hearing a service user has and help them	<b>Accessed by Sam</b> a) Improve quality of hearing b) Help to communicate more effectively	d) <b>P</b> – better hearing e) <b>I</b> – understand functions of hearing aid f) <b>E</b> – more confident when communicating, less anxious

	hear every day sounds and improve their speech	c) Ensure Sam is happy with his hearing aids	g) – improve rate of communication, develop friendships
<b>13 Speech therapist</b>	This professional provides support and treatment for adults and children who have difficulties with speech, communication and swallowing	<b>Accessed by Sam</b> a) Improve communication b) Increase confidence when communicating with others c) Reduce speech impediment	d) <b>I</b> – understand purpose of completing the exercises e) <b>E</b> – less conscious, less anxious, more confident f) <b>S</b> – communicate and socialise more
<b>14 Advocate</b>	This professional offers independent support for those who feel like they are not being heard and to ensure their needs are being taken seriously	<b>Accessed by Sam</b> a) Ensure service meets his needs effectively b) More confident in the service he is receiving c) Service providers will understand his needs be	d) <b>P</b> – maintaining physical health e) <b>I</b> – understand treatment and medication better f) <b>E</b> – reduce levels of anxiety, reduce stress levels





# GCSE Photography

## Year 11 – Term 1a Mixed media



A	Mixed Media	
1.	<b>Mixed media</b>	<ul style="list-style-type: none"> <li>Refers to a visual art form that combines a variety of media in a single artwork.</li> <li>Can be created with a combination of Photographs, Paint, drawing, textiles &amp; sculptures</li> </ul>
2.	<b>Medium</b>	Medium can refer to both to the type of art (e.g. painting, sculpture, printmaking), as well as the materials an artwork is made from
3.	<b>Ben Heine</b>	Is a Belgian multidisciplinary visual artist and music producer.
4.	<b>Aliza Razell</b>	Combines portrait Photography and painting.
5.	<b>Gerhard Richter</b>	Combines Painting and photography. His work is much more abstract and has an environment focus
6.	<b>Jose Romussi</b>	Combines photography and textiles
7.	<b>Remy Poncet</b>	Combines objects and photography
8.	<b>Sebastien Del Grosso</b>	a) Is an illustrator and digital artist who lives and works in Paris, France. b) Sebastien combines Illustration and photography in his mixed media work. c) His illustrations interact with the photographs
9.	<b>Opacity Tool</b>	The opacity tool adjusts the opacity of an image. When lowered this can make the image appear transparent.
10.	<b>Brush Tool</b>	The brush tool is a useful and widely used tool on Photoshop that allows you to draw / paint over images with different style, thickness and colour strokes.
11.	<b>Black and white</b>	Reduces the image so that the tone is more visible.
12.	<b>Selective colour</b>	Is a fairly simple process of photo manipulation in which you convert a photo in black and white leaving an "accent" or partial colour on a photograph or a selected area.
13.	<b>Exposure</b>	The amount of light, which reaches your camera sensor or film.
14.	<b>Saturation</b>	Refers to the intensity of a colour.
15.	<b>Crop</b>	To remove unwanted areas from an image
16.	<b>Planning</b>	The planning process is important for you to visualise what photographs you will try and capture.
17.	<b>Mind Map</b>	a) A mind map is a diagram used to visually organize information.

		<ul style="list-style-type: none"> <li>b) A mind map shows relationships among pieces of the whole.</li> <li>c) Mind maps can help to identify areas to explore.</li> </ul>
18.	<b>Mood Board</b>	<ul style="list-style-type: none"> <li>a) Mood boards are used within photography to develop ideas.</li> <li>b) They let you collect and categorise your ideas.</li> <li>c) Mood boards can be used to demonstrate your intentions</li> </ul>
19.	<b>Presentation</b>	<p>The way in which an image is presented is as important as the photographs themselves.</p> <p>There are two main ways to present work; digital &amp; printed.</p>
20.	<b>Digital presentation</b>	Is carried out on a digital device, this could include a website, a digital portfolio or through a PowerPoint presentation.
21.	<b>Printed presentations</b>	Can be in various sizes and forms such as; prints, framed photographs or put into a product such as a menu or poster.
22.	<b>Image selection</b>	Is key to the role of a photographer so that you realise your intentions and you represent your artistic style.
23.	<b>Feedback</b>	<ul style="list-style-type: none"> <li>a) Feedback helps you to see where improvements can be made.</li> <li>b) Feedback lets you celebrate the good parts of your work.</li> </ul>
24.	<b>Idea Development</b>	Developing your project is an integral part of any photographer's workflow.
25.	<b>Artist inspiration</b>	Using the work of other artists help to develop ideas and explore what they do and why they do it.
26.	<b>Evaluation</b>	Evaluating your work helps you to determine and assess the quality of your work against your intentions.

B Artists			
1.	<b>Sebastien Del Grosso</b>	<b>Aliza Razell</b>	<b>Jose Romussi</b>
			

# GCSE Religious Studies



## Islam beliefs, teachings and practices

Number	Key Terminology	Definition
1	Ablution (wudu)	Ritual washing before prayer.
2	Adalat/justice	Part of the nature of God in Shi'a Islam; the belief that God is fair.
3	Adam	One of the prophets of Allah. The father of humankind; built the Ka'aba.
4	Akhirah	Life after death – The belief in a new stage of life after death.
5	Angels	They are spiritual beings created from elements of light. They gave God's messages to the prophets and watch over humans.
6	Arafat	Part of the Hajj pilgrimage. Place where Prophet Muhammad preached his last sermon and pilgrims gather to pray.
7	Ashura	Important festival in Shi'a Islam, to commemorate the martyrdom of Hussein (Muhammad's grandson). Sunni Muslims observe Ashura as a day of repentance for sins in the belief that they will be forgiven.
8	Authority	Having power and status. The Qur'an has supreme authority as the word of Allah, this means it must be believed and obeyed.
9	Beneficence	Literally 'doing good'. One of the 99 Beautiful Names of Allah and belief about his nature, the generosity that Allah shows to humans.
10	Day of Judgement	The day when Allah will decide about individual deeds and on reward or punishment.
11	Fairness	Belief about the nature of God; refers to Allah's justice. He treats all humans equally and as they deserve.
12	Fasting	Not eating or drinking; one of the Five Pillars is Sawm during Ramadan.
13	The Five Pillars	Important duties for Muslims which support the main principles of Islam. Shahadah, salah, zakah, sawm and hajj.

14	The five roots of Usul ad-Din	The foundations of the faith in Shi'a Islam; five key beliefs: Tawhid (the Oneness of God), Adalat (justice), prophethood, imamate, resurrection.
15	Friday prayer/Jummah	Friday prayers in the mosque, where a sermon (khutbah) is heard.
16	Giving alms	Giving alms means giving to those in need, eg money, food, time. A key practice in Islam; one of the Five Pillars/Ten Obligatory Acts (Zakah).
17	The Gospel	Holy book /source of authority; it is the good news about Isa (Jesus), who was a prophet of Islam.
18	Greater jihad	The personal struggle of every Muslim to live by the teachings of their faith.
19	Hajj	One of the Five Pillars/Ten Obligatory Acts; pilgrimage to Makkah, which all Muslims must undertake at least once in their lives, unless prevented by problems over wealth or health.
20	Heaven	Referred to as Paradise; Allah's reward after death to those who have been faithful to him and who have repented of their sins.
21	Hell	It is a place of great suffering after death for those who have rejected the Qur'an's teachings and have led a wicked life. For some it will last forever.
22	Human accountability	The belief that everyone must take responsibility for their actions and will be questioned about them on the Day of Judgement.
23	Human freedom	Humans have control over their thoughts, feelings and actions.
24	Human responsibility	Humans are responsible for most of what they do because they have free will and so will be accountable on the Day of Judgement.
25	Ibrahim	(Abraham) One of the prophets of Allah. He rebuilt the Ka'ba.
26	Id-ul-Adha	Celebration of the Prophet Ibrahim's willingness to sacrifice his son for Allah.
27	Id-ul-Fitr	Celebration that comes at the end of Ramadan and marks the end of fasting.
28	Imamate	One of the Five Roots of Usul-ad-Din, 'Leadership.' Shia belief in the twelve imams who succeeded Muhammad as the leaders of Islam.
29	Immanence	The belief that God is close to humanity and involved in the world.
30	Jibril	Angel who dictated the Qur'an to Muhammad. On Judgement Day he will assist with the weighing of a person's deeds.
31	Jihad	'To struggle'. The personal or collective struggle against evil.
32	The Ka'aba	Part of the Hajj pilgrimage. It is the cube-shaped building in the centre of the Grand Mosque in Makkah. All Muslims face towards it when they pray.
33	Khums	One of the Ten Obligatory Acts in Shi'a Islam; practice of alms giving.
34	Lesser jihad	This refers to the military struggle to defend Islam. It is carried out according to strict and clear rules.



35	Makkah	Place of pilgrimage during Hajj; the spiritual centre of Islam.
36	Mercy	Belief about the nature of God and one of Allah's 99 Beautiful Names; God's willingness to forgive the sins of those who repent.
37	Mika'il	Angel who gives spiritual and material help to humans; on Judgement Day he will assist with the weighing of a person's deeds.
38	Mina	Site of pilgrimage during Hajj; where pilgrims take part in the stoning of pillars.
39	Mosque	Muslim place of worship.
40	Movements (rak'ahs)	Actions and ritual movements made during salah (prayer) consisting of recitations, standing, bowing and prostration.
41	Muzdalifah	Site of pilgrimage during Hajj; where pilgrims hold a night prayer and rest after the Stand on Mount Arafat.
42	Muhammad	The last and greatest of the prophets. He received the Qur'an and his Sunnah and Hadiths are also important sources of authority.
43	The Night of Power	The night on which Muhammad received the first revelations of the Qur'an.
44	Omnipotence	All-powerful; belief about the nature of God and one of the 99 Beautiful Names of Allah.
45	Pilgrimage	A religious journey to a holy site/sacred place, it is an act of worship and devotion.
46	Predestination	One of the Six Articles of Faith in Sunni Islam; the belief that everything that happens has been decided already by Allah.
47	The Psalms	Sacred prayers and poems written by King Dawud (David), a prophet of Allah.
48	The Qur'an	Holy Book and most important source of authority in Islam. It was revealed to the Prophet Muhammad and is the final revelation of God to humankind.
49	Ramadan	Month during which Muslims fast from dawn to sunset.
50	Recitations	Part of the practice of salah (prayer); the reciting of verses from the Qur'an.
51	Resurrection	One of the Six Articles of Faith and Five Roots of Usul ad-Din; belief that after death, all people will be raised from the dead to face judgement.
52	Revelation	When God is revealed to humans; belief that Allah shows his nature and will through the words of the Qur'an.
53	Risalah (Prophethood)	One of the Six Articles of Faith and Five Roots of Usul ad-Din; belief in the prophets as messengers sent by God to communicate to people.
54	Salah	Prayer; one of the Five Pillars/Ten Obligatory Acts.
55	Sawm	Fasting from dawn to dusk during Ramadan; one of the Five Pillars/Ten Obligatory Acts.

56	The Scrolls of Abraham	Holy book/source of authority; individual revelations to Ibrahim that were written on parchment but have perished.
57	The Shahadah	Muslim declaration of faith; one of the Five Pillars.
58	Shi'a Islam	Muslims who believe in the Imamate, successorship of Ali.
59	Six articles of faith	The foundations of the faith in Sunni Islam; six key beliefs: Tawhid (the Oneness of God), Angels, Holy Books, Prophethood, Akhirah, Predestination.
60	Sunni Islam	Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali.
61	Tawhid (the Oneness of God)	One of the Six Articles of Faith and Five Roots of Usul ad-Din; the oneness and unity of Allah.
62	The Ten Obligatory Acts	These are requirements for Shi'a Muslims. They include salah, sawm, zakah, hajj and jihad (duties also for Sunni Muslims) but the final five are not part of the Sunni tradition – khums, encouraging good, discouraging wrong, showing love for God and people, disassociation with enemies of God.
63	The Torah	Holy book/source of authority; given by God to the prophet Musa (Moses) on Mount Sinai.
64	Zakah	One of the Five Pillars and Ten Obligatory Acts; giving alms.

Key Ideas		
65	The six articles of faith	Sunni Muslims believe that these are the articles of faith, that a Muslim must believe, to be accepted as a Muslim: 1. Belief in Allah (Tawhid) 2. Belief in His angels (Risalah) 3. Belief in His holy books (Risalah) 4. Belief in His messengers (Risalah) 5. Belief in the Last Day (Akirah) 6. Belief in life after death (Akirah). These are important to Sunni Muslims because: Tawhid shows that Muslims believe that there is one God who is creator, all-powerful and all-present. Believing in angels shows that Muslims believe that God can communicate with humans using His special beings. Believing in the prophets shows Muslims believe that Islam is the first and final religion. Believing in the holy books shows that Muslims believe God sent books to show humans what to believe and how to live. Muslims believe the Qur'an is the final and correct word of God. Believing in Akirah is important for Muslims because believing Allah will judge them on the Last Day effects how a Muslim lives their life.
66	The five roots in Shi'a Islam (Usul ad-din)	The basis of Shi'a faith are: Belief in the oneness of Allah (Tawhid). Belief in Allah's justice (Adalat). Belief in Allah's prophets from Adam to Muhammad (pbuh) (Nubuwwah). Belief in the successors of Muhammad (Imamah). Belief in the Day of Judgement, with judgement being based on believing in the five roots and following the Shi'a Shari'ah (law). This is important to Shi'a Muslims because they are the basis for Shi'a faith

		and show what a person must believe. They are based on the Qur'an and the teachings of the Twelve Imams. Shi'a Muslims believe that if they are not believed and understood then they are not able to perform acts of worship necessary to live the Muslim life and ensure they go to heaven.
67	The Nature of Allah	There is no plural for Allah which highlights that Muslims believe in Allah's oneness (Tawhid). Muslims believe the characteristics of Allah are found in the Qur'an. The Qur'an includes 99 names for Allah. Many Muslims remind themselves of the 99 names of Allah using a rosary of 33 or 99 beads.
68	Oneness (Tawhid)	This is the basis of Islam. Allah is believed to be the creator of everything since he is the only God. It also means that Allah must be all powerful and in control of everything and that Allah must be present in the universe He has created.
69	Justice	Allah is described in the Qur'an as 'the All-just'. Justice means fairness and the maintenance of what is right. They believe that the universe works according to laws established by Allah and the way it operates is fair and just. Allah has designed the world to provide a fair life to people. Sharia'ah law is also a means of justice to ensure that humans deal fairly and justly with each other. Also, Muslims believe that at the end of the world Allah will judge everyone justly. The good will be rewarded and the evil punished.
70	Risalah (Prophets)	Muslims believe that Allah created humans to look after the earth and humans need prophets to know how to do this. Muslims do not believe that Islam began with Muhammad (pbuh); rather, it began with the creation of humans and so it is the original religion begun by Allah and his first prophet, Adam. In Islam, prophets are ordinary people (not divine) that were chosen to receive Allah's messages. Most Muslims believe that the prophets were sinless after they had been called by Allah to be his messenger, hence they are blessed when their name is mentioned ('peace be upon him' pbuh or for Muhammad 'May Allah honour him and grant him peace' saw). The Qur'an says that each prophet was given Allah's word for their generation, so each prophet brought Islam to its perfect form. However, this message became distorted so Allah had to keep sending new prophets until Muhammad (pbuh). Muslims believe that Muhammad (pbuh) was given the Qur'an in a form that could never be distorted.
71	The Qur'an	Muslims believe that God decided that his word needed revealing in a new way because it had been distorted 5 times, disobeyed, ignored or unknown. Muslims believe that the Qur'an was sent to a prophet that could not read or write so that it had to be recited and therefore preserved. Muslims believe that Muhammad (pbuh) was chosen for this role because, whilst he could not read or write, he was highly intelligent and had a good memory. Muhamad (pbuh) made sure his followers remembered sections of the revelations, although later he had secretaries who wrote down the revelations. They were later categorised into 114 surahs based on their being revealed at the same time or being on a common theme.

	Malaikah (angels)	Allah is so great that he does not communicate directly with humans. Angels are between Allah and humans. Allah created them as immortal sinless creatures without freewill. It is because angels are sinless that they can communicate directly with Allah. The Qur'an teaches that when Adam was created Allah order the angels to bow down to him because Adam had been able to name Allah's creations while the angels had not. Muslims believe that Iblis (Shaytan) was an angel who refused to bow down to Adam and so was sent out of heaven and set up his own kingdom of hell. Muslims believe that angels have many roles including being the guardians of the gates of hell and recording the good and bad deeds of humans to present to Allah on the Last Day.
	Jibril and Mika'il	Jibril (Gabriel) Jibril is the chief of the angels whose job is to deliver Allah's message to the prophets. Muslims believe that Jibril told the prophet Ibrahim about the birth of his sons; the prophet Zechariah about the birth of Yahya (John the Baptist), and Maryam (Mary) about the birth of Isa (Jesus). Jibril's most important role was to reveal the Qur'an to Muhammad (pbuh). Mika'il (Michael) Mika'il is the second most important angel who is believed to be the guardian of heaven, protecting it from evil and the Devil.
	Al-Qadr (Fate)	Al-Qadr means fate or predestination and is taken to mean that everything in the universe is following a divine plan. There are many references in the Qur'an to events in the lives of the prophets that do not make sense at the time but are later seen to be art of God's plan. Muslims believe that Allah has a plan for universe he has created, he has the power (omnipotence) to make it happen and the knowledge of what will happen (omniscience) to that everything will work out as Allah wants. Many Muslims use the phrase 'insh Allah' which means 'if Allah wills'.
	Al-Qadr and the Day of Judgement	Muslims believe that on the Last Day everyone will be judged for their actions. Many Shi'a Muslims follow Mu'tazilite theological views which say that Allah created humans with freewill and so humans are individually responsible if their actions lead to them disobeying God. Therefore, they can be judged on the Last Day. Most Sunni Muslims follow the teachings of the theologian al'Ashari who said that Allah knows what people will do before they do it, since he as the attribute of foreknowledge. Allah knows what people will do, but they do it of their own freewill.
	Akirah (life after death)	Muslims believe that after death the body stays in the grave until the Last Day. According to the Qur'an the world will be brought to an end on a day of God's choosing. Before that, Isa will return, the angel Israfil will sound the trumpet and the dead will be raised. Everyone will stand before God on the plain of Arafat (near Makkah) to be judged by God and sent to either heaven of hell.



72	Prayer (Wudu)	Muslims must be spiritually clean before they pray. This is instructed in the Qur'an. Mosques have two special rooms, one for men and one for women. Washing is done under running water, so they are clean. Wudu symbolises spiritual cleanliness rather than physical cleanliness and allows Muslims to focus fully on God in their prayers.
73	Ramadan	The most important month of the Islamic calendar. Muslims believe that the Qur'an was revealed to Muhammad during Ramadan and many will recite the whole Qur'an over the 30 days of Ramadan. Muslims focus on fasting, charity and pleasing God. During the daylight hours, Muslims will fast. Some get up before sunrise to eat for the day and the fast is broken at sunset. The evening meal is shared with family and friends, followed by extra prayers and readings from the Qur'an. Smoking and having sex is also not allowed during Ramadan as the focus for the month is on God as fasting purifies and cleanses the soul. To complete Ramadan a considerable amount of discipline needed.
74	Hajj	A pilgrimage (journey made for religious reasons) to Makkah. Muslims should make it once in a lifetime, provided they are healthy and wealthy enough. Some will help others with financial support. Hajj is a religious obligation not a holiday and occurs in the last month of the Islamic calendar.
75	Id-UI-Fitr	A festival celebrated at the end of Ramadan. It is the festival of breaking the fast and known as lesser Eid. It is used to celebrate the end of Ramadan. Muslims thank God for giving them the strength to help them fast for the month. They give thanks to God for guidance and wisdom from the Qur'an. Id-UI-Fitr remembers that the Qur'an was revealed during the month of Ramadan.
76	Id-UI-Adha	A festival that celebrates the Prophet Ibrahim's willingness to sacrifice his son. The Prophet Ibrahim noticed other festivals being celebrated in Madinah and Muhammad said God had appointed two other days that are better to celebrate. It is also known as Greater Eid or the festival of sacrifice. It remembers and honours the prophet Ibrahim who was willing to sacrifice his son. It is a part of Hajj, but is celebrated all over the world and reminds Muslim's of the importance of sacrifice.
77	Ashura	This remembers the death of Husayn (Grandson of Muhammad) in Karbala in Iraq. The battle was fought between Husayn and his supporters and the army of the Caliph. Their camp was set on fire and their bodies were trampled upon by the horses of their enemy. Husayn and the male followers were killed. It is celebrated as a day of great sorrow because of the tragic events of Karbala and is a public holiday in Afghanistan, Iraq and Pakistan. Some beat and cut themselves to connect with Husayn's suffering and death. Some perform re-enactments and plays to retell the story.

## TOP Revision Techniques

### 1. Flashcards

#### How to organise your flashcards

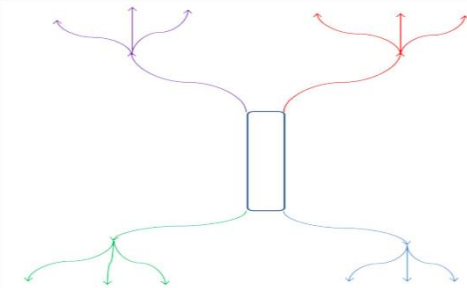
1. Use an envelope.
2. Write the topic title on the envelope.
3. Write the title of each flashcard on the outside.
4. Add tick boxes.
5. File your flashcards in the envelope.
6. Tick off each time you revise the flashcard.



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 ideaS **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 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!

#### 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	
<b>1: Stick them on your walls and doors</b> <ul style="list-style-type: none"> <li>• Movable revision!</li> <li>• Keywords will catch your eye and pretty soon you'll internalise definitions</li> <li>• HOWEVER – don't cover every wall in your bedroom. It should be a sanctuary of sleep!</li> </ul>	<b>2: Stick them around the house</b> <ul style="list-style-type: none"> <li>• One former student used to stick Post-it notes around her house.</li> <li>• When asked a question she would mentally search the house.</li> <li>• She would then say something along the lines of 'Fridge ... milk ...1969!'</li> <li>• This might help you make mental maps.</li> </ul>
<b>3: Use them as keyword match up</b> <ul style="list-style-type: none"> <li>• Write a series of keywords on one set of Post-its and the definitions on another set.</li> <li>• Jumble them and then use a wall space to check your understanding by matching them up.</li> </ul>	<b>4: Use them to write paragraph summaries</b> <ul style="list-style-type: none"> <li>• Post-its encourage you to be brief yet concise.</li> </ul>
<b>5: Use them to keep track of what you have and have not revised</b> <ul style="list-style-type: none"> <li>• Stick these notes to your exercise book, text books or revision books as a handy reminder of what you still need to cover</li> </ul>	<b>6: Use them as page markers in your exercise books</b> <ul style="list-style-type: none"> <li>• Use Post-it to mark out different topics and chapters.</li> </ul>
<b>7: Use them to create a flowchart</b> <ul style="list-style-type: none"> <li>• You can even mix up the order and rearrange as a method testing yourself</li> </ul>	<b>8: Use them as a past paper question planner</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>9: Use them as a past paper prompter</b> <ul style="list-style-type: none"> <li>• You can use a Post-it to remind yourself of how to answer specific questions.</li> <li>• This is useful because of the movable nature of Post-it notes.</li> </ul>	<b>10: Download Post-it plus</b> <ul style="list-style-type: none"> <li>• This app allows you to turn physical Post-it notes into digital ones</li> <li>• 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</li> </ul>

### 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!



