





MID-YEAR ASSESSMENTS

| Name: | |
|---------------|--|
| Tutor Group: | |
| Tutor & Room: | |

"If you are not willing to learn, no one can help you."

If you are determined to learn, no one can stop you."

Contents

| 1. | Your Knowledge Organi | ser and Self-Quizzing Book | 31. | ICT | Tools & Techniques |
|-----|-----------------------|---|-------------|------------------------|---|
| 2. | How do I complete Kno | owledge Organiser homeworks? | 32. | ICT | Understand the Factors |
| 3. | KBA Literacy | Whole school literacy fundamentals | 33. | Maths | Compound Measures |
| 4. | KBA Literacy | Whole school literacy fundamentals | 34. | Maths | Graphs |
| 5. | Art & Design | Colour theory | 35. | Maths | Solving Quadratic |
| 6. | Art & Design | Key terms | 36. | Music | Musical Forms |
| 7. | Art & Design | Key terms | 37 . | Music | Film Music |
| 8. | Art & Design | Key terms | 38. | PE BTEC | Fitness for sport and exercise |
| 9. | Business Studies | Promotion & Finance | 39. | PE BTEC | Fitness for sport and exercise |
| 10. | Business Studies | Promotion & Finance | 40. | PE GCSE | Health, Fitness & Components of Fitness |
| 11. | Drama | Key terms | 41. | PE GCSE | Fitness Testing |
| 12. | Drama | Stanislavski & Brecht | 42. | PE GCSE | Training Threshholds |
| 13. | English | The Literary Timeline | 43. | PE GCSE | Methods of Training |
| 14. | English Language | Explorations in Creative Reading | 44. | PRE | Relationships and Families |
| 15. | English Language | Writers' Viewpoints and Perspectives Language | 45. | PRE | Buddhist Beliefs |
| 16. | English Literature | Macbeth - William Shakespeare | 46. | PRE | Buddhism |
| 17. | English Literature | Macbeth - Plot Summary | 47 . | Sociology | AQA GCSE Sociology |
| 18. | English Literature | Context & Literacy Tradition | 48. | Sociology | AQA GCSE Sociology |
| 19. | English Literature | A Christmas Carol | 49. | Science | Biology |
| 20. | English Literature | Key Quotes & Info/Analysis | 50 . | Science | Chemistry |
| 21. | English Literature | A Christmas Carol - Dickens | 5 1. | Science | Physics |
| 22. | French | Role play | 52 . | Spanish | Role play |
| 23. | French | Key words | 53. | Spanish | Key words |
| 24. | Geography | Coastal processes | 54. | Hospitality & Catering | Personal Hygiene |
| 25. | Geography | Hydrographs | 55. | Hospitality & Catering | Eatwell Guide |
| 26. | German | Role play | 56. | Hospitality & Catering | Structure |
| 27. | German | Key words | 57 . | Hospitality & Catering | Types of Contract |
| 28. | History | Medicine in Britain | 58. | Economics | Key Terms and The Economic Problem |
| 29. | History | Medicine in Britain | 59 . | Economics | Key Terms and Demand Curves |
| 30. | History | Medicine in Britain | 60. | Economics | Key Terms and Supply Curves |
| | | | | | |

Your Knowledge Organiser and Self-Quizzing Book



Knowledge Organisers

Knowledge Organisers contain critical, fundamental knowledge that you MUST know in order to be successful in Year 10 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long-term memory.

Self-Quizzing Book

This is the book that <u>all</u> Knowledge Organiser homework is to be completed in.

You must follow the simple rules as to how they are to be used.



You <u>must</u> bring your Knowledge Organiser and Self-Quizzing Book to **every** lesson and place it on your desk at the beginning of each lesson.

You must keep all of your Knowledge Organisers and Self Quizzing Books because the fundamental knowledge required in Year 10 will also be required in year 11.

Knowledge Organisers are

NOI a replacement for revision
guides but they include the
fundamental knowledge that
ALL students in Year 10 require.

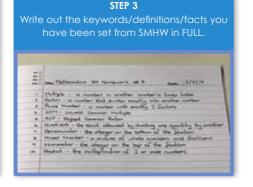


How do I complete Knowledge Organiser homeworks?

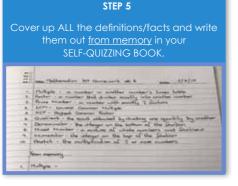
You will be set a MINIMUM of 2 Knowledge Organiser homeworks in every subject each half term



STEP 2 Write today's date and the title from your Knowledge Organiser.



STEP 4 Cover the definitions in your SELF-QUIZZING BOOK, apart from the first. Read it, Cover it, Say it in your head, check it... REPEAT until confident.



STEP 6

Check your answers and correct where required. Repeat Steps 4 to 6 until you are confident.

You will be <u>tested</u> on the words/definitions/ facts as a starter activity in your lesson on the day that the homework is due.

This will be completed in your normal exercise book and you will mark it in class.

Can I write in paragraphs?

The **TIPTOP** rule

You move onto a new paragraph when you change Time, Place, Topic or Person.

- I always start an essay with an introduction which addresses the question.
- I finish an essay with a conclusion to summarise the main points of my argument and to address the question again.
- I use connectives in each paragraph to link my ideas and to put them in a logical order.

Furthermore Whereas Nevertheless Alternatively Consequently

But Since Yet Therefore Besides Meanwhile Nonetheless However Although Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- No slang that lesson was bangin'
- No informal language I'm gonna do my homework now

Other things to consider:

- ✓ I am clear about the <u>purpose</u> of this piece of writing
- ✓ I know who my <u>audience</u> is
- ✓ I will use a suitable <u>layout</u> and <u>text type</u>

Literacy Fundamentals 1 of 2

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my spelling and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct punctuation and grammar.
- I have paragraphed my work using TIPTOP
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

The Late Addison

| 11 o'clock | How's | They'd | Where'll |
|------------|------------|---------|----------|
| Aren't | l'd | They'll | Where's |
| Can't | 1'11 | They're | Who'd |
| Couldn't | l'm | Wasn't | Who'll |
| Didn't | Isn't | We'd | Who's |
| Doesn't | It'd | We'll | Why'd |
| Don't | † ' | We're | Why'll |
| Hadn't | It's | Weren't | Why's |
| Hasn't | Mightn't | What'd | Won't |
| Haven't | Mustn't | What'll | Wouldn' |
| He'd | Shan't | What's | You'd |
| He'll | She'd | When'd | You'll |
| He's | She'll | When'll | You're |
| How'd | She's | When's | |
| How'll | Shouldn't | Where'd | |

Can I use different sentence types?

Simple sentences: Contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: Joins two simple sentences using the connectives: for, and, nor, but, or, yet, so.

 Sarah likes to read in the library but Tom prefers to read at home.

<u>Complex sentences</u>: A complex sentence contains a conjunction such as because, since, after, although, or when.

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-loaged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

| Affect/effect | One/won |
|---------------|---------------|
| Bare/bear | Passed/past |
| Brake/break | Peace/piece |
| Buy/by | Practice (n)/ |
| For/four | Practise (v) |
| Flour/flower | Read/red |
| Grate/great | Sea/see |
| Hair/hare | Sight/site |
| Hole/whole | Son/sun |
| Hour/our | To/too/two |
| Knight/night | Wait/weight |
| Know/no | Weak/week |
| Meat/meet | Wear/where |

Basics:

- Every sentence must start with a capital letter.
- Every sentence must finish with some form of punctuation: .?!
- Proper nouns need capital letters. These are unique people, places or things e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.
- When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire
- When writing speech:

Go to a new line when a different person speaks e.g. "Good morning" said the Headteacher.

"It's the afternoon!" replied the student. Each person's speech is marked with speech marks e.g. "Walk on the left" said Mr Mathews.

Can I spell accurately?

- Sound out the word
- 2 Think about how it looks
- Think about a similar word
- Is there a memory sentence for this word? (e.g. <u>big</u> <u>e</u>lephants <u>c</u>annot <u>a</u>lways use small exits)
- 5. Find the word in a list -
- Kev words list
- Frequently used words list
- Your own word bank

- 6. Look it up in a dictionary/
- spellchecker
 7. Ask a friend or teacher
- To learn it: look, cover, write, check
- Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for possession and to replace a letter or letters

Note: Apostrophes are NEVER used to denote plurals

| Full stop | | Indicates that a sentence has finished |
|------------------|------|--|
| Comma | , | indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list |
| Question mark ? | | goes at the end of a question |
| Exclamation mark | ! | goes at the end of a dramatic sentence to show surprise or shock |
| Apostrophe | • | shows that letter(s) have been left out or indicates possession |
| Speech marks | 4477 | indicate direct speech, the exact words spoken or being quoted |
| Colon | : | introduces a list, a statement or a quote in a sentence |
| Semicolon | ; | separates two sentences that are related and of equal importance |
| Dash / hyphen | - | separates extra information from the main clause by holding words apart |
| Brackets () | | can be used like dashes, they separate off extra information from the main clause |
| Ellipsis | | to show a passage of time, to hook the reader in and create suspense |

Literacy Fundamentals 2 of 2

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything. add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- · Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- · Many websites' content is educational

There/their/they're

Note: special care must be taken over the use of there, their and they're as they sound the same but are used quite differently:

- There shows position Your seat is over there
- Their shows that 'they' own something Their blazers are navy blue
- They're is short for they are as in They're revising every day

Its

Note: its, which shows that something owns something (like our, his etc), does not take an apostrophe: the dog ate its bone and we ate our dinner.

Your/you're

<u>Note:</u> special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- Your is possessive as in this is your pen
- You're is short for you are as in you're coming over to my house

Fine Art, 3D Design & Photography

1. The Formal Elements

- Line: Defines shape; the outer edge of something. It can vary in width, direction and length.
- · Tone: How dark or light a shape is.
- Pattern: A repeated shape or line.
- Texture: The feel or appearance of a surface; how rough or smooth it is.
- **Shape:** Can be in the form of squares, circles, triangles, rectangles, and ovals.

Additional Key Words

- Still Life: A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects.
- Symbolism: Is when one idea, feeling, emotion, or other concept is represented by something else, like a: skull meaning death, a white dove representing peace. A red rose conveying love.
- Dominance: An object or colour that stands out in relation to the rest of the artwork.
- Highlight: Small areas on an artwork in which reflected light is the brightest.

3. Colour Theory

Colour: When light is reflected off an object, colour is what the eye sees. There are primary colours and secondary colours.

Warm Colours: Colours that give the feeling of warmth – red, orange, yellow.

Cool colours: Colours that give a cool feeling – blue, green purple.



2. Techniques specific to: Drawing

- Hatching: Drawing lines that are close together, the closer they are the darker they will appear, while lines further apart will suggest highlights.
- **Cross Hatching**: Drawing lines that cross over each other, the more lines that cross the darker the area.
- **Blending:** Gradually blend and build tone onto your pages. Blending colours together and showing graduated tone.
- **Stippling:** Applying small dots to your work. The closer the dots, the darker the tone appears.
- Scumbling: Building up small scribbled lines, vary the direction of the line to add interest.

4. Composition

- Composition: The arrangement/layout of shapes/objects on the page.
- **Proportion:** The size and shape of one object in comparison to another.
- Foreground, mid-ground, background: The areas at the front middle or back of a drawing or painting.
- Focal Point: The part of the artwork which stands out and draws the eye.
- **Perspective:** The way of showing that objects appear to get smaller and closer together the further away they are from the viewer.

Keywords specific to Painting

- Mark making: The different line, patterns and textures we create in a piece of art.
- Chiaroscuro: The contrast of light and dark in a drawing or painting.
- Medium: The media used to create the artwork.
- Realism: Painted realistically.
- Underpainting: An underpainting is the first layer of paint applied to a painting, which serves as a base for more layers of paint over the top.
- Daubing: To apply paint to a surface with fast and clumsy strokes.
- Observational: Closely studying objects.
- Oil paint: A pigment mixed with linseed oil to slow drying and aid blending.
- **Sgraffito:** Scratching into the painted surface to reveal underpainting or create texture.
- Sfumato: Soft graduated shading and tone.
- Gestural: A painting that has been created using large sweeping movements of the hand, arm or body.
- Impasto: The process or technique of laying on paint or pigment thickly so that it stands out from a surface.

Keywords specific to Printmaking

The activity of making pictures or designs by printing them from specially prepared plates or blocks.

- Plate: The surface that is added to or cut into to create a print.
- Monoprint: A single print taken from a design.
- Etching: An image that is created by engraving onto a plate which a print is taken from.
- Collagraph: A print taken from a collaged surface.

Keywords specific to Photography

- Aperture: The size of the hole which controls how much light is allowed into the camera when taking a photograph. The higher the aperture the smaller the hole (less light).
- Focus: Areas of an image may be in focus (clear and sharp) and some areas may be out of focus (blurry and difficult to see).
- Focal Point: The part of the photograph that the eye is immediately drawn to.
- Rule of thirds: A technique used to create a successful composition. The rule states that the focal point should not be dead centre.
- Leading lines: The viewer's eyes are naturally drawn along vertical and parallel lines.

Additional Fine Art Key terms

- Collage: An image that is created by using layers of other images and/or materials.
- **Mixed Media:** Using a variety of different media to create an artwork.
- **Sculpture**: A 3D piece of artwork.
- Stencil: An image that has been cut out of card and used to create an image.
- Transparent: Being able to see underneath the top layer.

Keywords specific to 3D Art and Design

- Sculpture: A three-dimensional, fine art piece – designed purely for aesthetics – not function.
- Maquette: A small scale model to illustrate how a 2D sculpture design would look if realised in 3D.
- Model Box: A scale model of a theatre set, exhibition space, interior or architectural design.
- Plastic materials: Clay, papier-mâché, textiles – malleable materials.
- Resistant Materials: Wood, metal plastic -Sheet materials that need to be cut with hand and/or power tools.
- Armature: A rigid framework, often wood or steel, used to support a sculpture or other large work while it is being made.

Keywords specific to Sculpture

- Sculptor: An artist who works in 3D.
- Carving: The sculptor removes unwanted material to create the form. Materials such as a block of wood, stone, soap and other hard materials are used.
- Modelling: The sculptor creates a form by building it up. Clay, papier-mâchê, and other soft materials are modelled into a sculpture. Modelling with clay is generally the first process for creating a cast metal sculpture.
- Assembly or construction: The sculptor joins materials together. This is also additive sculpture. Materials such as steel, wood, and found materials are glued, welded, or connected in some way to create a sculpture.
- Freestanding Sculpture: A piece that is finished on all sides. It can stand-alone.
 Designed and made to be viewed from all angles.
- Relief Sculpture: Shapes that project from a background. Reliefs are classified by their degree of projection; high relief indicates that the objects project at least half of their natural circumference from the background and low relief indicates the figures barely project from the background.
- **Kinetic Sculpture:** Sculpture that moves either by air currents, such as mobiles, or by a power source installed by the artist.

Keywords specific to 3D Art and Design

- Architectural Design: The profession associated with any type of building design and construction.
- Interior Design: The design of any space inside a building.
- Silversmith: A designer that works with precious metals and gems to create jewellery.
- Automotive Design: The profession associated with the design of motor vehicles.
- Ceramicist: An artist or designer that works solely with clay.

Fine Art, 3D Design & Photography 2 of 4 Fine Art, 3D Design & Photography 3 of 4

Keywords specific to Photography

- Aperture: The size of the hole which controls how much light is allowed into the camera when taking a photograph. The higher the aperture the smaller the hole (less light).
- ISO: ISO is a camera setting that will brighten or darken a photo. As you increase your ISO number, your photos will grow progressively brighter.
- Focus: Areas of an image may be in focus (clear and sharp) and some areas may be out of focus (blurry and difficult to see).
- Focal Point: The part of the photograph that the eye is immediately drawn to.
- Rule of thirds: A technique used to create a successful composition. The rule states that the focal point should not be dead centre.
- Leading lines: The viewer's eyes are naturally drawn along vertical and parallel lines.

Keywords specific to Photography

- **Shutter speed:** How long the camera's shutter is kept open.
- **Subject matter:** What is represented in the photograph, a basic breakdown of what can be seen.
- Over exposure/under exposure: When too much or too little light has been exposed onto the film.
- **Crop:** To select an area of an image and remove surrounding area.
- **Composition:** To arrangement of the subject matter and how they relate to one another within the photograph.
- **Depth of field:** The area of the image which is in sharp focus.
- Lighting/ shadow: Light and shadow can be created with artificial light (lamps or flash) or natural light (sun).
- **Perspective:** The position or angle of the shot in relation to object being photographed.







Fine Art, 3D Design & Photography 4 of 4

Business Studies Promotion & Finance Key Words 1 of 2

| The message | What the communication needs to say |
|--|--|
| The medium | How to get the message across |
| Market research | The process of gathering information about the market and customers' needs and wants in order to help inform business decision, including product design and marketing |
| Focus group | A group of people who discuss their views on a product, service advertisement or idea, either face-to-face or online |
| Target market | A particular group of consumers at which a business aims its products and services |
| Sample | A portion of the population asked for their opinions in order to draw conclusions about the behaviour of the whole population |
| Advertising methods | Different ways of advertising, such as moving image, print, ambient, digital and audio |
| Data | Information, particularly statistics, that can be collected and analysed |
| Sales promotion | Providing incentives to customers. An incentive is something such as a payment or gift that encourages someone to do something |
| Methods of Sales Promotion | Coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts |
| Personal Selling | A way of trying to persuade the customer to buy a product. Usually by face to face selling. |
| Methods of Personal Selling | Face-to-face, by telephone, via email, through video or web conferencing |
| Public relations (PR) activities | Promoting a produce/service, brand or enterprise by placing information about it in the media without paying for the time or media space directly |
| Methods of PR | Exhibitions, sponsorship, press releases. |
| Direct marketing | Is done to establish an individual relationship between the enterprise and the customer |
| Methods of Direct marketing | Direct mail (junk mail), mail order catalogues, magazines, telemarketing |
| Segmentation | Segmenting the market to identify which customers it's promotions will target through such as demographics, geographic, psychographic and behavioural |
| Demographics | Relating to the structure of a population |
| | |

| Market share | The proportion of sales in a market that are taken by one business |
|--|--|
| Business to Business (B2B) | When a business sells to other businesses. For example a tyre company may sell cars to a company that makes cars |
| Business to Customer (B2C) | When a business sells to individual people. For example selling gym memberships or cars to members of the public |
| Types of demographics | Age, race, religion, gender, family size, ethnicity, income, education level, socioeconomic group |
| Psychographics | Social class, attitudes, lifestyle and personality characteristics |
| Behavioural | Spending, consumption, usage, loyalty status and desired benefits |
| Factors influencing the choice of promotional methods | Size of enterprise. • Budgetary constraints. • Appropriateness for product/service. • Target market |
| Break-even point | The point where revenue received meets all of the costs of the business |
| Credit | The amount of money that a financial institution or supplier will allow a business to use, which it must pay back in the future at an agreed time |
| Overheads | Fixed costs that come from running an office, shop or factory, which are not affected by the number of specific products or services that are sold |
| Insolvent | A business that is unable to pay its debts and/or owes more money than it is owed |
| Consumables | Items that get 'used up', such as pens, paper, staples and other items that a business has to replace regularly |
| Trade credit | A credit arrangement that is offered only to businesses by suppliers |
| Overdraft | A facility offered by a bank that allows an account holder to borrow money at short notice |
| Cheque | A written order to a bank to pay an amount of money from an account holder's account to a specified person |
| Venture capital | Money to invest in a business is sourced from individuals, or groups of people, who wish to invest their own money into new businesses |
| Return on investment | The amount of money that an investor gets back in return for investing a business |
| Shareholders | Investors who are part-owners of a company |
| Share capital | Money to invest in a business is raised by the business issuing shares that it then sells to those who wish to invest in the company |
| Credit check | A check on the financial status of a business or individual to ensure that the business or the individual has a reliable credit history and does not have any existing outstanding debts |
| Security | When the lenders asks the borrow to put up an asset, such as a house, or a valuable item owned by the business |

| Financial Documents | Purpose – To ensure the business, customers & suppliers have accurate record of all trading that has taken place. Might be a physical piece of paper or electronic file sent by email | |
|-----------------------------------|---|--|
| Purchase Orders | Sent by the buyer to the seller to order goods | |
| Invoice | Sent to the buyer from the seller to ask for payment for goods sold | |
| Delivery Notes | Sent to the buyer from the seller to list the description and amount of goods enclosed in the shipment | |
| Credit Notes | Sent by the seller to the buyer to correct a mistake | |
| Receipts | Given to the buyer from the seller for proof of purchase | |
| Credit Cards | A small plastic card issued by a bank, building society, etc., allowing the holder to purchase goods or services on credit without having to pay straight away | |
| Debit Cards | A small plastic card allowing the holder to transfer money electronically from their bank account when making a purchase | |
| Direct Debit | Authorises someone to collect payments from your bank account when they are due | |
| Sales Revenue | The amount of money that is made from a business's sales | |
| Revenue from assets | The amount of money that is made from selling items such machinery or land | |
| Costs | The amount of money that is needed to make or buy something | |
| Raw materials (Cost of sales) | The materials or ingredients needed to make products such as wood to make furniture or flour to make cakes | |
| Start Up Costs | Costs paid (outgoings) by a business to initially set up e.g. ovens for a bakery or a car for a driving instructor | |
| Axes | The reference lines on a graph | |
| Capital | Is the money or wealth needed to produce goods and services. In the most basic terms, it is money | |
| Statement of comprehensive income | Shows the profit or loss of an enterprise over time | |
| Statement of financial position | Shows the financial performance of an enterprise at a point in time | |
| Liability | A debt or something you owe | |
| Gross profit margin percentage | (GPM) = (gross profit/revenue) × 100 | |
| Net profit margin percentage | (NPM) = (net profit/revenue) × 1 | |
| Cash Flow | Difference between the cash flowing into the business (inflows) and the cash flowing out of the business (outflows) | |
| Cash flow statement | The cash inflows and the cash outflows over the past 12 months | |
| Cash flow forecast | Outlines the forecasted future cash inflows (from sales) and the outflows (such as raw materials, wages) per month over a period of time | |

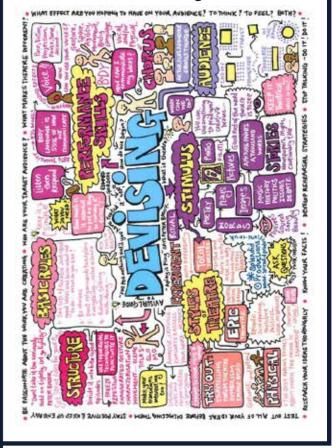
| Running Costs | The amount of money (outgoings) that are regularly spent on things such as salaries, heating, lighting, and rent |
|---|---|
| Turnover | The amount of a money taken by a business over a certain period of time |
| Profit | The difference between the amount earned and the amount spent in buying, operating, or producing something |
| Retained profit | Money that a business keeps, rather than paying out to its shareholders |
| Gross Profit | The profit a company makes after deducting the costs associated with making and selling its products. Gross profit = Turnover – cost of sales |
| Net Profit | The money left over after expenses have been paid. Net profit = Gross profit - expenses |
| Expenses | Outgoings of a business such as wages and rent (but not raw materials as these are costs of sales) |
| Asset | Any item of value that a business owns, such as its machinery or premises |
| Fixed assets | Assets which are purchased for long-term use and are not likely to be converted quickly into cash, such as land, buildings, and equipment |
| Current assets | Cash and other assets that are expected to be converted to cash within a year |
| Debtor | People who OWE you money. A debtor is classed as an ASSET |
| Creditor | who you OWE money to such as the bank or suppliers. A creditor is classed as a liability |
| Purpose of a cash flow forecast | To identify money coming in (inflows) and going out (outflows) of the enterprise over time |
| Inflows | Sales, capital introduced, loans |
| Outflows | Purchases, running costs |
| Cash flow problems | Not having enough cash to pay employees and suppliers |
| Suggested solutions to cash flow problems | Increasing revenue. Selling off unused assets. Selling off inventory. Chasing debtors for monies owed. Cutting costs. Delaying payment to suppliers. Reducing credit period. Offered to customers. Cutting back or delaying expansion plans |
| Break Even Formula | Break-even = fixed costs/(selling price per unit - variable cost per unit |
| Sources of finance | Owner funds. Retained profits. Loans. Credit cards. Government grants. Hire purchase and leasing. Trade credit. Venture capital. Peer-to-peer lending |
| Fixed cost | A cost that <u>doesn't</u> change depending on output (the amount that a business produces or sells) |
| Variable cost | A cost that does change depending on output (the amount that a business produces or sells) |
| Total costs | Total Costs = Fixed + Variable Costs |
| Liquidity | The ability of an enterprise to be able to pay off it's debts |
| | |

Business Studies Promotion & Finance Key Words

Performance Style: Key Terms and Definitions

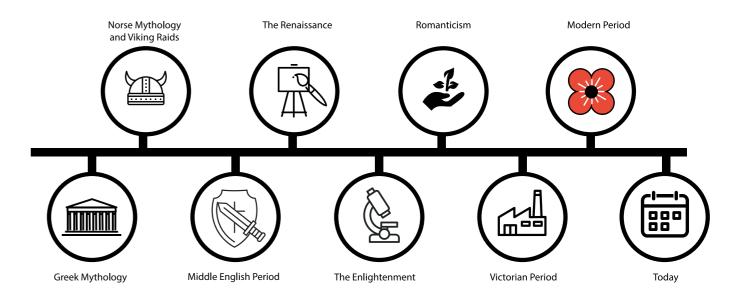
- Comedy: A performance where there is a happy ending, with the intention of amusing and entertaining the audience.
- Epic Theatre: Feature of Epic Theatre include episodic scenes, a lack of tension, breaking the theatrical illusion through devices such as direct audience address, use of songs, projections and narration.
- Expressionism: A term for theatre design and performance style which places greater value on emotion than realism. The trademark Expressionist effects were often achieved through distortion.
- Form Theatre: In the process the actors or audience members could stop a performance, often a short scene in which a character was being oppressed in some way. The audience would suggest different actions for the actors to carry out on stage in an attempt to change the outcome of what they were seeing.
- Melodrama: A Melodrama is a dramatic work that exaggerates plot and /or characters in order to appeal to the emotions.
- Metatheatre: Comedy and tragedy, at the same time, where the audience can laugh at the protagonist while feeling empathetic simultaneously.
- Naturalism/Naturalistic: A performance that attempts to replicate nature and present events and characters on stage as in real life, Naturalism attempts to hold up a mirror to nature and give the illusion of characters as actual people in real life situations using everyday language.
- Physical Theatre: Performances which incorporate dance elements into a dramatic theatre performance.
- Realism: realism in theatre describes a decision by the creative team to present the audience with an accurate depiction of the real world, rather than a stylized interpretation.
- Style: Style refers to the way the actors perform, the visual characteristics of the setting and costumes, and the choice of conventions used.
- Stylised: Stylisation is the conscious process of emphasizing and often exaggerating elements of the design or characteristics of a role.
- Symbolism/Symbolic: Using symbols to suggest and communicate meaning to the audience.
- Theatre in Education: Often abbreviated to T.I.E. The use of theatrical techniques to educate, covering social issues or topics on the school's syllabus.

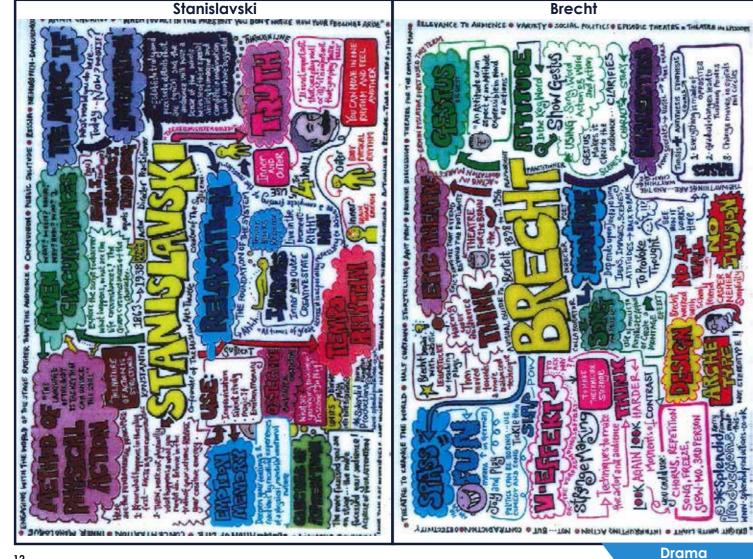
Devising



Drama 1 of 2

The Literary Timeline





2 of 2

Start of the exam - 15 minutes

- 1. Read the glossary.
- 2. Read the information box and underline:
- Character
- Setting
- Place in Story
- 3. Read the passage WITHOUT looking at the questions. Focus on just understanding what is going on.

Planning the answer:

- 1. Read the question and highlight the focus.
- On the question draw a box around which lines to focus on.
- 3. Highlight the correct answers in the text.
- 4. When writing the answer:
- Use full sentences
- Start each sentence with the focus from the question
- Be careful not to repeat points.

Question 2 - 10 minutes - Language

Planning the answer:

- 1. Read the question and highlight the focus.
- 2. Highlight powerful words and phrases linked to the question focus.
- 3. Pick three examples to use and circle your zoom word.
- 4. Label your examples with subject terminology.

When writing the answer:

- Write an establishing sentence outlining your three ideas linked to the focus in your own words.
- 2. Write three PEEZE paragraphs.
- 3. Always use quotation marks.
- 4. Always zoom in.
- 5. Always explain **why** the language feature/word class

has been used. Features or structural features. Consider the **writer's intention**.

Question 3 - 10 minutes - Structure

Planning the answer:

- Decide what the writer focuses on at the beginning, middle and end of the extract and highlight a quotation (piece of evidence) that supports this.
- Jot down the tone next to the evidence, any questions that come to mind and the effect of the section on the reader.
- 3. When writing the answer:
- Write three paragraphs each one must contain a quotation and structural feature.
- Do not make reference to language features or zoom in.

Question 4 - 20 minutes - Evaluation

Planning the answer:

- 1. Draw a box around the section on the extract.
- 2. Highlight the keywords in the statement.
- 3. Find three pieces of evidence to show that you agree with the statement.
- 4. Circle your zoom words and label with subject terminology.

When writing the answer:

- Write an introduction stating how much you agree and give two reasons why – in your own words.
- Write three PEEZEL paragraphs.
- The last sentence of each paragraph should always refer back to the statement.

Explorations in Creative Reading and Writing Language
Paper 1
1 hour 45 minutes

Question 5 - 45 minutes - Writing

Planning the answer: 10 mins

- Plan your ideas before you start.
- Order your ideas to show the examiner that you are attempting to structure and craft your work.
- Write a punctuation list at the top (!?,.;-).

When writing the answer: 30 mins

- Write your description / story
- Start each paragraph in a different way:
- Verb: 'ing' / 'ed' word
- Adverb: 'ly' word
- Preposition/Place word: 'on' / 'next to' / 'near'
- · Adjectives: describing word
- 3. Vary your sentence starts.
- Litter your work with techniques and to use ambitious vocabulary.
- Use a range of punctuation and sentence types for effect.
- Proofread each paragraph as you work
- Complete a final proofread of your work (5mins).
- Correct spelling errors.
- Add missing words and punctuation.
- Remember that it is okay to cross out and write a better word above a piece of dull or repeated vocabulary.

Start of the exam - 15 minutes

- Read both extracts do not forget to read the glossaries.
- 2. Focus on understanding what is going on.

Question 1 - 5 minutes - True or False

Read the INSTRUCTIONS about how to shade VERY carefully (this is marked electronically and must be shaded right!)

Before you answer:

- 1. Circle the lines you have been directed to
- 2. Read each statement.
- If you find evidence in the extract for the statement underline it

Answering the question:

- 1. Shade only the true statements
- 2. Choose a maximum of four
- 3. Double-check your answers

Question 2 - 8 minutes - Summary

- 1. Read the question and highlight the focus.
- On the sources underline quotations (evidence) that link to the focus of the question.
- 3. Match the pairs of quotations that allow you to show the most inference (3 pairs).
- Do not make reference to language or structure.
- 5. Embed quotations where possible.

English Language 2 of 2

Question 3 - 12 minutes - Language

Planning the answer:

- Read the question and highlight the focus.
- Highlight powerful words and phrases linked to the question focus.
- 3. Pick three examples to use and circle your zoom word.
- 4. Label your examples with subject terminology.

When writing the answer:

- Write an establishing sentence outlining your three ideas linked to the focus – in your own words.
- 2. Write three PEEZE paragraphs.
- 3. Always use quotation marks.
- Always zoom in.
- 5. Always explain why the language feature/word class has been used. Always explain why the language feature/word class has been used. Features or structural features. Consider the writer's intention.

Question 4 - 20 minutes - Viewpoints

Planning the answer:

- . Read the question and highlight the focus of the question. This is the comparison focus.
- Highlight quotations (evidence) in both sources that answer the question. You need three per source.
- Next to the evidence label with correct subject terminology.
- Pair up the three ideas from Source A with the three from Source B.

When writing the answer:

- Write an opening statement that clearly refers to the question – name both writers and make reference to each source.
- Write three 'PEEZE C PEEZE' paragraphs.
- 3. Use a comparison word (C) in each paragraph.
- Zoom into the language feature used and explore why it has been used in relation to the question.
- Explore the tone of both extracts.
- 6. Use the writers' names through your response.

Writers' Viewpoints and Perspectives Language
Paper 1
1 hour 45 minutes

Question 5 - 45 minutes - Writing

Planning the answer: 10 mins

- 1. Underline the purpose/audience/form (PAF) in the auestion.
- Plan before your ideas before you start.
- Order your ideas to show the examiner that you are attempting to structure and craft your work.
- Write the techniques for the purpose (explain, argues, persuade, instruct/ advise) at the top of the page.
- 5. Write a punctuation list at the top (!?,.;-).

When writing the answer: 30mins

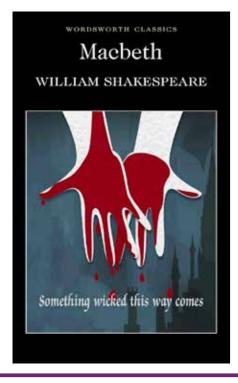
- Write vour response.
- Start each paragraph in a different way:
- Rhetorical question
- Use the word 'Imagine'
- Discourse markers
- 3. Vary your sentence starts.
- Litter your work with techniques and use ambitious vocabulary.
- 5. Use a range of punctuation and sentence types for effect.6. Proofread each paragraph as you
- Complete a final proofread of your work (5mins).
- Correct spelling errors.
- Add missing words and punctuation.
- Remember that it is okay to cross out and write a better word above a piece of dull or repeated vocabulary.

English Language 1 of 2

Macbeth – William Shakespeare

Summary:

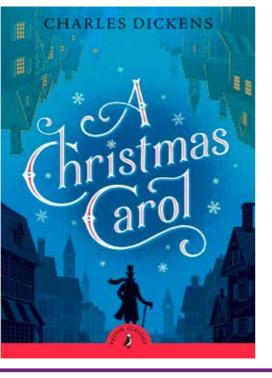
A brave Scottish general named <u>Macbeth</u> receives a prophecy from a trio of witches that one day he will become <u>King of Scotland</u>. Consumed by ambition and spurred to action by his wife, Macbeth murders King Duncan and takes the Scottish throne for himself. He is then wracked with guilt and paranoia. Forced to commit more and more murders to protect himself from enmity and suspicion, he soon becomes a tyrannical ruler. The bloodbath and consequent civil war swiftly take Macbeth and Lady Macbeth into the realms of madness and death.



A Christmas Carol - Charles Dickens

Summary:

A Christmas Carol recounts the story of Ebenezer Scrooge, an elderly miser who is visited by the ghost of his former business partner Jacob Marley and the spirits of Christmas Past, Present and Yet to Come. After their visits, Scrooge is transformed into a kinder, gentler man.



Literature 2 of 6

MACBETH - plot summary

- Act 1 This Act opens with the three Weird Sisters setting up the entire theme of the play: Fair is foul and foul is fair. A war is taking place against Scotland (the setting of this play) and Norway. Scotland is victorious due to the valiant efforts of Macbeth. The traitorous Thane of Cawdor is captured and executed. King Duncan decides to reward Macbeth with the title of Thane of Cawdor to show his gratitude. Three Weird Sisters confront Macbeth and Banquo, telling Macbeth that he will become Thane of Cawdor and eventually king. Macbeth soon learns of his new title fulfilling the first part of the prophecy and sends word to his wife. King Duncan plans on staying the night at Macbeth's home. Lady Macbeth receives the news and immediately plots the death of King Duncan so her husband will be king. Lady Macbeth manipulates Macbeth into following her plans. By the end of Act I, Macbeth is determined to follow the plan.
- Act 2 Macbeth again has some doubts (and visions) but he talks himself into following through with the murder. Macbeth is so scared Lady Macbeth must finish the rest of the plan by wiping blood on the drunk guards. The next morning, Macduff and Lennox arrive at Macbeth's and Macduff discovers the dead body of King Duncan. The guards are immediately suspects and Macbeth kills them. Malcolm and Donalbain, the King's sons, flee the castle because they are afraid.
- Act 3 Banquo begins to suspect Macbeth for the murder of King Duncan and Macbeth in turn feels that Banquo will reveal that it was he that killed the King. Therefore, Macbeth sends out some thugs to murder Banquo and his son, Fleance. Banquo is murdered, but Fleance escapes. Macbeth, Lady Macbeth, Lennox, Ross, and other lords attend a banquet. The ghost of Banquo presents itself to Macbeth. Macbeth begins to rant and rave, making the other guests uneasy. Lady Macbeth tries to cover up the situation by saying Macbeth is prone to fits. By the end of this Act, we learn that Macdetf has not attended the banquet because he has gone to England because he is suspicious of Macbeth.
- Act 4 Macbeth confronts the three Weird Sisters and they show him more visions. The visions lead Macbeth to believe that he cannot be killed by any man, giving him a false sense of security. He then plans to send murderers to the castle of Macduff (who is in England) in order to kill his family. Meanwhile, Macduff is in England begging Malcolm to return to Scotland and seize the throne from Macbeth who has become a tyrant. Malcolm tests Macduff's loyalty to Scotland and himself and after being satisfied with Macduff's responses, he agrees to wage war against Macbeth. Malcolm's uncle will also aid in the aftack.
- <u>Act 5</u> Lady Macbeth has finally gone mad with guilt over the murders. The once strong and ruthless woman is now a scared child. She continually sleepwalks, whilst trying to clean her hands of blood. Doctors are unable to help her. Some of the Scottish lords are discussing Macbeth's state of mind and have come to the conclusion that they will help Malcolm and Macduff fight against Macbeth. Of course, Macbeth isn't really concerned because he believes the prophecy ensures that he cannot be killed by any man born of woman. Macbeth soon confronts Macduff and learns that Macduff was not born naturally. Macbeth and Macduff fight and the natural order is restored by the end of the play.

Key Characters

- Macbeth: A loyal warrior who becomes duplicitous as he becomes obsessed with the witches' prophecies of power.
- Lady Macbeth: Macbeth's wife who drives his ambition in the beginning but loses her control by the end.
- Banquo: Macbeth's close friend and ally who also receives prophecies from the witches.
- Fleance: Banquo's son who represents innocence and justice.
- **Duncan**: King of Scotland at the beginning of the play who is portrayed as a strong and respected leader.
- Malcolm: Duncan's oldest son and next in line to the throne. Joins the English army to

- defeat Macbeth at the end of the paly.
- <u>Donalbain:</u> Duncan's youngest son disappears (to Ireland) after Duncan's murder, but never returns.
- Macduff: A brave warrior who is loyal to Duncan and is consistently suspicious of Macbeth.
- The Three Witches (Weird Sisters) Portrayed as forces of nature that seem to know the future and are fascinating to Macbeth.

Koy Thomas

Context and Literary Tradition

- The 5 Acts: 'Macbeth' is a typical tragedy. The first part builds up the turning point (Duncan's murder), and the second part deal with the consequences of this, which leads to the main character's downfall.
- Soliloguy: A soliloguy is when a character speaks their true thoughts and feelings aloud, normally alone on stage, regardless of any listeners.
- Tragic Conventions: Macbeth is one of Shakespeare's Tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia); the character has something the audience can identify with which outweighs their flaws so we care about them.
- Dramatic irony is defined as when an audience watching a play understands what's going on in a situation while the characters are unaware of what is happening.
- The Real Macbeth: Macbeth is loosely based on true events in feudal Scotland in the 11th Century and would have been known to King James. King James inherited the throne through his ancestors Banquo and Fleance who appear in the play.
- Role of women: Women were expected to follow social expectations with their behaviour towards men. They were meant to obey all men, not be violent and be religious. Lady Macbeth reverts these expectations in the play to manipulate Macbeth in getting what she wants.
- Superstition and witchcraft: At the time Shakespeare was writing, many people believed that witches were real, so the Weird Sisters would have seemed believable and frightening to an audience in the 1600s.
- Succession and Order: To inherit the throne, you did not have to be a direct decent. Anyone could take the throne through a rebellion against the monarch.
 Current monarchs would have to name their successor before they died. This would often help avoid such rebellions. King James also believed in The Divine Right of Kings meaning that any attempt to depose a king went directly against God and would be judged harshly. This is reflected in Macbeth's failure as a King.

| key inemes | |
|-----------------|-----------------------------------|
| • Ambition | Supernatural |
| • Kingship | Appearance and Reality Nature |
| • Fate and Free | Light and Darkness |
| • Will | • Guilt |
| Good and Evil | • Sleep |
| Revenge | . Condor |

| Stylistic features & relevant terms | | | |
|--|--|--|--|
| Meter | Prophecy Imagery Symbols Metaphor Sounds | | |
| Blank Verse | Pathetic Fallacy | | |
| Rhymed Verse | Regicide | | |
| Prose lambic Pentameter Soliloquy Dramatic Irony | | | |
| Concealment Gender Tragedy | | | |
| Tragic Flaw | | | |

Literature 4 of 6

A Christmas Carol - Plot Summary

Stave One

- The narrator introduces Scrooge at work in his counting house (loan office) on Christmas Eve. The semantic field of cold and winter is used to portray him as lonely, miserable and a greedy character.
- Scrooge refuses to return the Christmas greetings of his nephew Fred, he refuses to give money to charity collectors and reluctantly allows his clerk (Bob Cratchit) Christmas Day off.
- On his return home, Scrooge sees the face of his dead business partner (Jacob Marley) appear in the door knocker. As a logical and cynical man, Scrooge initially ignores this supernatural appearance.
- The ghost of Marley appears wearing the chains that he must carry with him as "penance" for his life of greed. He tells Scrooge that he will be visited by three spirits over the next three nights.

Stave Two

- The Ghost of Christmas Past visits Scrooge; he looks like an old man in a child's body (to symbolise the onset of time) and has a bright light (truth and enlightenment) shining out of his head.
- They visit Scrooge as a child, alone and neglected in his schoolhouse. Scrooge feels self pity.
- They visit young Scrooge at a Christmas party being thrown by his popular boss, Mr Fezziwig. He feels remorse over how he has treated his employee.
- They observe young Scrooge being left by his fiancée, Belle, because of his obsession with money. Scrooge cannot bear to see anymore and extinguishes the ghost's light, although some of the light still shows; he cannot hide from the truth.

Stave Three

- The logical Scrooge is now ready for the second ghost, although his logic is disrupted by his lateness
- The Ghost of Christmas Present is a Santa-type figure, but also with connotations of <u>Christianity</u> (wearing a crown of holly).
- They observe London's impoverished streets, seeing how Christmas can bring happiness to even the poor. Scrooge begins to show some sympathy for the poor.
- They visit Bob Cratchit's home during a typical Christmas dinner and see how a poor family can still be happy and content. The changing Scrooge shows concern and sympathy for Bob's ill son, Tiny Tim.
- They visit Fred's house and Scrooge is warned to see that they mention him (albeit in joking terms).
- Scrooge is beginning his transformation, but the ghost taunts him by reminding him of the cruel and uncharitable things he has said in the past.
- · Scrooge spots two impoverished children under the ghost's cloak: the symbolic Ignorance and Want

Stave Four

- The tone of the novella shifts with the arrival of the Ghost of Christmas Yet to Come. He is a deathly figure who shows Scrooge a dark and immoral version of future Christmases.
- They visit a beetling shop in an impoverished corner of London, where people are selling the stolen possessions of a dead and "uncared for man". Scrooge is too ignorant to realise the dead man is him.
- Scrooge asks to see someone who shows emotion at the man's death, but the ghost cannot find anyone. They visit someone who owes Scrooge money and they are pleased; they visit the Cratchit's house and his wife is pleased; Scrooge also learns that Tiny Tim will eventually die.
- The ghost forces Scrooge to look at his own name on a gravestone and Scrooge finally realises that he is the dead man. Scrooge is in "agony" and begs to know whether it's too late to change his ways.

Stave Five

- He wakes and it's Christmas morning; all three spirits seem to have (illogically) visited him in one night.
- He is now enlightened and transformed: he discards logic and wishes a young boy Merry Christmas and also sends the gift of a turkey to Bob Cratchit's house.
- Scrooge is forgiven (key concept of Dickens' Christmas) by others: he goes for dinner at Fred's house
- Scrooge is the saviour of himself and also of Tiny Tim (we learn that the boy lives).

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

Literature 6 of 6

A Christmas Carol - Dickens

Context

- · Dickens' message on poverty.
- Dickens had a comfortable childhood until the age of twelve when his father
 was sent to a debtors' prison and young Charles had to work in a factory.
 The harsh conditions made a lasting impression: through the works of social
 criticism, he sought to draw attention to the plight of the poor.
- The New Poor Law, 1834
- In order to deter poor people from claiming financial help, the government made claimants live in workhouses: essentially, prisons for the poor.
 Dickens hated this concept. He spent 1843 touring factories and mines in England and wished to highlight the situation facing poor people.
 A Christmas Carol was published soon after- in December 1843.
- Dickens' previous novel had not sold well and so he needed a hit.
 He deliberately combined elements that he knew would appeal to Victorian readers: a parable; the supernatural; happy conclusion; and Christmas.
- Dickens' construction of secular Christmas values
- Until the mid-1800s, Christmas was solely a religious festival. Dickens helped to
 popularise many of the cultural elements that we now associate with
 Christmas. The imagery (the food, the decorations, the music) is used
 throughout the novella. This has contributed to a more secular (non-religious)
 Christmas, based on good-will, benevolence and forgiveness.

Key Themes

Logic and Time

Scrooge's sense of logic is continually disrupted, helping to dismantle his cold and rational view of society. He initially dismisses the supernatural appearances, before then submitting to them. The ghosts are late to visit him, and then distort time as they seem to visit him all in one night - not over three nights as planned. The discarding of logic reflects Dickens' criticism of the heartless economic logic that was used to create the New Poor Law

Compassion, Forgiveness and Reclamation

Dickens uses different characters to demonstrate compassion and forgiveness (Fred and Bob who feel pity for him) and how these people lead happy lives. In contrast, he shows the selfish nature of mankind in the dark and sinister Stave Four. Fred shows compassion and forgiveness to Scrooge in Stave Five by welcoming him for Christmas.

Poverty and Greed

Dickens wanted to highlight the plight of the poor in Victorian England and how they are exploited by greed of the wealthy. He used the harshness of winter to further emphasise this. He also uses Scrooge as a vehicle to show that financial wealth does not mean contentment. Scrooge is impoverished in other ways - family, friends, happiness.

Isolation versus Family

We quickly learn that Scrooge ("solitary as an oyster") and Marley are isolated and unhappy characters. Scrooge was Marley's "sole friend and sole mourner". The warmth and emotional richness of families (Bob Cratchit's, Fred's, his ex-fiancée's) are used as a contrast to Scrooge's self-determined isolation. The disruption to Scrooge's childhood family life may have also contributed to his future behaviour. The message may be that family is the cornerstone of a happy society.

Transformation

The novella contains many examples of transformation: the transformation of young Scrooge into an embittered old man; his transformation to a benevolent man; the transformation of Marley from selfish human to eternally-suffering ghost; supernatural transformations; the transformation of the future - to save Scrooge and Tiny Tim. Dickens' message may have been that it is never too late to change.

Key Characters

- Scrooge: The protagonist who initially dismisses the goodwill and generosity associated with Christmas.

 After being forced to transform, he becomes a symbol of Christmas spirit in Stave Five. He is cheerful and benevolent.

 He is a dynamic character (a character who changes).
- Bob Cratchit and Family: Bob is Scrooge's downtrodden but loyal employee. His family are a symbol of Victorian poverty, cheerfulness in adversity, teamwork and Christmas spirit. Bob shows pity for Scrooge and provides a contrast to Scrooge's isolation and meanness.
- Nephew Fred: The character of Fred serves as another contrast to Scrooge. He epitomises the Christmas spirit of goodwill
 and refuses to be discouraged by his uncle's misery. People (such as the Cratchits) speak highly of him and his generosity,
 in contrast to how they speak of Scrooge. Fred shows that Scrooge has chosen isolation.
- The Ghosts: The ghosts are the antagonists to Scrooge. They force him to view his selfish and greedy ways, and also to
 admit how his behaviour will lead to a lonely death ("Men's courses will foreshadow certain ends"): a metaphor for how
 the greed of the wealthy middle class will lead to a disastrous future for society.

Structure and Form

- The novella is narrated in the third person by an omniscient narrator, who also seems very biased against Scrooge.
- It is a parable: a moral tale with a strong message.
- It is arranged in five staves (not chapters) as a metaphor for an actual Christmas carol. It contains much musical imagery throughout (church bells, clock chimes, carol singers, Fezziwig's party).

| Role Pla | уу |
|-------------------------------------|---------------------------|
| Je voudrais + INF- | I would like + inf |
| Je veux + INF- | I want + inf |
| commence à | starts at |
| se termine à | finishes at |
| ouvre à | opens at |
| ferme à | closes at |
| ça dure une heure/semaine- | lasts an hour/week |
| ça coûte euros- | costs euros |
| c'est dans/en | is in |
| Vous pouvez m'aider avec? | Can you help me with? |
| On peut réserver? | Can we book? |
| Combien de temps dure?- | How long does last? |
| Combien de temps vous restez à/en_? | How long are you in_? |
| Que pensez-vous de? | What do you think about? |
| Qu'est-ce que vous allez faire? | What are you going to do? |
| Quand est le/la/les?- | When is the? |
| Combien coûte? | How much do cost? |
| | |
| | |

| Answer Booster | Solid Answer | Aiming higher | Aiming at the top |
|----------------------------------|---|--|--|
| Verb structures in past | L'année derrière, je suis allé – Last year I went to Quand j'étais jeune – When I was younger Quand j'avaisans – When I wasyears old | J'ai fait plein de choses comme — I did many things like Avant, je pensalis que — Before I used to think that Je faisals beaucoup d'activités — I used to do various activities J'ai toujours voulu — I've always wanted | J'ai décidé d'aller à-1 decided to go to J'ai foujours était sportif -1've always been very active Les activités ne m'ont pas intéressé - the activity didn't interest me Je viens de + inf -1 have just + inf |
| Verb structures in present | Je vais – I go Je fais beaucoup de choses – I do a lot of things Je sors avec mes amis – I go out with my friends | II y a ni deni de – There isn't a nor a Je le veux – I want it | J'ai l'habitude de jouer – I tend to play Je le/la fait depuis deux ans – I have done it for 2 years Je le/la pratique beaucoup – I practise it loads |
| Verb structures in future | L'année prochaine, je vais + inf – Next year I am going to Je vais aller à – I am going to go to Je vais avoir – I am going to have Je visiterai des endroits Intéressants – I will visit interesting places Quand je serai grand – When I am older | Dans un monde idéal <u>+ conditional</u> - In an ideal world + conditional Dans un monde idéal, je serais riche – In an ideal world I would be rich Quand j'auraians - where i am years old J'ai décidé que je vais aller/être I've decided that I am going to go/be | Si je pourrais <u>+conditional</u> – If I could <u>+conditional</u> – If I is j'avais de l'argent <u>+conditional</u> – If I had money <u>+conditional</u> – If I had money <u>+conditional</u> Même si ça a l'air effrayant, je voudrais le faire – Even though it is daunting, I would like to do it |
| Idioms | Ça déchire – It's awesome C'est dommage – What a shame | Ça marche – It works (go for it) J'ai du pain sur la planche – I'm very busy (I have bread on the board) | Je dois me bouger – I have to pull my socks up Ça a ni queue ni tête – It is nonsensical |

| Openers / Connectives / Extenders | | | |
|-----------------------------------|--------------|------------|-------------------|
| et | and | bien que | although |
| mais | but | οù | where |
| avec | with | ou | or |
| sans | without | par contre | on the other hand |
| aussi | also | aprés | after |
| cependant | however | d'abord | firstly |
| parce que c'est | because it's | enfin | lastly |
| car c'est | as it's | puis | then |
| donc | SO | encore | again |
| si | if | ensuite | then |

French 1 of 2

Module 1 le pére father la mère mother le beau-père stepfather/father-in-law la belle-mére stepmother/mother-in-law les enfants children le frère brother la soeur sister l'oncle (m) uncle la tante aunt le cousin/la cousine cousin il/elle est he/she is agaçant(e) annoying arrogant(e) arrogant amusant(e) amusing, funny bavard(e) talkative, chatty charmant(e) charming content(e) happy fort(e) strong impatient(e) impatient impoli(e) impolite indépendant(e) independent intelligent(e) intelligent marrant(e) funny méchant(e) nasty/mean tétu(e) stubborn, pig-headed j'ai lex cheveux I have... hair courts/longs/mi-longs short/long/mid-length raides/bouclés/frisés straight/curly noirs/bruns/chàtains black/brown/chestnut blonds/roux/gris/blancs blond/red/grey/white

night club

cafe

cinema

shops

ice rink

bowling alley

shopping centre

la boite de nuit

le centre commercial

les magasins (m)

le bowling

le cinéma

la patinoire

le café

Module 2

Je fais... I do/go du canoë-kavak canoeing/kayaking du footing jogging du hockey sur glace ice hockey du patinage skating du roller roller skatina du vélo/cyclisme cycling de la boxe boxing de la danse dancing de la musculation weiaht-liftina de la natation swimming de la planche à voile wind-surfina de la voile sailing de l'escalade climbina de l'équitation horse-riding des randonnées for walks I think it's... Je trouve ça ... bien/cool good/cool génial/super great/super passionnant excitina barbant/ennuyeux boring nul/stupide rubbish/stupid Mon chanteur préféré(e), c'est My favourite singer is... car j'aime ses paroles Because I like his/her lyrics J'aime aussi la musique de... I also like... 's music ca me donne envie de... it makes me want to... it makes me... ça me rend... J'ai téléchargé/acheté... I downloaded / bought Je (ne) suis (pas) fan de... I am (not) a fan of... J'ai une passion pour les... I am passionate about... J'ai horreur des... I hate/can't stand... films de gangsters/d'action gangster/action films films d'adventure/d'horreur adventure/horror films films d'arts martiaux martial arts films films de science-fiction science-fiction films Je préfère... I prefer... les documentaires documentaries

Module 3

Je bois/mange/prends ... I drink/eat/have .. du café/lait/jus d'orange coffee/milk/orange juice du pain grillé/buerre toast/butter du yaourt/miel yogurt/honey du poulet/jambon/poisson chicken/ham/fish du saucisson/fromage sausage/cheese du pain/riz bread/rice du chou-fleur/raisin cauliflower/grapes de la confiture/glace jam/ice cream de la soupe/viande soup/meat de l'eau (minérale) (mineral) water des fruits (m) / bananes (f) fruit/bananas des fraises (f) / pêches (f) strawberries/peaches des pommes (f) / poires (f) apples/pears des légumes (m) / petits pois (m) vegetables/peas des carrotes (f) / pommes de terre vegetables/peas des céréales (f) / pâtes (f) cereal/pasta le iour férié bank holiday le jour de l'An New year's day la Saint-Valentin St Valentines Day Mardi gras Shrove Tuesday le 1er avril April fool's day pâques Easter D'habitude, je porte ... Usually I wear .. Je vais mettre .. I'm going to put on .. J'ai mis ... I put on ... a jacket un blouson un chapeau a hat un collant tights un costume a suit un manteau a coat un pantalon trousers un pull a sweater un sac à main a handbaa un short shorts un sweat à capuche a hoody une casquette а сар

French 2 of 2

1. Development key words:

- HIC: Higher income country. E.g. USA, France, Australia
- LIC: Higher income country. E.g. USA, France, Australia
- NEE: Newly Emerging Economy, E.g. Brazil, India, Nigeria.
- Development: The progress made over time by a country.
- Poverty: People living without basic needs or income.
- Corruption: dishonest or wrong doings by those in power.
- Sustainable: Long lasting can support the needs of the present and the future.
- Multiplier effect: When one thing leads to another (can be positive or negative).
- Inequality: When there are differences e.a. in wealth/health.
- Trade: Transfers of goods and services from one country to another.

5. Industry:

- **Employment structure:** How the employment structure of a country is broken down.
- Primary: Jobs that use raw materials from the land and sea (e.g. Fisherman).
- Secondary: The making of things/manufacturing (e.a. Factory worker)
- Tertiary: Providing a service (e.g. Teacher).
- **Quaternary:** Research and development (e.g. Medical Scientist).

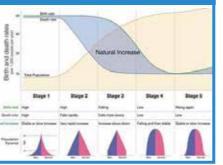
Geography

2. The development gap:

- Climate: The long term weather of an area e.g. arid/tropical.
- Trade: Transfers of goods and services from one country to another.
- Landlocked: Surrounded only by other countries not the sea
- Natural hazards: a natural event that may pose a risk to humans (E.g. earthquake).
- Trading blocs: A group of countries or organisations who work together to create deals for trade.

The demographic transition model (DTM): A model used to show the change of hith rates

A model used to show the change of birth rates and death rates over time; reflecting the population pyramid of a country.



3. Methods used to close the gap:

- Fairtrade: Trade with growers and producers in NEEs/LICs where they are guaranteed a fair price.
- **Migration:** Movement of people from one place to another (can be permanent or temporary)
- **Microfinance:** the lending of small amounts of money at low interest to developing nations.
- Appropriate technology: Providing communities with resources that are appropriate for their level of development. E.g. A water pump to an LIC.
- Remittances: The money sent home often from migrants.
- Debt relief: The partial or total wiping off of any debts paid (has been given to many Highly Indebted Poor Countries - HIPCS - globally e.g. Ghana, Haiti).

4. How to measure development:

- Gross National Income: The sum of money made by a country per year. (Per capita: Divided per person).
- Birth rate: The number of live births per 1000 per year.
- Death rate: The number of deaths per 1000 per year.
- Literacy rate: The % of people who can read and write.
- Life expectancy: Average expected number of years that an individual will live to
- HDI: Human development Index (life expectancy, literacy rate and GNI).

6. Supporting countries to develop:

- Aid: Hel
- Emergency aid: Help given for short term, often after natural disasters or outbreaks of diseases.
- Development aid (long term aid): Help given for a longer time, often focusing on areas of need e.g. health, education.
- International aid: Aid sent from abroad. E.g. UK sending international aid to Nigeria.
- **Bilateral aid:** Help given from one country to another. E.g. UK sending aid to India.
- Multilateral aid: Help given when organisations work together. E.g. The Disaster Emergency Committee who collected donations from countries to support after Nepal's earthquake.
- Self help schemes: Schemes that provide training and materials to encourage people to improve their own standards of living.
- Appropriate technology: Providing communities with resources that are appropriate for their level of development. E.g. A water pump to an LIC.
- Remittances: The money sent home often from migrants.
- Debt relief: The partial or total wiping off of any debts paid (has been given to many Highly Indebted Poor Countries HIPCS globally e.g. Ghana, Ethiopia and Haiti).

7. Nigeria key facts:

- 50% of Nigeria's GDP is from manufacturing.
- 95% of Nigeria's export earnings are from oil.
- 60% of Nigeria's population live on less than
 \$1 a day.
- \$10billion invested by China in the oil industry.
- 3rd largest global film industry is Nollywood.
- 500 different ethnic groups.
- 190 million people live in Nigeria.

8. Nigeria:

- Nollywood: The Nigerian film industry.
- Niger Delta: The region near to the area where the River Niger enters the Atlantic Ocean.
- Lagos: Key city with is a trading centre and economic hub.
- Abuja: Capital city of Nigeria.
- Commonwealth: a group of countries that used to be part of the British Empire.
- Cultural diversity: A range of cultures in a society.



9. Shell in Nigeria:

- TNC: Trans national corporation: A company that works in many countries around the world.
- Investment: Money that is put into a country to support with business etc.
- Quality of life: the standard of health, comfort, and happiness experienced by an individual or group.
- Standard of living: the level of wealth, comfort, material goods and necessities available to a person.
- Direct employment: Works for a specific company.
- Indirect employment: May work for one company but supplies other companies with materials or services.

10. Changing UK Economy:

- Rural: Countryside.
- Urban: Town or city.
- Deindustrialisation: The loss/movement of industry away from an area/country.
- **Post industrial:** The movement from secondary industries to tertiary and quaternary based services.
- **Globalisation:** The increased interconnectivity between countries around the world.
- Infrastructure: the basic services and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society.
- Science Park: an area devoted to scientific research or the development of science based or technological industries (quaternary).
- Business Park: A mixed use development, often containing companies, light industries and retail.

Geography 2 of 2

Role Play

Kann ich ihnen helfen? Can I help you?

Ich möchte I would like

Informationen über information about

Ich suche I'm looking for

Ich wil I want

Ein Zimmer reservieren to reserve a room

Für huete for today

Für morgen for tomorrow

Sonst noch etwas? Anything else?

Draft ich....? May I?

Eine Fahrkarte a ticket

Hin und zurück there and back

Wann fährt der Zug ab? When does the train leave?

.Welcher Größe? Which size?

Darf ich es anprobieren? Can I try it on?

Wo sind die Umkleidekabinen? Where are the changing rooms?

Es gibt ein Problem mit... There is a problem with....

Gibt es.....? Is there a.....?

Haben Sie...? Do you have...?

Sollen wir----? Shall we----?

Ich habe.....verloren I have lost....

Were...? Who ...?

Wieviel kostet? How much does ... cost?

Wo ist.....? Where is.....?

Wie lange dauert die Reise? How long does the journey last?

Gibt es ein gutes Restaurant in der Nähe?

Is there a good restaurant near by?

Um wieviel Uhr ist Früstück? What time is breakfast?

Wann beginnt/endet die Schule? When does school begin/end?

| Answer Booster | Solid Answer | Aiming higher | Aiming at the top |
|----------------------------------|---|---|--|
| Verb structures in past | Letztes Jahr bin ich nach gegangen - last year I went to Letztes Jahr habe ichgespielt - last year I played Als ich jünger war - when I was younger Als ich Jahre alt war - when I wasyears old | Jeden Tag ging ich/ass ich/trank ich/fuhr ich/spielle ich/machte ich – every day I used to go/eat/drink/ travel/play/do Ich wolle immer + infin - I always wanted to | Ich habe mich entschieden, dass - I decided that Ich hatte es mir immer vorgestellt, dass - I always planned to Pluperfect: Ich hatte Tennis gespielt - I had played tennis Ich war ins Kino gegangen - had gone to the cinema |
| Verb structures in present | Ich bin/Ich habe – I am/I have Er ist/er hat – he is/he has Ich gehe schwimmen – I go swimming Ich sehe fern – I watch TV Ich fahre Rad – I ride my bike | Ich will + infin - I want to Ich will + infin - I should Ich darf + infin - I am allowed to Ich muss + infin - I have to Ich kann + infin - I can Es gibt - there is Es gibt keinen/keine/kein - there isn't | Ich spiele seif einem Jahr Geige - I have played violin for 1 year Ich lerne seif zwei Jahren Deutsch - I have been learning German for 2 years Ich lerne weder Musik noch Kunst - I am neither studying music nor ar! |
| Verb structures in future | Nächstes Jahr werde ich + infin – Next year I am going to Er/sie wird + infin – He/she will Am Wochenende will Ich + infin – At the weekend I want to Wenn Ich älter bin werde ich + infin - When I am older I will | Ich habe (in der Zukunft) vor,zu + infin - In the future I intend to Mein Traumhaus wäre groß und es hätte ein Schwimmbad - My ideal house would be big and it would have a swimming pool Wenn ich reich wäre, würde ich ein großes Auto kaufen - If I were rich, I would buy a big car | Wenn es möglich ware, würde ich - if it were possible, I would Wenn ich könnte, würde ich - if I could, I would-Wenn ich viel Zeit hatte, wurde ich - if I hod time I would Wenn ich die Wahl/genug Geld hatte, würde ich |
| Idioms | Er hat Schwein gehabt! - he was lucky! | Da kannst du Gift drauf nehmen - You can bet your life on that | Du hast den Nagel auf den Kopf getroffen! – you've hit the nail on the head |
| | Past | Present | Future |
| Opinions in three tenses | Ich mochte es – I used to like it Ich fand es – I found it— Es hat mit gut getallen/nicht gut getallen – I liked if //didn't like it Was mir am besten gefallen hat, war – what I liked the most was Ich war übezreugt, dass I was surprised that | Ich mag/ich mag nicht – I like/ don't like Ich finde es I think it's Mir gefällt es/Mir gefällt es nicht - Ilike it/don't like it Meiner Meiniung nach, -in my opinion Ich denke, dass I think that | Es wirdsein – it will be Ich freue mich drauf - I'm looking forward to if Es ware toll! – it will be great! |

Openers / Connectives / Extenders

| zuerst | first of all | obwohl | although |
|---------------------|-----------------|------------|-------------------|
| dann | then | nochmal | again |
| zum Schluß | finally | einerseits | on the one side |
| ,umzu | in order to | anderseits | on the other side |
| infolgedessen | although | nachdem | after |
| deshalb | therefore | trotzdem | nevertheless |
| zum beispiel | for example | jedoch | however |
| Auf der einen Seite | on the one hand | | |

German 2 of 2

| Module 1 | Module 2 | Module 3 |
|---|---|--|
| Auf in die Schule! | Zeit für freizeit | Menschlich Beziehungen |
| In der neunten Klasse freue ich mich (nicht) auf In year 9, I'm (not) looking forward to den druck die klassenfahrt das zeugnis die (soprt-)ag(s) die klassenarbeiten die prüfungen neue fächer new subjects die noten die schule beginnt / endet um school starts / ends at die (kleine) pause die mittagspause wir haben studen pro tag wir dürfen nicht wir dürfen weder wir dürfen weder wir dürfen keine sportschuhe tragen wir dürfen keine schimpfwörter sagen wir müssen ruhig sein höflich sein pünkttlich sein pünkttlich sein respektvoll sein wan? wie ? wer? ich besuche die gesamtschule die nausten frot in mich (nicht) auf the pressure dhe pressure | die freizeit sport machen sport machen sport treiben schach spielen karten spielen im internest surfen in internest surfen in die stadt gehen in die stadt gehen ich höre musik auf meinem ich höre musik auf meinem ich downloade das spart so viel platz die qualität ist fantastlisch. aufregend spannend schack spielen to do sport to do sport so do sport so do sport sport sport ree time to do sport spor | ein guter freund/ eine gute freund hat immer zeit für mich ist sympathisch unterstützt mich immer muss hilfsbereit/ ehrlich sein muss viel geduld haben kann mit mir über alles reden hat die gleichen interessen seiht gut aus das ist für mich (nicht) wichtig wichtiger als am wichtigsten wir sind miteinander befreundet, weil wir die gleichen interessen haben wir viel zusammen lachen wir viel zusammen lachen wir über alles reden können wir have lots of patience can talk to me about everything hat die gleichen interessen looks good ftot is to me. (not important) more important we are friends with each other because we have the same interests we laugh a lot together we can talk about everything we met (at primary school) I (don't) get on (so) gut mit ich komme (nicht so) gut mit ich kann ihn/sie nicht leiden! er/sie geht mir auf die nerven. Ich streite mich mit meinem vater / ihm |

| | Causes of illnesses | Prevention and Treatment | Individuals |
|--|--|--|--|
| | Religious: Belief that God caused illnesses. Supernatural: Astrology also used to help diagnose illnesses. Rational: Four Humours Theory: Body made of four liquids (blood, phlegm, black and yellow bile). Imbalance of these humours can cause illness and disease. | Supernatural treatments: Praying, fasting + Pilgrimages. Rational treatments: Bloodletting, leeches + purging. Herbal remedies also used to treat the sick. Medieval people also encouraged to take care of their bodies – exercise, sleeping and keeping clean. Physician: Diagnosed illnesses and suggested treatments. Studied patients' blood and urine. | Hippocrates: Four Humours Theory. + = Observed patients/recorded symptoms + Hippocratic Oath = Ideas on causes of disease were wrong. Galen: Theory of Opposites. + = Wrote over 250 books on medicine = Made mistakes – Jaw bone made of 1 bone not 2. |
| Medicine in Britain: | Hippocrates Miasma: Belief that bad air was harmful and cause illnesses. | Apothecary: Mixed herbal remedies. Barber Surgeon: Performed simple surgery. | Case Study: Black Death (1348) Causes: Sent by God as punishment, bad air that |
| c1250-present. Medieval England 1250-1500 | | Hospitals: Owned and run by the Church. Home: Majority of sick cared for at home (women). | corrupted the body's four humours. Treatment: Prayer, charms, bleeding and purging, sniffing strong herbs, and fires lif to remove bad air. |
| | | | Prevention: Pray to God, Flagellants + streets cleaned. |
| | Key Words | Key Words | Key Words |
| | Diagnosis: Identify illness based on symptoms. | Bloodletting: Drawing blood from the sick. | Bubonic Plague: Disease spread by bacteria (sneezing). |
| | Miasma: Bad air that believed to cause diseases. | Herbal Remedy: Medicine made from plants/herbs. | Flagellants: People who whipped themselves to ask for God's |
| | Physician: Qualified person to practice medicine. | Pilgrimage: Journey to sacred place. | forgiveness to avoid plague. Quarantine: Separating sick to stop spread of disease. |
| | Rational: Idea based on logic. | Purging: Removing humours from the body. | Quarantine: separating sick to stop spread of disease. |
| | Supernatural: Ideas not explained by science/nature. | Purifying the air: Removing foul smells from the air. Regimen sanitatis: Instructions to help treat & prevent sickness. | |
| | Causes of illnesses | Prevention and Treatment | Individuals |
| | Continuities: Miasma Theory, influence of Church during epidemics and supernatural beliefs. Changes: Most accepted that illnesses were not sent by | Continuities: Bloodletting, herbal remedies, removal of bad air, use of apothecaries + surgeons for the poor and role of women caring for the sick who could not go to hospitals. | Thomas Sydenham: 'English Hippocrates'. + = Placed importance on observing a patient. - = Doctors/physicians still reliant on Galen's work. |
| | God, decline of importance regarding the Four Humours Theory and analysis of urine. There was a move away from old ideas about the causes of | Changes: People looked for chemical cures for diseases, Renaissance hospitals began to treat people with wounds and infectious diseases and Pest Houses. | Vesalius: 'On the Fabric of the Human Body' + = Corrected 300 mistakes by Galen on anatomy = Caused controversy by challenging Galen's work. |
| Renaissance Enaland | illness but they had not been replaced! | | William Harvey: Circulation of the blood. + = Proved that arteries and vein were linked together. - = Considered to be mad as challenged Galen's work. |
| 1500-1700 | Key Words | Key Words | Case Study: Great Plague (1665) |
| | Epidemic : Disease that spreads quickly. | Pomander: Ball containing perfumed substances. | Causes: Unusual alignment of the plants, sent by God as punishment, imbalance of Four Humours + Miasma. |
| | Printing Press: Machine for printing text/pictures. | Transference: Belief that an illness can be transferred to something else. | Treatment: Prayer, quarantine, fasting, smoking tobacco to ward off miasma + Plaque Doctors. |
| | Renaissance: Revival of ideas from 1500- 1700. Royal Society: Set up in 1660 to discuss | Pest House: Hospitals that specialised in one disease. | Prevention: Local governments tried the following: banning public meetings, closing theatres, sweeping the streets, burring barrels of tar and sweet smelling herbs to ward off miasma, killing cats and dogs. |



| | Causes of illnesses | Prevention and Treatment | Individuals |
|--------------------|--|--|--|
| | Continuities: Miasma Theory, influence of Church during epidemics and that supernatural beliefs. | Hospital Care: c18 Hospitals were dirty, overcrowded and in poor conditions. Nightingale. | Louis Pasteur: Germ Theory (1861). + = Identified that germs cause disease and illnesses. |
| | Changes: Germ Theory (1861) disproved Spontaneous Generation Theory and believed that | Surgery: c18 surgery was dangerous, problem of pain, infection and bleeding. Simpson/Lister. | - = Unable to identify specific germs. Robert Koch : Microbes (1867). |
| | germs cause disease in the human body. | Vaccinations: c18 Smallpox massive killer. Jenner. | + = Discovered microbes cause specific illnesses = Took time for his work to be widely accepted. |
| | Pasteur/Koch. | Cholera: Epidemics in 1831, 1848-9 and 1854. Snow. | Florence Nightingale: 'Notes on Nursing' (1859). |
| | | Public Health Act - 1848: Not compulsory + no change. | + = Improved conditions in hospitals. |
| | | Great Stink-1858: Introductions of sewers. Bazalgette. | - = Had to fight hard in order to change attitudes. |
| Industrial Britain | | Public Health Act: 1875: Compulsory and forced authorities to provide clean drinking water, build public toilets and dispose of sewage to avoid pollution. | James Simpson: Chloroform as an anaesthetic (1847). + = Provided safer alternative to Laughing Gas + Ether = Difficultly in gauging correct dose to be used. |
| 1700-1900 | Key Words | Key Words | Joseph Lister: Carbolic Acid as an antiseptic (1867). + = Antiseptic surgery – killing germs from wounds. |
| | Englightenment: Focus on change than continuity. | Anaesthetic: Used to make someone unconcious. | - = Opposed because of poor knowledge Germ Theory. |
| | Germ Theory: Theory that Germs cause disease. | Antiseptic surgery: Killing bacteria before operations. | Edward Jenner: Vaccination. + = Discovered vaccination for Smallpox (1796). |
| | Microbes: Living organism that can only be seen under a microscope. | Aseptic surgery : Operation that takes place in a strictly controlled germ-free environment. | -= Vaccination not compulsory until 1852 by officials. John Snow: Discovered cause of Cholera (1848). |
| | Spontaneous Generation Theory: Belief that microbes are released when things | Inoculation : Deliberately infecting a patient with a disease in order to become immune to it. | + = Concluded it caused by dirty drinking water = Government unwilling to pay for improvements. |
| | decay, rather than being the cause and that they are spread by miasama. | Vaccination: Injection of weakneed organisms to give body resistance against disease. | Joseph Bazalgette: Introduced Sewer system (1865). += Built over 1300 sewers in London. |
| | | Great Stink: Exposed sewage on the River Thomas created awful smell near Houses of Parliament. | - = Size of project took time until completed in 1875. |
| | | Laissez-Faire: Government's attitude that it should not interfere with matters relating to Public Health. | |
| | Causes of illnesses | Prevention and Treatment | Individuals |
| | By 1900, scientists realised not all diseases were caused by microbes. Discovery of DNA (1953) meant scientists understood how hereditary diseases were caused. E.g. Down's Syndrone. Crick and Watson. | Magic Bullets: Salvarson 606. Paul Ehrlich. Antibiotics: Pencillin discovered in 1928. Alex Fleming. Mass produced for D-Day in 1944. Florey and Chain. | Crick and Watson: Discovered DNA (1953). + = Scientists explore causes of hereditary diseases = Doctors still unable to treat genetic conditions. |
| | Lifestyle choices impact on health: smoking, poor diet, alcohol, sharing of bodily fluids and exposure to excessive | High-tech medical/surgical treatement: Dialysis, Prosthetic limbs, Keyhole surgery, ECG, Endoscope. | Paul Ehrlich: Created first Magic Bullet (1909). + = Discovered Salvarson 606 to treat Syphilis = Magic Bullet can only treat one specific disease. |
| | amounts of sun. | Changes in care/treatment: NHS: Hospitals, GP's, | Alex Fleming: Discovered Penicillin (1928). |
| Modern Britain | Improvements in diagnosis: X-ray, CT/MRI scans, ultrasound, | dentists, ambulance services + health visitors. Government lifestyle campaigns: Change 4life + | + = Noticed 'white mould' killed bacteria - Penicillin. |
| 1900-present | Blood testing and pressure monitor. | campaigns warning of dangers of drug/binge drinking. | - = Unable to fund further research + went no further. Florey and Chain: Mass produced Penicillin (1944). |
| | Key Words | Key Words | + = Developed Penicillin and mass produced it. |
| | DNA: Carries genetic information about a living organism. | Antibiotic: Medicine that destroys the growth of bacteria | - = Reliance of USA for funding. Fight against Lung Cancer: |
| | Genome: Each human being has a unique DNA. | inside the body. | Diagnosis: Difficult to diagnose early on. |
| | Human Genome Project: Scientists worked to decode and | D-Day: Allied forces in WW2 invade northern France. | Treatment: Transplants, radio/chemotherapy. |
| | map out the human genome. | Magic Bullet: Chemical that kills specific bacteria in the body. | Prevention: Smoking banned in public places, raising age of buying |
| | Hereditary diseases: Diseases that are passed down from one generation to another. | General Practitioner: Community-based doctor who treats minor illnesses. | cigarettes and stop smoking campaigns. |



| | Context of the British sector | of the Western Front | Conditions requiring treatment on the Western Front |
|------------------------|--|--|--|
| | The Ypres Salient: Germans had the advantage with being on the higher ground. Tunnelling and mines were used by the British at Hill 60. First Battle of Ypres - 1914. Second Battle of Ypres -1915. Third Battle of Ypres - 1917. | The Somme: Battle of the Somme - July-November 1917. 1st day of battle, 60,000 casualties and 20,000 died. In total, 400,000 Allied casualties and this put pressure on medical services on the Western Front. | III health: Trench fever: caused by body lice and included flu-like symptoms including high temperature. Treatment: Passing electric current through infected area was effective. Prevention: Clothes disinfected and delousing stations were set up. Affected 0.5 million. Trench foot: caused by soldiers standing in mud/waterlogged trenches. Treatment: soldiers advised to keep clean but worst cases, amputation. Prevention: Changing socks + keeping feet dry and rubbing whale oil into feet. Affected 20,000 in winter of 1914-1915. Shell-shock: caused by stressful conditions of war and symptoms included tiredness, nightmares, headaches and uncontrollable shacking. Treatment: Not well understood. |
| | Arras: Battle of Arras - 1917. Before the battle, Allied soldiers dug tunnels below Arras. Tunnels led to rooms and included an underground hospital. Impact of terrain on helping the wounded: Discommunication was difficult, collecting wour | | Prevention: rest and some received freatment in UK. Affected 80,000 and some were shot! Weapons of war: Rifles: fired one at a time/loaded from cartridge case creating rapid fire. Machine guns: Fired 500 rounds a minutes. Pierced organs and fracture bones. Artillery: Bombardments were continuous, Artillery fire caused half of all causalities. Shrapnet: Caused maximum damage exploded mid-air above enemy. Killed/injured. Chlorine Gas: Led to death by suffocation. 1915, gas masks given to all British soldiers. Phosgene Gas: Faster acting than Chlorine but with similar effects. Could kill within 2 days. |
| | dangerous. Stretcher bearers found it difficult transport of the wounded was difficult becau | | Mustard Gas: Odourless gas, worked in 12 hours. Caused blisters, burn the skin easily. |
| | Key Word | s | Key Words |
| The British Sector | No Man's Land: Land between Allied and Ge Trenches: Long, narrow ditches dug during th Ypres Salient: Area around Ypres where many | e First World War. | Gangrene: When a body decomposes due to a loss of bloody supply. Shrapnel: A hollow shell filled with steel balls or lead, with gunpowder and a time fuse. |
| of the Western | Helping the wounded on | the Western Front | The impact of the Western Front on Medicine |
| Front, 1914 – 1918. | Evacuation route: Survival depended on speed of treatment. Care improved as war progressed. 1914 – 0 motor ambulances but by 1915, it was 250. Ambulance trains were introduced, as well as, ambulance barges used along River Somme. Stetcher bearers: Collect wounded. 16 in each battalian + 4 for each stretcher. | | The Thomas Splint: Stopped joints moving and increased survival rates from 20 to 82%. Reduced infection from compound fractures. X-rays: Developed in 1895, X-rays used to diagnose issues before operations. But there were some problems: X-ray could not detect all problems, were fracile and overheat. |
| | Regimental Aid Post: Always close to the front line and staffed by a Medical officer, selected those who were lightly wounded/needed more attention. Field Ambulance and Dressing Station: Emergency treatment for wounded. Casualty Clearing Station: Large, well equipped station, 10 miles from trenches. | | Mobile X-rays: 6 operated on the front line, used to locate strapnel and bullet wounds. Transported around in a truck and enabled soldiers to be treated more quickly. |
| | | | Blood Transfusions: Blood loss = major problem. Blood transfusions used at Base Hospitals by a syringe and tube to transfer blood from patient to donor. Extended to CCS from 1917. |
| | Base Hospitals: X-ray, operating theatre and of Underground hospital at Arras: Running water | , 700 beds and operating theatre. | Blood bank at Cambrat: Adding Sodium Citrate allowed blood to be stored for longer. Blood was stored in glass bottles at a blood bank and used to treat wounded soldiers. |
| | RAMC: Involved medical officers and learnt a FANY: Volunteer nurses, who helped the would | | Brain surgery: Magnets used to remove metal fragments from the brain. Local anaesthetic. Plastic surgery: Harold Gillies developed new techniques, skin drafts developed for grafts. |
| | Key Word | s | Key Words |
| | FANY: First Aid Nursing Yeomanry. Founded in would be a nursing cavalry to help the wounk RAMC: Royal Army Medical Corps. This organimedical care. It consisted of all ranks from dostretcher bearers. Triage: A system of splitting the wounded into the most urgent attention. | ded in battle. sation organised and provided ctors to ambulance drivers and | Compound Fracture: Broken bones pierces the skin + increases risk of infection in wound. Debridement: Cutting away of dead and infected tissue from around the wound. Gas Gangrene: Infection that produced gas in gangrenous wounds. Mobile X-ray unit: Portable X-ray unit that could be moved around the Western Front. Radiology department: Hospital department where X-rays are carried out. Blood transfusions: Blood taken from a healthy person and given to another person. General anaesthetic: Putting a patient to sleep during an operation. Local anaesthetic: Area being operated on is numbed to prevent pain + patient awake. |

3 of 3

L01: Tools & Techniques

Phases of the Project Life Cycle

- Initiation Planning Execution Evaluation
- Workflow What task is dependent on another Contingency – Time in a project plan that has no
- tasks assigned. Making sure the project still meets the final deadline.
- Milestone A given point in time when a task is expected to be started or completed.
- Interaction: How the phases link together.
- **Iteration:** The repeating of a phase.

Advantages of the Project Life Cycle

- Provides a structured approach for the project
- Defined inputs and outputs for each phase
- Roles and responsibilities are clearly defined
- Resources are allocated
- Project Manager can monitor progress
- End of phase reviews can be carried out

LO3: Understand how data and information can be collected, stored and used

Data: Raw facts and figures before they have been processed

Information: Processed data that has a meaning Formula: Information = data

+[structure]+[context]+meaning

Methods used to collect data

- Questionnaires
- Fmail
- Sensors Interviews
- Consumber panels
- Loyalty schemes
- Statistical reports

Know the advantages & disadvantages for each one

L02: Planning

- Gantt chart: plans the tasks for a project
- Dependency: A dependent task is one that cannot be started until a previous, specified task has been completed.
- Concurrent: Tasks which can be completed at the same time. • PERT: Program Evaluation Review Technique
- Critical path: The sequence of tasks that shows the shortest time taken for completion of a project.

| Inpu | Inputs & Outputs of Each Phase | | | |
|------------|---|--|--|--|
| Phase | Inputs | Outputs | | |
| Initiation | User requirements User constraints | Feasibility report Legislation implications Phase review | | |
| Planning | Feasibility report Legislation implication | Project plan Test plan Constraints list Phase review | | |
| Execution | Project plan Test plan Constraints list Phase review | Deliverable product Test results Phase review | | |
| Evaluation | Deliverable product Test results | Release of deliverable product User documentation Final review report | | |

Strengths:

 Factors that will help the Factors that will slow project along

Weaknesses: the poject down Threats:

Opportunities:

SWOT

- Factors that can be exploited to help the project along
- Factors that could cause trouble or difficulties during the project

Data dictionary: A description of the structure, contents and format of a spreadsheet or database. The relationships within the database are also included.

Asset log: A list of all the resources used in a project

Iterative process: A process of repeatedly carrying out a process.

| Types of data to use in testing | |
|---------------------------------|--|
| Normal data | Data that is acceptable to a computer system. |
| Erroneous data | Data that is not acceptable to a computer system. |
| Extreme data | Data that is on the boundary between data that is acceptable and data that is not acceptable to a computer system. Extreme data should be accepted by a computer system as it is still valid data. |

| | Data Types | ı | |
|----------------|--|---|---|
| Phase | Inputs | | ı |
| Text | Any character | | ı |
| Alphanumeric | Any combination of letters, symbols, spaces or numbers | ı | ı |
| Integer | Whole numbers | ı | ı |
| Real | Any number, with or without decimal places | ı | ı |
| Currency | Show data in the form of money. It can be used to show currency symbols (e.g. £ or \in) and have decimal places to show the full currency details | | |
| Fraction | A number format, usually included in spreadsheet software. that enables actual fractions to be input and manipulated | | |
| Decimal | A number format that shows an exact number using a decimal point and numbers after the decimal point | | |
| Date/time | A date or time - there are different format of date and time that can be used. Which one is choses depend on how the date/time is to be stored and precessed | | |
| Limited choice | Restricts the choice by a user; can be used on an information-gathering document | | |
| Object | An additional component, usually found in a spreadsheet | | ı |

| momanon | useu io | anbhou | uulu | Collection |
|---------|---------|--------|------|------------|
| | | | | |

Information used to support data collection

- Barcode readers QR codes
- Web based surveys
- Wearable technology
- Mobile technologies

Storage Methods

The Cloud - Hard disk drive - Solid state drive -Optical dirve - Flash memory

Use of data

- Law enforcement
- Education
- Health & fitness

 Shopping Entertainment & leisure Lifestyle ICT 1 of 2 History Logical/Boolean There are only two choices, i.e. true or false

LO4: LO4: Understand the factors to be considered when collecting and processing data and storing data/information

| concerning and processing data and storing data, and the | | | |
|--|--|---|--|
| Malware Type | Why/how it's used | How to mitigate | |
| Adware | Generates revenue for its author; this is any software that shows adverts such as pop-ups. | Install, run and update a | |
| Bot | Takes control of a computer system; this is a type of malware that works without a user's knowledge. It can result in a 'botnet', which is a network of infected computer systems. | Install, furf and apades security software package. Do not run software/click link from unknown sources. | |
| Bug | Connected to flaws in software; usually the result of human error during coding of the software. | Check for and install any patches that are released from software vendors. | |
| Ransomware | Holds data on a computer system to ransom; usually encrypts files and displays a message to the user. It spreads like a worm. | Install, run and update a security software package. Do not run software/click link from unknown sources. | |
| Rootkit | Designed to remotely access a computer system; allows a remote cyber attacker access to steal/modify data and/or configuration on a computer system. | Difficult to detect as they are not usually detected by security software; regular software update, keeping security software up to date and not downloading suspicious files are the only ways to trying to avoid a roofkit being installed. | |
| Spyware | Collected data from infected computers; usually hidden from the user and installed without the user's knowledge. | | |
| Trojan horse | Standalone malicious program designed to give full control of a PC to another PC; can be hidden in valid programs. | Install, run and update a security software package. | |
| Virus | Attempts to make a computer system unreliable; replicates itself from computer to computer. | Do not run software/click link from unknown sources. | |
| Worm | Standalone program that replicates itself to other computers; almost always cause harm to networks even if only by using bandwidth. | | |

Hacking

3 main types of hacking:

- White hat hacking: The hacker is given permission to hack into systems to identify any loopholes
- Grey hat hacking: The hacker hacks into computer systems for fun
- Black hat hacking: The hacker hacks into a computer system
- with malicious intent. Overwriting data

(DDOS) Distributed denial of service: is an attempt to make a computer or network system unavailable

Pharming: is a cyber security attack that tries to redirect visitors from a genuine website to a fake one.

Impacts of a cyber security attack

Identify theft - personal details are stolen Denial of service attack - authorized users unable to access a website

LO4: Understand the factors to be considered when collecting and processing data and storing data/information

RFID: Radio Frequency Identification Tags can use radio frequency to transfer data from the tags to a computer system, for example to allow access to a room.

Access rights: Control over who has access to a computer system, folder, files, data and/ or information.

Permissions: A set of attributes that determine what a user can do with files and folders, for example to read, write, edit or delete.

Encryption software: Software that is used to encrypt a file or data.

Encryption code/key: A set of characters, phrase or numbers that is used when encrypting or decrypting data or a file.

| Current relevant IT legislation: | | |
|----------------------------------|--|--|
| | GDPR 2018 | Aims to protect the rights of the owners of date - the data subjects. It does not protect the data itself. |
| | Copyright, Design and Patents Act 1998 | Makes it illegal to copy a work without permission from the owner of copyright holder. It is also illegal to make unauthorised copies of software. |
| | Computer Misuse Act 1990 | Aims to protect data and information that is held on computer systems. |
| | Health and Safety at Work Act 1974 | Provides guidance to employers and employees when working with computer systems. The act also defines actions that an employer should take to protect employees who work computers in their job. |
| | Freedom of Information Act 2000 | Provides public access to information held by public authorities. |

Public authorities: Include government departments, the NHS, state schools and the police force.

Impacts of a cyber security attack

Data destruction - data is destroyed by a cyber security attacker

Data manipulation - data is edited Data theft - steals data from a person

Consequences of a Cyber security attack

- Financial loss
- Loss of reputation

Prevention measures

- Bio metric protection measures
- Access rights and permissions
- Anti virus software
- Encryption
- Secure backup
- Magnetic wipe
- Physical destruction

L06: Understand the different methods of processing data and presenting information

Distribution channel: The methods that can be used to share information by individuals

- Email
- Social Media
- Websites
- Intranet private network
- Internet
- VoIP enables voice calls to be made over the internet
- · Multimedia text, sound, video and graphics
- Cloud
- Integrated document document containing components from other documents
- End user documentation User guide

ICT

Mathematics 1 of 3

| Compound Measures | | 1. Equation of the Line | Horizontal/ vertical/ | Sketch | |
|------------------------------|--|--|--------------------------|------------------------|--|
| Metric System | A system of measures based on: - the metre for length - the kilogram for mass - the litte for capacity Length: mm, cm, m, km Mass: mg, g, kg Volume: ml, cl, I | 1 kilometres = 1000 metres 1 metre = 100 centimetres 1 centimetre = 10 millimetres 1 kilogram = 1000 grams 1000cm³ = 1 litre | x = 3 | vertical/ diagonal? | Example: |
| Metric and Imperial Units | Use the unitary method to convert between metric and imperial units. | 5 miles ≈ 8 kilometres 1 gallon ≈ 4.5 metres 2.2 pounds ≈ 1 kilogram 1 inch ≈ 2.5 centimetres | | | 3 3 4 1 1 2 1 4 5 6 7°, |
| Speed, Distance, Time | Speed = Distance ÷ Time Distance = Speed x Time Time = Distance ÷ Speed Remember the correct units | Speed = 4mph Time = 2 hours Find the Distance. D = S x T = 4 x 2 = 8 miles | y = 2 | Horizontal | Example: |
| Quadratic Graphs | | | | and A participation | |
| Quadratic Graph | A 'U-shaped' curve called a parabola. The equation is of the form $y=ax^2+bx+c, \text{ where } a, b \text{ and } c \text{ are numbers, } a\neq 0.$ If $a<0$, the parabola is upside down. Examples – $y=x^2+3x+5 \qquad y=2x^2-5x+1 \qquad y=3x^2-5$ | | y = x | Diagonal | 5 4 3 2 1 2 3 4 5 6 7 4 |
| Roots of Quadratic | A root is a solution. The roots of quadratic are the x - intercepts of the quadratic graph A turning point id the point where a quadratic turns. | 2 1 2 3 4 | y = x | Diagonal | y = -x 2 1 1 2 3 4 5 8 |

Mathematics 2 of 3

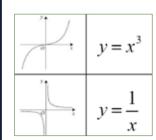
Graphs

| Equation of a straight line | y = mx + c |
|--|---------------------------------------|
| Gradient | m |
| y-intercept | С |
| Gradient between (x_1, y_1) and (x_2, y_2) | $\frac{y_1 \cdot y_1}{x_2 \cdot x_1}$ |
| Parallel lines | have the same gradient |

Gradient of a perpendicular line is the negative Reciprocal of m.

Two lines are perpendicular. if their aradients multiply to make -1

Further Graphs



Further Conversions

| km → m | × 1000 |
|-----------------------------------|---------------------|
| $km^2 \rightarrow m^2$ | × 10002 |
| $km^3 \rightarrow m^3$ | × 1000 ³ |
| | |
| m → cm | × 100 |
| m ² → cm ² | × 100 ² |
| m³ → cm³ | × 1003 |
| | |
| cm → mm | × 10 |
| cm ² → mm ² | × 10 ² |
| cm ³ → mm ³ | × 10 ³ |
| | |

Rearranging/Make y the subject

Use inverse operations on both side of the formula (balancing method) until you find the expression for the

Make x the subject means to rearrange to the equations is in the form x =

Make x the subject y = 2x - 1

Make both sides by z yz = 2x + 1

Add 1 to both sides = vz + 1 = 2x

Divide by 2 on both sides $\frac{yz+1}{2} = x$

We now have x as a subject

Simultaneous Equations

- 1. Balance the coefficients of one of the variables
- 2. Eliminate this variable by adding or subtracting the equations (Same sign = subtract, different signs = add)
- 3. Solve the linear equation you get using the other variable
- 4. Substitute the value you found back into one of the previous equations
- 5. Solve the equation you get
- 6. Check that the two values you get satisfy both of the original equations

5x + 2y = 9

Multiply the first equation by 2.

10x + 4y = 1810x + 3y = 16

Same Sign Subtract (+10x on both)

Substitute y = 2 in to the equation.

 $5x + 2 \times 2 = 9$

10x + 3y = 16

5x + 4 = 9

5x = 5x = 1

Solution: x = 1, y = 2

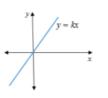
1st 10 Square Numbers 1st 10 Cube Numbers 1st 10 Prime Numbers The Fibonacci Sequence (1st 10) 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 2, 3, 5, 7, 11, 13, 17, 19, 23, 29... 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000... 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89... 144, 169, 196, 225

Mathematics 3 of 3

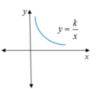
Directly Proportional

 $v \propto x$

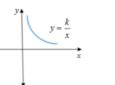
v = kx for a constant k



Inversely Proportional

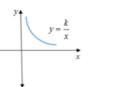


 $y = \frac{\kappa}{n}$ for a constant k



$$y \propto \frac{1}{x}$$

$$y = \frac{k}{x}$$
 for a constant



First you need to get it in what we call 'quadratic form' which means $ax^2 + bx + c = 0$

So we have $x^2 - 7x - 18 = 0$

Let's solve the equation

Now let's factor the

-18 -18

left hand side

Now set each factor = 0 and solve for each answer

 $(a + b)^2$

 $(5x + 9)^2$

 $(3x + 7)^2$

(x-9)(x+2)=0

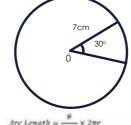
(x - 9)(x + 2) = 0

x - 9 = 0 or x + 2 = 0



Circumference

Diameter = $2 \times r = 2r$ Circumference = $\pi x d = \pi d$ Circumference = $\pi \times 2 \times r = 2\pi r$ Area = $\pi \times r \times r = \pi r^2$



 $Arc Length = \frac{9}{360^{\circ}} \times 2\pi r$ $=\frac{30^{\circ}}{360^{\circ}} \times 2 \times \frac{22}{7} \times 7 \text{cm}$ = 3.667 cm

Area of Sector = $\frac{\pi}{350^{\circ}} \times \pi r^2$ $= 12.83 \, cm^2$

Quadratic Formula

 $-b \pm \sqrt{b^2 - 4ac}$

2*a*

$a^2 + 2ab + b^2$ Example: $25x^2 + 90x + 81$

 $a^2 + 2ab +$

Example: $9x^2 + 42x + 49$

 $a^2 - b^2$ Example: x² - 49

| b ² | \longrightarrow | (a - b) ² |
|----------------|-------------------|----------------------|
| | | |

Solving Quadratic Equations by Factoring

 $ax^2 + bx + x = 0$

 $1x^2 + 7x + x = 18$

$$(a + b)(a - b)$$

 $(x + 8)(x - 8)$

Repetition: Exact repeat of a musical idea

Contrast: A change in the music

Anacrusis: A note before the first beat

Imitation: When another part copies a musical idea

Sequence: A repeated idea but at a different pitch

Ostinato: A repeated pattern or phrase

Syncopation: A rhythmic device where emphasis is given to an off-beat or a weak-beat accent

Dotted rhythms: Lengthening a note by half of its value by placing a dot after it

-, presentg er erer enter

Drone: A long held note

Pedal: A held or repeating note against which harmonies change

Canon: A melody is repeated in another part whilst the original melody continues to play

Conjunct movement: (Mainly) stepwise melody

Disjunct movement: Leaping melody

Broken Chord/Arpeggio: Notes of a chord are played separately one after the other

soparatory one arror me error

Alberti bass: Broken-chord accompaniment (I, V, III, V)

Regular phrasing: A balanced melody

Motifs: Short melodic or rhythmic ideas

Chord progressions: A series of related chords

Modulation: When the piece of music changes key

Musical Forms

Binary (A, B)

Ternary (A, B, A)

Minuet and Trio (M, T, M)

Rondo (A, B, A, C, A)

Theme and Variation (T, V1, V2, V3)

Strophic (A, A, A)



Treble Clef



Bass Clef



Alto Clef

General Key Words

Accidental: Changes the pitch of the note

Anacrusis: A note or notes before the opening barline of a section of music. Also known as a 'pickup'

Cadence: Two chords played one after the other to produce the end of a phrase

Interval: The distance between two notes

Unison: All parts singing the same notes

Accented: When emphasis is placed on a note

Chromatic: Music goes up or down in semitones

Sotto voce: Hushed voice/soft voice/under the voice

Suite: A collection of short musical movements

Diminution: Making the note values shorter

Subdominant: The 4th note of a scale and its chord

Dominant: The 5th note of a scale and its chord

Musical Periods and Key Composers

The Baroque Era (1600-1750)

Bach, Handel, Vivaldi, Corelli, Lully, Purcell

The Classical Era (1750-1810)
Haydn, Mozart, Beethoven

The Romantic Era (1810-1910)

Schubert, Mendelssohn, Chopin, Schumann, Liszt, Wagner, Verdi, Brahms, Tchaikovsky, Dvorak

Theme: A main idea of music.

Underscore: Music that is played under the dialogue. It is normally quiet and unobtrusive, helping to enhance the mood of the scene.

Leitmotif: A short musical theme or idea linked with a character, object, place or idea.

Mickey-mousing: Music that emphasises a specific gesture or action.

Area of Study 3: Film Music

Diegetic music: Music contained within the action, e.g. a club singer or music playing on the TV. The characters and audience can both hear this music.

Non-diegetic music: Music that is supporting the on-screen action, e.g. to support the drama, represent the mood, create an atmosphere etc. Only the audience can hear this music, not the on-screen characters.

Diatonic: Music based on the major and minor scale system.

Chromatic: Use notes which are not in the key of the piece.

Dissonant: When two or more notes create an unstable effect in term of the harmony, i.e 'clashina'.

Consonant: When the notes of a chord go well together and sound pleasant.

Tritone: An interval made up of three full tones, e.g. C & F#

Semitone: The smallest interval between two notes, e.g. C & C#

Fanfare: A short ceremonial tune or flourish played on brass instruments, typically to introduce something or someone important.

Phrase: A part of a melody, a 'melodic sentence'.

Ostinato: A repeated melodic, rhythmic or harmonic pattern.

Inversion: Turning a melodic idea or interval upside-down.

Augmentation: Developing a melody by making a musical idea longer, usually by doubling note values.

Diminution: Developing a melody by making a musical idea shorter, usually by halving the note values

Pedal note: A harmonic device where the same note is sustained or repeated.

Musical Forms

Melody

Harmony

Tonality

Form and structure

Texture Tempo

Rhythm

Metr

Dynamics

Sonority/Timbre

Use of music technology

Film composers

Dmitri Tiomkim

Miklós Rózsa

Bernard Herrmann

Leonard Bernstein

Elmer Bernstein

Ron Goodwin

Jerry Goldsmith

John Barry

Howard Shore

James Horner

Danny Elfman

Thomas Newman

Typical compositional techniques used in film

Using musical features to create mood

Using instrumental and/ or vocal timbres to create colour and mood

Using dynamics and contrast for the creation of special effects

Using music technology to further enhance timbre

Using minimalist techniques in film music

BTEC Sport - Unit 1 - Fitness for Sport and Exercise - Knowledge Organiser

| | | Components of Fitness Health-related Fitness | |
|-----------------------|---------------------------|---|--|
| 1. | Muscular Endurance | The ability to use voluntary muscles repeatedly, without getting tired. | |
| 2. | Muscular Strength | The amount of force a muscle can generate when it contracts to overcome resistance. | |
| 3. | Body Composition | The ratio of fat to fat-free mass (vital organs, muscle, bone) in the body. | |
| 4. | Flexibility | A range of movements possible at a joint. | |
| 5. | Cardiovascular Fitness | The ability to exercise the body for long periods of time, without getting tired. | |
| 6. | Speed | How quickly a movement can be performed or a distance can be covered. | |
| Skill-related Fitness | | | |
| 7. | Balance | The ability to maintain centre of mass over a base of support. | |
| 8. | Coordination | The ability to use two or more body parts at the same time. | |
| 9. | Power | Strength x Speed. | |
| 10. | Agility | A measure of how quickly you can change the position of your body, while keeping your body under control. | |
| 11. | Reaction Time | The time it takes to respond to a stimulus. | |

| | Exercise Intensity | | |
|----|----------------------------|---|--|
| 1. | Maximum Heart Rate | 220 – Age = MHR | |
| 2. | Aerobic Training Zone | 60 – 85% of your maximum heart rate (e.g. MHR x 0.6 = 60%) | |
| 3. | Anaerobic Training Zone | 85 – 95% of your maximum heart rate (e.g. MHR x 0.85 = 85%) | |
| 4. | BORG's Scale | $RPE \times 10 = HR$ | |
| 5. | RPE | Rating of Perceived Exertion | |

| Training Sessions | | |
|-------------------|-----------|---|
| 1. | Warm Up | Pulse Raiser, Stretching, Skill-related activity. |
| 2. | Cool Down | Pulse lowering activity, Static Stretching. |

| | | Principles of Training |
|----|-------------------------|---|
| 1. | F.I.T.T | Frequency - how often you train Intensity – how hard you train Time – how long you train for Type – what training method you use |
| 2. | Progressive Overload | Making training steadily harder, to gradually improve fitness. |
| 3. | Individual Needs | Matching the training to the requirements of the individual person. |
| 4. | Specificity | Matching the training to the particular requirements of an activity. |
| 5. | Adaptation | Body adapts (changes) in response to training. |
| 6. | Reversibility | Any improvements or changes that take place will be reversed when you stop training. |
| 7. | Variation | Training must be varied to avoid boredom. |

| | Methods of Training Flexibility of Training | | |
|----|---|---|--|
| 1. | Static stretching | Active stretching – stretching on your own Passive stretching – stretching with someone/thing else. | |
| 2. | Ballistic stretching | Fast, jerky movements through the complete range of motion, eg. bouncing or bobbing. | |
| 3. | PNF stretching | Used to develop mobility, strength and flexibility - Performed with a partner or an object. | |

| | Strengt | h, Muscular Endurance a | nd Power training |
|------|---------------------|---|-------------------------|
| 1. | Circuit training | Different stations/exercises used Use different muscle groups to avoid fatigue | |
| 2. | Free weights | Use of barbells or dumb-bells to perform dynamic exercises Alternate between upper and lower body/push and pull exercises | |
| | | Training for strength | Low reps and high loads |
| 3TE | C | Training for endurance | High reps and low loads |
| of 2 | | Training for strength 50-60% of 1 RM and 20 endurance | |
| | | Training for elastic strength | 75% of 1RM and 12 reps |
| | | Training for maximum strength | 90% of 1RM and 6 reps |
| 3. | Plyometrics | Develops explosive power and strength, eg. lunging, jumping, incline press-up. | |

BTEC Sport - Unit 1 - Fitness for Sport and Exercise - Knowledge Organiser

| | | Methods of Training Aerobic Training |
|----|------------------------|---|
| 1. | Continuous training | Training at a steady pace for a minimum of 30 minutes. |
| 2. | Fartlek training | Running at different speeds or over different terrains. |
| 3. | Interval training | Individual performs a work period followed by a rest or recovery period. |
| 4. | Circuit training | Different stations/exercises used Use different muscle groups to avoid fatigue What can be varied Number of stations; time spent at each station; number of circuits; rest period between exercises; number of sessions per week. |

| | Methods of Training Speed Training | | |
|----|-------------------------------------|--|--|
| 1. | Hollow sprints | A series of sprints separated by a 'hollow' period of jogging or walking. | |
| 2. | Acceleration sprint | Pace gradually increased from a standing/rolling start to jogging, then striding and then to a maximum sprint. | |
| 3. | Interval training | individual performs a work period followed by a rest or recovery period. | |

PE BTEC 2 of 2

| | | | Fitn | ess Tests | |
|----|-----------------------|--|---|--|--|
| | C.O.F | Fitness Test | Information | Advantages | Disadvantages |
| 1. | Body Composition | Body Mass Index (BMI) | BMI = Weight (kg) ÷ (Height x Height (m)) Measured in kg/m² | - Easy to carry out. - Simple calculations used. | Results can be misleading as muscle weighs more than fat. |
| | | Bioelectrical Impedance Analysis (BIA) | Electricity passed through the body from the wrist to the ankle | - Quick and gives instant results Can be repeated over time with no bad effects. | Needs expensive equipment. |
| | | Skinfold Test | Equipment – Callipers | - Provides accurate percentages of body fat. | - Needs specialist equipment Problem with people revealing bare skin. |
| 2. | Aerobic Endurance | Multi-stage Fitness Test | Measured in ml/kg/min | - Can test a large group at once. - Tests a performer's maximum effort. | - Scores can be subjective. - If outside, environment may affect the result. |
| | | Forestry Step Test | Equipment – Metronome | - Can test on your own Can be performed inside or outside. | - People may struggle to keep with the stepping pace on the metronome. |
| 3. | Speed | 35m Sprint Test | Sprint in a straight line over 35m | - Little equipment so cheap to run. | - Human error when timing can affect results. |
| 4. | Strength | Grip Dynamometer | Measured in kgW | - Simple and easy test. - Can be conducted anywhere. | - Must be adjusted for correct hand size. - Specialist equipment required. |
| 5. | Flexibility | Sit and Reach test | Measured in cm | - Quick and easy to perform. | - Only measures lower back and hamstring. |
| 6. | Muscular Endurance | Sit Up / Press up Tests | Measured in repetitions | - Quick and easy, with little equipment. - Can test a large group at once. | - Different techniques can affect comparison of results. |
| 7. | Agility | Illinois Agility Test | Measured in seconds | - Cheap and easy to conduct. | - Human error with timing may affect the results Weather/ surface conditions can affect results. |
| 8. | Power | Vertical Jump Test | Measured in kgm/s | - Quick and easy to conduct. | - Technique may affect results as need to jump and mark the wall. |

OVERALL HEALTH

Physical

Good posture

Muscular Strenath & flexibility

Absence of conditions such as osteoporosis and osteoarthritis

Social

Cooperation with other people in teams and groups

A sense of belonging

Making new friends throughout one's life

Mental

Feelinas of satisfaction and happiness

Good levels of self-esteem

Absence of illnesses such as depression

Aesthetic appreciation of the beauty of performance

Composition

The percentage of body weight which is fat, muscle and bone

Cardiovascular Endurance

The ability of the heart, lunas and blood to transport oxygen

Flexibility

The range of motion (ROM) at a joint



Muscular **Endurance**

But he to use voluntary muscles repeatedly without tirina



Muscular Strength

The force a muscle can exer against resisto



HEALTH, FITNESS AND COMPONENTS OF FITNESS

"Total physical, mental and social well-being and not only the absence of illness or infirmity"

Positive

levels of

fitness

Increased

levels of

exercise

Decreased

levels of

lifestyle Increased Negative

An active.

healthier

A sedentary



Fitness

Decreased

"The ability to meet the demands of the environment'



Do you ability to change position of the body quickly and control the movement

Balance

The ability to naintain the body's centre of mass above the base of troaque

Coordination

The ability to use two or more body parts together

Power

The ability to perform strenath performances quickly

Reaction Time

And taken to respond to a stimulus

Speed

The ability to put body parts into motion auickly

Principles of training

Specificity - training must be relevant to the individual and their sport. This can be achieved by tailoring training specifically for the sport or even the position that the individual plays, the muscle groups they use the most or the dominant energy system of the athlete. For example, a 100 m sprinter is likely to train very different to a 10km racer despite them both being track athletes. The sprinter will focus on speed and power while the distance runner will train for cardiovascular fitness and the ability to work aerobically at high intensity.

Progressive overload - training frequency, intensity and duration must be increased over the training period to ensure that the body is pushed beyond its normal rhythm. Increases must be gradual so that the athlete avoids a plateau in performance or, even worse, injury.

- Frequency is increased by training a areater number of times each week.
- •Intensity is increased by lifting a greater resistance, such as with weight training, or by training at a higher percentage of maximum heart rate (mahHR). This can be done either as continuous or interval training.
- Duration can be manipulated by training for longer, reducing recovery times or by completing a greater number of sets or repetitions (also known as reps).

Variance – training must be varied, this will help with progression. Variance tends to focus on different training sessions and activities still work on the specific component of fitness. It will help to avoid a plateau in performance and also reduce tedium.

FITNESS TESTING

Body Composition

Skin Fold Calliper

Cardiovascular

fitness

Multi Stage

Fitness Test

12 Minute Coope

Run

Flexibility

Sit and Reach

Muscular

Endurance

60 Second

Press up Test

Muscular



Valitity

"refers to the test measuring what it claims to measure"



Agility Illinois Aaility Test



Balance Stork Test



Coordination

Alternate hand throw test

Power

Vertical Jump Test



Reaction Time

Ruler Drop Test

Speed



Strenath 1 Rep Max Test Hand Grip Dynamometer



Reliability

"requires that the test should produce similar results each time the test is taken"



30 metre sprint test

GCSE PE 1 of 4

GCSE PE 2 of 4

Training Thresholds Maximum heart rate = 220 - age £ 220 150 140

Effects of warm up and cool down

The warm up

- The pulse raiser will increase deep muscle cardiac rates. Stoke volume increases, allowing for greater oxygen delivery to the muscles that will work during the performance.
- Stretching and mobility exercises increase the range of motion at the joints, increase the extensity of the muscle and help to reduce the rise of soft tissue injuries, is increased, allowing for faster recovery. Muscles such as sprains and strains.
- Sport specific activities involving drills and practices that develop the core skills of the performance. This causes an increased coordination of antagonistic pairs of muscles, an increased feeling of confidence and increased coordination between players in team

The cool down

- The light aerobic work allows for the respiratory temperature, loosen joints and increase respiratory and and cardiac levels to reduce gradually. Core muscle temperature is maintained wile capillaries are flushed with oxygenated blood. Lactic acid and other toxins are removed from the worked muscle more efficiently.
 - Stretches within the cool down are typically held for 30 seconds. As the muscle stretches, blood flow are better prepared for the next training session and soreness and pain experienced after training is reduced.
 - Consuming carbohydrates, proteins and fluids within the first two hours post-exercise allows for optimal recovery. Carbohydrates replace the glycogen burned during training. Proteins help the adaption process by allowing muscles and other soft tissues to be rebuilt stronger. Fluids such as water and isotonic drinks allow for rehydration.

| Nutrients | Purpose | Examples |
|---------------|---|--|
| Profeins | Tissue growth – known as the body's building blocks | Animal products – meat; fish; dairy Plants – lentils; nuts; seeds |
| Carbohydrates | Source of energy. Divided into: Simple carbohydrates – sugars Complex carbohydrates – starches | Simple – sugar; glucose; fructose Complex – bread; pasta; rice; potatoes |
| Fats | Source of energy. Four types: Monosaturated Polyunsaturated – omega 3 and 6 Solyunsat fats Trans fats | Monounsaturated – olive oil; avocados Polyunsaturated – oliv fish; nuts; sunflower oil; soya beans Saturated fats – full-fat dairy; fatty meats Trans fats – many snack foods |
| Minerals | Essential for many processes, e.g bone growth/strength; nervous system; red blood cells; immune system. Need small amounts only | Calcium – milk; canned fish; broccoli Iron – watercress; brown rice; meat Zinc – shellfish; cheese; wheat germ Potassium – fruit; pulses; white meat |
| Vitamins | Essential for many processes, e.g. bone growth/strength; nervous system; red blood cells; immune system; vision; nervous system. Need small amounts onl | A - dairy; oily; yellow fruit B - vegetables; wholegrain cereals C - cittus fruit; broccoli; sprouts D - oily fish; eggs; fartified cereals |

Methods of training

Continuous training develops cardiovascular fitness

- A minimum of 20 minutes sub-maximal work
- Target heart rate range between 60-80% maxHR, Aerobic work.
- Swimming, running, cycling, walking or a combination of the disciplines.
- Disadvantage some participants fine longer sessions to be boring.

Fartlek (speed play) training develops a range of components and is used by games

- A continuous form of training.
- . Changes in speed, incline and terrain are used to provide changes in exercise intensity.
- Aerobic and anaerobic work can be done in the quantities that suit the performer
- Disadvantage some urban areas have little variety of incline and terrain.

Interval training develops strength, speed and muscular endurance

- Periods of intense work interspersed with timed rest
- A wide variety of fitness types can be developed.
- Structured in reps and sets
- Intensity is measured by % maxHR
- Disadvantage maximal nature of intervals can be too challenging for some participants

Weight training develops strength

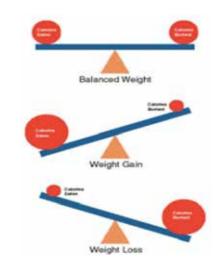
- · An interval form of training
- Intensity is measured in 1% REP MAX (& of maximum lift).
- Time is structured in reps and sets with specific timings for recovery between sets.
- Huge range of possible lifts combining machines, free weights and body weight
- Disadvantage many performers used poor technique while striving for ever greater

Plyometric training develops speed, coordination and power

- High intensity exercise involving explosive movements
- The muscle is lengthened and then rapidly shortend to develop the explosive capacility of the muscle.
- Suitable for well-trained athletes.
- · Very effective for developing power.
- Disadvantage can cause injury if athlete is not in excellent condition.

Flexibility training develops flexibility

- Essential training for all athletes in all sports and activities.
- Time is measured by the length of hold and the recovery period between holds.
- Intensity is measured as a percentage of range of motion.
- Disadvantage underused by many athletes.



| | Theme A: Relationships and families |
|-----------------------|--|
| Adultery | A sexual relationship between a couple not married to each other, but married to/in relationship with others (affair) |
| Age of consent | According to the law, the age at which a person is considered old enough to give consent to have sex. |
| Annulment | Cancellation of a marriage in Roman Catholic tradition, as if marriage never was. |
| Civil marriage | Non-religious marriage. |
| Civil partnership | Legal union of two people of same gender; now of equality with heterosexual marriage in all respects. |
| Commitment | Making a promise or pledge, in this case, in marriage. |
| Celibacy | Not having sexual relations. |
| Chastity | Sexual purity, e.g. not having sex before marriage. |
| Cohabitation | Where a couple live together without being married/in civil partnership. |
| Contraception | Precautions taken to prevent pregnancy and to protect against contracting/transmitting STIs (sexually transmitted infections). |
| Contract | A binding agreement between two sides. |
| Covenant | An agreement based on promises between two sides made before God (as a witness) and with God (as a partner). |
| Divorce | Legal ending of a marriage. |
| Extended family | Family unit comprising mother, father and children, but also grandparents, cousins etc. |
| Family planning | Planning when to have a family and how big a family to have by use of birth control practices and/or contraception. |
| Gender discrimination | Acting on prejudices against someone because of their gender. |
| Gender equality | Belief that both genders have equal status and value, so discrimination against either is wrong. |
| Gender prejudice | The belief that one gender is 'better' than the other. |
| Heterosexuality | Being physically/sexually attracted to persons of the opposite gender. |
| Homosexuality | Being physically/sexually attracted to persons of the same gender. |
| Nuclear family | Family unit made up of mother, father and their child(ren). |
| Polygamy | The practice of one man having several wives. |
| Procreation | Having a child; seen as a duty in many religions. |
| Remarriage | Marriage for the second time, after divorce. |
| Single parent family | Family unit in which child(ren) and one parent, either mum or dad, live together. |
| Vows | Promises made by bride and groom during marriage ceremony. |

| PRE |
|------|
| of 3 |

| | Buddhist Beliefs |
|-----------------------|--|
| Anatta | No fixed self, no soul; the Universal Truth that the soul is insubstantial; that people change in the course of their lives; denial of a real or permanent self. |
| Anicca | Impermanence, instability, not permanent. |
| Arhat | A perfected person. In Theravada Buddhism this is a term for a person who has attained nibbana. |
| Ascetic | A life free from worldly pleasures (especially sexual activity and consumption of alcohol), often with the aim of pursuing religious and spiritual goals |
| Bodhisattva | A concept in Mahayana Buddhism. A being destined for enlightenment, who postpones final attainment of Buddhahood in order to help living beings. |
| Buddha | a) Historically the Buddha - the 'enlightened one' OR b) an awakened or enlightened person. |
| Buddhahood | Enlightenment |
| Buddha-natur | In Mahayana Buddhism this refers to the fundamental nature of all beings, which means that all beings can attain Buddhahood |
| Consciousness | The fifth of the Five Aggregates. Awareness of something without or before recognition (perception). |
| Dependent Arising | The belief that everything in existence is because other things are. The idea that everything is interconnected and that everyone affects everyone else. |
| Dhamma | Universal law; ultimate truth; the teachings of Buddha. |
| Dhammapada | A sacred text of the Pali tradition with 426 verses. |
| Dukkha | Suffering; ill; everything leads to suffering; unsatisfactoriness. |
| The Eightfold Pat | The fourth Noble Truth. Magga. The Middle Way. The way to wisdom; mental training and the way of morality. Eight stages to be practiced simultaneously. |
| Enlightenment | Wisdom or understanding enabling clarity of perception; this allows a Buddhist to be freed from the cycle of rebirth. |
| The Five Aggregates | The five skandhas of form, sensation, perception, mental formation, consciousness. The idea that one's being is composed of these five factors. |
| Form | The first of the Five Aggregates. It refers to matter, to the sense organs and the objects of their experience. |
| The Four Noble Truths | Dukkha, Samudaya, Nirodha, Magga (suffering, the cause of suffering, the end of suffering, the path to the end of suffering a.k.a. the eightfold path!). |
| The Four Sights | Gautama's four encounters with illness, old age, death and a holy man. |
| Greed | One of the Three Poisons, it is the attachment to material things, sensual desire. |
| Hate | One of the Three Poisons, it is about wishing others harm, anger, hostility etc. |
| Ignorance | One of the Three Poisons, it is the inability to see things as they really are. |
| Jataka | The Jataka Tales are stories about the previous lives of the Buddha. |

2 of 3

| | Buddhism |
|---------------------------------------|---|
| Kamma (Pali)/ Karma (Sanskrit | Literally 'action'. Deliberate actions that affect the believer's circumstances in this and future lives; cause and effect. |
| Magga | The Eightfold Path. 'The Middle Way' which leads to freedom from suffering (The Fourth Noble Truth). |
| Mahayana | A form of Buddhism which includes both the lay and monastic communities. Literally "Greater Vehicle", it focuses on achieving enlightenment for the sake of all beings. It is the Buddhism of China, Tibet and Japan. |
| Mental formations | The fourth of the Five Aggregates. They refer to mental activities which direct a person to good, bad or morally neutral actions. They produce good or bad kamma. |
| Meditation | A spiritual experience that opens a person up to the highest state of consciousness. One of the six perfections |
| Monasteries | Viharas. Buildings that house monks and nuns. |
| Nibbana (Pali)/ Nirvana (Sanskrit) | Literally 'blowing' out. To reach a state of perfect peace where the individual experiences liberation from the cycle of birth, death and rebirth. |
| Panna | Insight into the true nature of reality. |
| Perception | The third of the Five Aggregates. The ability to distinguish between different objects that we experience through our senses. It enables memory. |
| Pure Land | This is the dominant form of Buddhism in Japan and focuses on chanting the name of Amitabha Buddha. |
| Rebirth | This refers to the belief that when a person dies he / she is reborn and that this process of death and rebirth continues until nibbana is attained. |
| Samudaya | The causes of suffering (the Second Noble Truth). |
| Sensation | The second of the Five Aggregates. It is about the feelings that arise from our sense organs making contact with their objects. |
| Sila | Ethics/moral conduct. |
| Skandhas | The Five Aggregates of form, sensation, perception, mental formation, consciousness. The idea that a person consists of these five factors. |
| Sunyata | Literally 'emptiness'. In Mahayana Buddhism, it refers to the absence of an intrinsic nature (or identity) in all phenomena. |
| Tanha | Craving/desire, which causes suffering. The attempt to grasp at the things we enjoy. |
| Theravada | The kind of Buddhism found in Sri Lanka and Thailand. It came before Mahayana. |
| The Threefold Way | A term that refers to three divisions of the Eightfold Path into ethics, meditation and wisdom. |
| The Three Marks of Existence | Sometimes known as the Three Universal Truths: dukkha, anicca, anatta (unsatisfactoriness, impermanence, no self). |
| The Three Poisons | Ignorance, greed and hate. |
| The Three Refuges | Buddha, Dhamma, Sangha. |
| Tranquility | A state of peace and calm. |
| Wisdom | Insight into the true nature of reality. One of the six perfections and in Mahayana Buddhism, it is the realisation of sunyata, the 'emptiness' of all phenomena. |
| Zen | A Japanese school of Mahayana Buddhism. It focuses on the value of meditation and intuition rather than ritual worship and study of the scriptures. |

PRE

A. DEFINING CRIME AND DEVIANCE Behaviour that breaks the law. This is Crime punishable by law. This is behaviour that doesn't conform Deviance (follow) to the dominant (main) norms or social rules of a specific society. This is behaviour that is seen as 'abnormal' Legal Deviance by most people in a society but it doesn'y This involves criminal behaviour that is Illegal Deviance

punishable by the state (government).

A. DEFINING CRIME AND DEVIANCE When society breaks down and there is nomlessness Social unity, which gives a sense of Social cohesion belonging to society Boundary Durkheim's idea that crime reminds people maintenance not to cross boundaries of society The pressure society puts on people to achieve culturally defined goals e.g. the "American Dream"

| C. STRAIN AND CRIME | | |
|---------------------------|--|--|
| Culturally defined goals | When society breaks down and there is normlessness | |
| Response 1: Conformity | Individual accepts the goals of success and can achieve it. | |
| Response 2: Innovation | Individual accepts the goals of success but they lack opportunities to succeed through legal means so turn to crime. | |
| Response 3: Ritualism | Individual makes their own "easier" goals but they accept legitimate means rigidly. | |
| Response 4: Retreatism | Individual rejects the goals of success and they reject legitimate means to achieve it e.g. "drop-outs" | |
| Response 5: Rebellion | Individual rejects the conventional goals of success and the means to achieve them, and replace them with alternative goals and means. | |

| D. DEFININ | D. DEFINING CRIME AND DEVIANCE | | |
|--|--|--|--|
| Materialism | Belief in the value of possessions and phyico comfort e.g. cars, houses | | |
| Consumerism | The need to buy products. | | |
| Reasons for more working class in prison | Blue collar crimes are easier to see Victims to pity = longer sentences Cost of lawyer's | | |

1. Sociological Approach AQA GCSE SOCIOLOGY (9-1)

| E. CRIME AND SOCIAL CLASS | | |
|---------------------------|---|--|
| White collar crime | A crime requiring a high social status to commit e.g. embezzlement | |
| Corporate crime | Crimes committed by a company e.g. Tesco horsemeat scandal | |
| Blue collar crime | Physical crimes against an individual by an individual, often by working class | |
| Cohen | Sociologist who argues working class boys rejected middle class culture to form delinquent subcultures | |
| Status frustration | The idea that working class boys try and fail to achieve middle class success and become frustrated with their status | |

| F. INTERACTIONISM & CRIME | |
|---------------------------|---|
| Becker | Interactionist who says labelling leads to criminal and deviant behaviour |
| Deviant Career | The process by which individuals come to see themselves as deviant |
| Labelling | The process of attaching a characteristic or definition to a person or group. E.g. thief |
| Master Status | A status which overrides all of an individuals other status' e.g. "junkie" and "daughter" |

| | G. FEMINISM & CRIME |
|---------------------------|---|
| Control Theory | Heidensonhn's theory that women commit less crime because their behaviour is controlled at work, home and in public |
| Double Deviancy Thesis | The idea women are treated more harshly because they break laws, and social norms (unfeminine) |
| Chivalry Thesis | The CJS treat females more leniently as they feel females need protecting |
| Carlen | Sociologist who carried out unstructured, taped interviews of 39 femals offenders |
| Class Deals | The class deal offers them material rewards such as consumer goods if they work for a wage |
| Gender Deals | The gender deal offers them material and emotional rewards if they live with a husband |

| H. GENDER AND CRIME | |
|----------------------|---|
| Gender Socialisation | Learning to behave according to their "gender" e.g. socially acceptable behaviour for boys and girls |
| Lack of Opportunitiy | No chance to actually commit a crime |
| Bedroom Culture | Girls being supervised by their parents and spend a lot of time indoors, reducing their opportunity to commit crime |
| Ladette | Young women having more "laddish" behaviour |

| I. MEDIA AND CRIME | |
|---------------------------|---|
| Deviancy Amplification | Mentioning behaviour draws attention to it, making it seem as if has been amplified (there is more of it) |
| Moral Panic | When the media exaggerate an issue or group causing panic |
| Folk Devil | Group indentified as threat to society |

| H. ETHNICITY AND CRIME | |
|------------------------------|---|
| Institutional Racism | The way the organisations works is discriminating against an ethnic group (can be unintentional) |
| Canteen Culture | This is when lower ranks of police force have recist, secist and homophobic attitudes |
| MacPhers on Report (1999) | Report into investigation on Stephen Lawrence murder finding the Metropolitan Police institutionally racist |

| I. AGE AND CRIME | |
|--------------------------------|---|
| Delinquency | Offences and anti-social behaviour by young people |
| Anti-Social Behaviour Order | ASBO - Punishment given to teens, but often seen as status symbol. Cancelled in 2014 |

Sociology 1 of 2

| A. RESEARCH DESIGN | |
|--------------------|--|
| Hypothesis | A prediction of what will happen in the study. |
| Literature Review | Reading other sociological studies on similar topic to help identify the aim of your research. |
| Pilot Study | A small-scale version done before the real study to identify any issues e.g. language in questionnaires. |
| Sampling | When they can't study the whole group so a "sample" is chosen to be studied to represent this group. |
| Data Analysis | Where sociologists analyse their data to identify trends and explanations. |
| Peer Review | Where research is evaluated by other sociologists before publication. |

| B. TYPES OF RESEARCH | |
|----------------------|--|
| Positivist | Believe society should be studied like a science. Favours quantitative data to prove or disprove hypotheses. |
| Interpretivist | Believe society should be studied by trying to gain understanding of individual decisions. Favours qualitative data to get understanding of individuals. |
| Mixed Methods | Using both qualitative and qualitative data in one project. |
| Triangulation | Process used to cross-check qualitative findings with quantitative findings. |
| Longitudinal Studies | Studies which look at change over time by following a cohort (group) at intervals in life. |

2. RESEARCH METHODS AQA GCSE SOCIOLOGY (9-1)

| C. PRIMARY DATA METHODS | | |
|-------------------------|---|--|
| Questionnaires | 1. Postal 2. Self-complete 3. Online | |
| Interviews | Structured (set list of questions) Unstructured (discussion of ideas) Group (more than one participant at a time) | |
| Observations | Overt (open) OR covert (under-cover) Non-Participant (watching) OR Participant (joining in) | |

| D. SECONDARY DATA METHODS | |
|---------------------------|--|
| Official Statistics | Quantitative data. Government based statistics, covering whole populations e.g. Census, Crime statistics |
| Non-official statistics | Quantitative data. Non-government based statistics gathered by large organisations e.g. British Cohort Study (1970) by the Institute of Education. |
| Content Analysis | Analysing qualitative data by categorising information from newspapers, photographs blogs, letters |

| 5. WEALTH, INCOME AND POVERTY | |
|-------------------------------|--|
| Representative | The extent to which data from a sample can be generalised to the larger study group $% \left\{ 1,2,\ldots,n\right\}$ |
| Random | Randomly choosing a sample. |
| Systematic | Using a system to choose sample e.g. every 5th name on a list |
| Stratified | Dividing sample into groups and selecting a percentage from each group. |
| Snowball | Asking one person and getting them to introduce you to more similar people. |

| F. STUDIES | |
|--------------|--|
| Focus group | This is a small group of people who asked to consider a particular issue and discuss it in depth with an interviewer. |
| Panel study | A Panel study is a type of longitudinal study. It is a sample (usually random selected from full population) is surveyed on two (or more) occasions. |
| Cohort study | Either an entire cohort of people or a random sample of them is selected. Everyone in the cohort shares a certain characteristics or experience – for example they were all born in the same week. |

| G. TYPES OF DATA | |
|------------------|--|
| Primary | Data collected by the researcher themselves. |
| Secondary | Data collected for another purpose by another group. |
| Quantitative | Data based on numerical data. |
| Qualitative | Data based on images, words and ideas |
| | |

| H. RESEARCH ISSUES | |
|---------------------|--|
| Practical | Time, cost, access to groups. |
| Ethical | Consent, confidentiality and harm. |
| Reliable | Reliable data is data the would be collected by another person and achieve the same results. |
| Valid (accurate) | Valid data is data that is factually true. |

| 8. POWER AND THE STATE | |
|--|--|
| Ethical Issues | Whether something is morally right or wrong. |
| Informed consent | Participants must agree (consent) to the study with full understanding of its aims. |
| Confidentiality | Participant names and details will not be shared when report is published. |
| Harm (Psychological or physical) | Participants must not become distressed (upset) by your study or face any physical harm. |

Science 1 of 3

SCIENCE (BIOLOGY)

| Cell Biology | - studied in Year 9 (Paper 1) |
|--------------------|--|
| Prokaryotic | A cell with no nucleus. |
| Eukaryotic | A cell with a nucleus. |
| Ribosome | Part of a cell that makes proteins. |
| Mitochondria | The site of aerobic respiration. |
| Nucleus | In a cell, contains genetic information. |
| Cytoplasm | Where the chemical reactions happen in a cell. |
| Semi- permeable | Allows small soluble particles to pass through. |
| Mitosis | Cell division for growth. |
| Duplicate | Creating copies. |
| Osmosis | The movement of water across a membrane. |
| Active transport | The movement of particles from low to high concentration using energy. |
| Stem cell | An unspecialized cell. |
| Diffusion | The movement of particles from high to low concentration. |
| Cloning | Creating identical copies. |
| Therapeutic | Used as a medicine. |
| Net | Overall. |

| Organisms & disease - studied in Year 9 | | |
|---|--|--|
| Organisms a | (Paper 1) | |
| Tissue | A group of cells working together. | |
| Organ | A group of tissues working together. | |
| Epidermis | Tissue that covers a plant. | |
| Glandular | Tissue that produces chemicals. | |
| Xylem | Tissue that carries water & ions. | |
| Phloem | Tissue that carries sugar solution. | |
| Epithelium | Tissue that covers animal organs. | |
| Mesophyll | Tissue that carries out photosynthesis. | |
| Atrium | The top chamber(s) in the heart. | |
| Ventricle | The bottom chamber(s) in the heart. | |
| Artery | A vessel carrying blood away from the heart. | |
| Vein | A vessel carrying blood back to the heart. | |
| Plasma | This carries CO ₂ and other molecules in the blood. | |
| Trachea | Takes air into the lungs. | |
| Stent | Holds arteries open. | |
| Correlation | When 2 data sets follow the same pattern. | |
| Benign | A type of tumour that does not spread. | |
| Malignant | A type of tumour that can invade other tissues | |
| Transpiration | The evaporation of water from the stomata. | |
| Translocation | The movement of sugar in a plant | |

| Reactions in Biology (Paper 1) | | |
|--------------------------------|---|--|
| Enzyme | A protein which is a biological catalyst. | |
| Catalyst | Something that speeds up chemical reactions without being used up. | |
| Reagent | A substance used in chemical analysis. | |
| Qualitative | Results that are words, not numbers | |
| Exothermic | A reaction that takes in energy e.g. respiration. | |
| Endothermic | A reaction that releases energy e.g. photosynthesis. | |
| Chloroplast | Where photosynthesis happens. | |
| Chlorophyll | The green pigment that absorbs light. | |
| Palisade | The tissue that absorbs light and carries out most photosynthesis. | |
| Metabolism | The sum of all chemical reactions in an organism. | |
| Biuret | The reagent used to test for protein. | |
| lodine | The reagent used to test for starch. | |
| Benedict's | The reagent used to test for sugar (e.g. glucose) | |
| Bile | A chemical produced by the liver that aids digestion by neutralizing stomach acid and emulsifying fats. | |
| Emulsify | Making fat and water mix by splitting up the fat. | |
| Neutralise | What an alkali does to an acid. | |

Sociology 2 of 2

SCIENCE (CHEMISTRY)

| Atomic structure & bonding – studied in Year 9 (Paper 1) | | |
|--|--|--|
| Atom | The smallest piece of an element. Has a radius of 0.1nm. | |
| Rutherford | The scientist who developed the nuclear model of an atom. | |
| Element | A substance containing only one type of atom. | |
| Isotope | Atoms of an element with the same number of protons but different numbers of neutrons. | |
| Compound | Two or more <u>different</u> atoms bonded together. | |
| Molecule | Formed when the same or different atoms are bonded. | |
| Proton | Subatomic particle in the nucleus, charge of +1, mass of 1. | |
| Neutron | Subatomic particle in the nucleus, no charge, mass of 1. | |
| Electron | Subatomic particle found in orbits around nucleus, charge of -1, mass of 1/2000. | |
| lon | A charged particle. | |
| lonic | Bond formed by transfer of electrons. | |
| Covalent | Bond formed by sharing electrons. | |
| Alloy | Mixture containing different metals. | |
| Polymer | Large molecule made up of repeating units. | |
| Electrostatic attraction | Force between 2 oppositely charged particles. | |
| Inter - molecular | Between molecules e.g. a weak force | |
| Nanoscience | Structures that are 1-100 nm in size, of the order of a few hundred atoms. | |

| The period | dic table – studied in | Chemical | Changes (Paper 1) |
|----------------------|---|-----------------------|--|
| Ye | ar 9 (Paper 1) | Exothermic | Energy is released to the surroundings. |
| Group Period | Vertical column. Horizontal row. | Endothermic | Energy is taken in from the surroundings. |
| Alkali metals | Elements in Group 1. | | The minimum amount |
| Halogens | Elements in Group 7. | Activation energy | of energy that colliding particles must have |
| Noble gases | Elements in Group 0. | | for them to react. |
| Acid | Substance that dissolves in water to produce H ⁺ | | How likely an atom is to lose or gain an electron. |
| Base | Substance that can neutralise an acid. | Displacement | When a more reactive element replaces a less reactive element in a compound. |
| Alkali | Soluble base that contains OH- ions. | lonic equation | A symbol equation showing the changes to |
| Neutralisation | Reaction between an acid & a base. | equation | ions/atoms in a reaction |
| Acidic | Solution with pH lower than 7. | Molten | A term used to describe a liquid substance (eg rock, glass or metal) |
| Neutral | Solution with a pH of 7. | | formed by heating |
| Alkaline | Solution with a pH above 7. | Solution | Solid dissolved in a liquid. |
| Filtrate | Solution produced after filtering. | Electrolysis | Decomposition of an electrolyte using electricity. |
| Excess | More than is required. | | A substance which, |
| Insoluble | Will not dissolve. | Electrolyte | when molten or in solution, will conduct an |
| Mendeleev | A scientist who developed | | electric current. |
| Melideleev | an earlier version of the periodic table | Anode | In electrolysis, the site of oxidation (usually the |
| Transition metals | The metals between group 2 & 3. Form ions of different charges & coloured compounds | Half equation (HT) | positive electrode). A symbol equation showing the oxidation and reduction of atoms/ions. |
| (Separate so | Chemistry cience key words shown | Chemical cell | A cell containing chemicals that react to |

in RED italics)

Quantitative Chemistry (Paper 1)

| Quantitative Chemistry (Paper 1) | | |
|----------------------------------|---|--|
| Formula | A combination of symbols that indicates the chemical composition of a substance. | |
| Mass | The amount of matter an object contains. Mass is measured in kilograms (kg) | |
| Conservation | Nothing lost or gained (e.g. atoms) | |
| Mole (HT) | A number of atoms/ ions/particles. The mass of one mole of a substance in grams is numerically equal to its relative formula mass. | |
| Relative formula mass | The relative formula mass (M ₂) of a compound is calculated by adding together the relative atomic masses (A ₂) of the atoms in a compound. | |
| Concentration | The mass of a substance per volume (g/cm³) | |
| Avogadro's constant (HT) | 1 mole of any substance contains 6.0 × 10 ²³ number of particles. | |
| Atom economy | How much of the reactants ends up in the desired product. | |
| Percentage yield | How much of the theoretical yield you have obtained in a reaction. | |
| Titration | An experimental way of determining an unknown concentration. | |

Apparatus used in

variable volumes

(drop wise)

Burette

produce electricity.

titration to measure out

Science 3 of 3

SCIENCE (PHYSICS)

| Energy transfers & particle model – studied in Year 9 (Paper 1) | |
|---|--|
| Density | How much mass in a given volume. |
| Displaced | Moved out of position. |
| Conservation | The principle that the total energy of a system stays the same, that energy cannot be created or destroyed (only stored or transferred). |
| Internal energy | The total kinetic energy and potential energy of the particles in an object. |
| Kinetic energy | The energy particles have due to their movement. Related to temperature. |
| Potential energy | The total energy related to the position of particles within a substance. |
| Conduction | The transfer of energy through a material by kinetic energy passing from one particle to another by vibration. |
| Specific heat capacity | The amount of energy needed to raise the temperature of 1 kg of substance by 1°C. |
| Specific latent heat | The amount of energy needed to melt or vaporise 1 kg of a substance without changing the temperature. |
| Insulator | Material that does not allow charge or energy to pass through it easily. |
| Pressure | Caused by the collision of particles with a surface. |

| Changes in energy stores – | | |
|--------------------------------------|--|--|
| studied in Year 9 (Paper 1) | | |
| Chemical store | Energy stored in chemical bonds e.g. food, fuel, glycogen in muscles. | |
| Gravitation al potential store | The energy stored by an object lifted up against gravity. | |
| Kinetic store | Energy which an object possesses by being in motion. | |
| Elastic potential store | Energy stored in squashed, stretched of twisted materials. | |
| Dissipation | The spreading out/ transfer of energy into less useful forms and to the surroundings. | |
| Lubricant | A lubricant is anything which reduces the friction between two surfaces. | |
| Power | The amount of energy transferred each second, measured in watts (W). | |
| Efficiency | A measure of how much energy is transferred into a useful store. | |
| | | |

PHYSICS

(Separate science key words

shown in RED italics)

| | Electricity (Paper 1) | |
|-----------------------|--|--|
| Current | Rate of flow of charge. | |
| Potential difference | Energy transferred per unit of charge. | |
| Resistance | The opposition in an electrical component to the movement of electrical charge through it. | |
| Component | Working parts of a circuit. | |
| Diode | An electrical device that allows current to flow in one direction only. | |
| LED | Light emitting diode - gives out light when a current flows through this component in the right direction. | |
| Variable resistor | A resistor where the value of the resistance can be changed. | |
| LDR | Light dependent resistor - resistance decreases as light intensity increases. | |
| Thermistor | An electrical device whose resistance decreases as its temperature increases. | |
| Series circuit | A circuit with only one branch/pathway. | |
| Parallel circuit | The charge flow divides into two or more paths. | |
| Alternating current | An electric current that continuously changes its direction. | |
| Direct current | Movement of charge through a conductor in one direction only. | |
| Directly proportional | A relationship where if the quantity of one variable doubles, the other variable doubles. | |
| Earth/Earthed | A material is earthed if the electrons have a pathway to the ground. Charge always wants to flow to the Earth. | |
| Static electricity | Friction transfers electrons between insulators. Creates a field. | |
| Electric field | The area around a charged insulator in which a force would be experienced by another charged object. | |

Role Play Me gustaría + INF - I would like + inf Quiero+ INF - I want + inf _ Empieza(n) a las ____ - ___ starts at____ termina(n) a las ____ - ___ finishes at____ abre(n) a las _____ - ____ opens at ____ _ Cierra(n) a las _____ - ____ closes at _____ dura(n) una hora / una semana- last an Hour / week _____cuesta(n)___euros-___costs___euros __**está en** ____ - ___ is in ____ ¿Me puede(s) ayudar con____? Can you help me with____? ¿Me puede(s) reservar ? Can you reserve ? ¿Cuánto dura(n) ? – How long does last? ¿Cuánto tiempo pasas en____? How long are you ¿Qué opinas de_____? What do you think about ¿Qué planes tienes para ? What plans do you Have___? ¿Cuándo es ? – When is the ? ¿Cuánto cuesta(n)____? How much do ____ cost?

| Answer booster | Solid Answer | Aiming higher | Aiming for the top | |
|-------------------------------|---|---|---|--|
| Verb structures in past | El año pasado fui a-Last year I went to Cuando era jóven - When I was younger Cuando tenía años - when I was Years old | Hice muchas cosas como - I did many things like Antes pensaba que - Before I used to think that Solía hacer varias actividades - I used to do various activities | Decidí ir a - I decided to go to Siempre he sido muy activo- I've always been very active No me interesó la actividad - the activity didn't interest me Acabo de - inf - I have just + inf | |
| Verb structures in present | Voy - go Hago muchas cosas - do a lot of things Salgo con mis amigos - go out with my friends | There isn't a or a Lo hago desde dos año: to f things n mis amigos - I go out Tampoco tiene It doen't have Lo practico un montón - | | |
| Verb structures in future | El año que viene voy a †inf- next year I am going to Voy a ir a - I am going to go to Voy a tener - I am going to have Visitaré sitios interesantes - I will visit interesting places Cuando sea mayor - When i am older | En un mundo ideal +conditional - in an ideal world + conditional En un mundo ideal sería rico - In an ideal world I would be rich Cuando tenga años - When I am years old He decidido que voy a ir - I've decided that i am going to go | Si pudiera +conditional -If I could +conditional Si tuviera dinero +conditional -If I had money +conditional Aunque sea desalentador, me gustaría hacerlo - Even though it is daunting, I would like to do it | |
| ldioms | íEs la leche! - It's awesome íLo pasé bomba! - I had a fantastic time | Nos llevamos como el perro y el gato - We fight like cat and do g Es pan comido - It is a piece of cake | Tengo que ponerme las pilas - I have to pull my socks up No tiene ni pies ni cabeza - It is nonsensical | |

| | Past | Present | Future |
|--------------------------|-------------------------|---|---|
| Opinions in three tenses | En el pasado me gustaba | Me gusta porque es 1 like because it is Me apasiona ya que es 1 am passionate about as it's | ¡Va a ser interesante! - It is going to be interesting! Me gustaria porque sería I would like to because it would be |

| Openers / Connectives / Extenders | | | | | | | |
|-----------------------------------|-----------|-------------|--------------|---------------------|----------------------|------------|---------|
| Mientras | While | Sin embargo | however | Aunque | although | Primero | firstly |
| No solo | not only | porque es | because it's | donde | where | Finalmente | lastly |
| Sino | but | ya que | since it's | Además | in addition | luego | then |
| Sino | without | así que | so | Por el otro lado | on the other hand | orta vez | again |
| por eso | therefore | si | if | después | after | entonces | then |

Module 1

¿Qué haces en verano verano? What do you do in summer?

hago natación/esquí/windsurf I go swimming/skiing/windsurfing

hago una barbacoa I have a barbeaue I go horseriding/cycling monto a cabello / en bici nado em el mar I swim in the sea

hace dos semanas/mene/años two weeks/months/vears ago fui de vacaciones a... I went on holiday to.. ¿Con quién fuiste? Who did you go with?

¿Qué hiciste? What did you do? Lo mejor fue cuando... The best thing was when... The worst thing was when... Lo peor fue cuando...

Hice/descansé/fui/compré I did/rested/went/bought Lo pasé bomba / fenomenal. I had a great time Lo pasé bien/mal/fatal. I had a good/bad/awful time. Hizo buen/mal tiempo it was good/bad weather Hizo calor/frío/sol/viento. It was hot/cold/sunny/windy. Me alojé/Me quedé en. I stayed in...

¿Cómo era el pueblo? What was the town/village like? Lo bueno/Lo malo.. The good thing/The bad thing.

del pueblo.. about the town/village... de la ciudad.. about the city... era que era... was that it was... too/very/quite... demasiado/muy/basante

animado/a lively pintoresco/a picturesque turístico/a touristic

Tenía... it had... muco ambiente/tráfico lots of atmosphere/traffic mucho que hacer

lots to do much contaminación/gente lots of pllution/people muchos espacios verdes lots of green spaces

mucos lugares de interés lots of places of interest Planes Plans

Quiero it/visitor/ver/quedarme | I want to go/visit/see/stay Me austaría...

Si Pudiera if I could

Module 2

¿Cómo es tu insti? What is your school like? En mi instituto hav.../ In my school there is.../ My instituto tiene... My school has... Lo bueno / malo es que... The good / bad thing is that Lo meior / peor es aue... The best/worst thing is that... Lo que más me austa es/son.. . what I like most is / are ... Las normas del insti School Rules

¿Adónde fuiste de vacaciones? Where did you go on Holiday?

Tengo que llevar ... I have to wear... Tenemos que llevar ... We have to wear... (No) Llevo ... I (don't) wear Está prohibido.. It is forbidden... No se permite ... You are not allowed... You/one must not. No se debe.. . The most important rule is... La norma más importante es.. respetar a los demás to respect others

The rules are... Las normas son... necesarias / demasiado necessary / too strict severas

para fomentar la buena for promoting good disipline disciplina para fastidiar a los alumnos for annoying the pupils

sacar buenas / malas notas ¿Qué vas a hacer?

Voy / Vas / Vamos a.. lleger / salir / estar arrive / go out / be ir en coche / adando go by car / walk hacer una visita guiada do a guided tour

ver los edificios see the buildings pasar todo el día en... spend the whole day in... asistir a clases attend lessons

Las actividades extraescolares Extra-curricular activities

olvidar las presiones del colegio desarrollar tus talentos develop your talents hacer nuevos amigos make new friends

te dan... una sensación de logro más confianza El año / trimestre / verano

te ayudan a...

pasado .. participé en un evento

more confidence

Module 3

what apps do you use?

watch my favourite series

organise to go out with my

I use ... (in order) to...

of books with you

is annoying because

are easy to transport

don't take up space

one disadvantage is...

Do you get on well with

I (don't) get on well with.

the battery use

your family?

Electronic books / E-books.

are more environmentally-

costs a lot less

friends

friendly

¿Qué aplicaciones usas? Uso ... para .. ver mis series favoritas organizar las salidas con mis amiaos La tengo desde hace ... meses. I've had it for ... months

Es una aplicación buena para...lt's a good app for ... te permite llevar contigo miles allows you to take thousands de libros

cuesta muco menos fastidia porque no hay Los libros electrónicos / Los e-books. son fáciles de transportar

¿Te llevas bien con tu familia?

(No) me llevo bien con..

son más ecológicos no ocupan espacio

porque...

y el gato.

te apoya

Un buen amigo es

alguien que..

te escucha

te conoce bien

te auiere mucho

te da conseios

te hace reír

te acepta como eres

me apoya

Una desventaja es.. el uso de batería

to get good / bad grades What are you going to do?

I'm going / you're / We're

they help you to... forget the pressures of school

they give you... a sense of achievement

Last year / term / summer...

I took part in an event

because... he/she supports me me acepta como soy she/she accepts me as I am nunca me critica he/she never criticises me tenemos mucho en común we have a lot in common I have a good time with.. Me diverto con.. Me peleo con... I argue with... We get on really well. Nos llevamos superbién. Nos llevamos como el perro

We fight like cat and dog A good friend is someone who...

supports you listens to you knows you well accepts you as you are likes / loves you a lot gives you advice makes you laugh

Spanish 2 of 2

<u>Personal Hygiene:</u>

- Bacteria: Bacteria are microscopic, single-celled organisms that are the most common cause of food poisoning.
- Cross-contamination: The transference of bacteria or other microorganisms from one substance or object to another, with harmful effect.
- **PPE**: Personal protective equipment.
- Hand washing: The use of hot water and soap to kill bacteria and remove dirt. Vigorously scrub hands for 45 seconds to 2 minutes.



Knife Techniques

- **Bridge:** Make a bridge with your hands, slip the knife carefully into the bridge and gently cut the item in two.
- Claw: Place your fingers in a wall with your thumb behind and claw the tips of your fingers in, rest the blade of the knife against your knuckles and gently slice the item.
- Chop: Rough, small, squarish cut.
- · Slice: Long, thin, ribbon cut.
- Jardiniere: Long, rectangular sticks (Batons). E.g. Thick chips.
- Chiffonade: Long, thin, strip slices of herbs or leaves. E.g. Basil, spinach.
- Segment: Cutting into parts. E.g. Orange segments.
- Concasse: A large, rough chop.
- Julienne: Very thin, match-stick slices.
- Brunoise: Very small, square dice.
- Pavsanne: ½ inch cubes or triangles.
- **Filleting or trimming:** Removing fat, rind, nerves and veins and portioning into fillets or other cuts.

Food storage and cooking temperatures:

Freezing: -15'c to -18'c. Bacteria are dormant with no growth.

- Cold holding: 0'c to 5'c. Bacteria grow slowly.
- Danger zone: 5'c to 63'c. Bacteria grow rapidly
- Hot holding: 63'c to 75'c. No growth.
- Cooked food temperature: 75'c. Most bacteria die at 75'c.
- **Dry storage:** Room temperature in kitchen cupboards

Food Science

- Gelatinization: When starch granules are heated in a liquid, causing them to swell and burst (Around 60°c), which results in the liquid thickening. E.g. Using flour to thicken a sauce.
- Coagulation: The transformation of proteins from a liquid state to a solid form. Once proteins are coagulated, they cannot be returned to their liquid state. E.g. A fried egg.
- Caramelization: The oxidization of sugar resulting in a brown colour and nutty flavour. E.g. Friend onions or caramel sauce.
- **Dextrinization**: The break down of starch into sugars called dextrins (disaccharides), resulting in a golden brown colour. E.g. Baked bread or toast.
- Enzymic browning: The spoilage of fruits and vegetables when exposed to oxygen. Results in negative affects to colour, taste, flavour and nutritional value. E.g. When you take a bite out of an apple and leave it exposed to oxygen, after a while it turns brown.

Hospitality & Catering

Cooking Techniques

Boiling: The rapid vaporization of a liquid, which occurs when a liquid is heated to its boiling point. E.g. water to 100'c.

 $\textbf{Simmering:} \ \text{Keeping a liquid just bellow boiling point, small bubbles around the edge of the pan.}$

Shallow frying: Using a small amount of oil in a frying pan to soften vegetables and brown meat.

Enrobing/coating: Covering foods in egg, flour and breadcrumbs and cooking to develop a crunchy shell.

Kneading: Stretching the protein gluten in bread dough until it becomes elastic.

Proving: Leaving the yeast in a bread dough to react and release carbon dioxide into the dough.

Finishing, garnishing: Anything done to improve the final appearance. E.g. decorating a cake.

Weighing and Measuring: Accurately gauging ingredients to ensure a balanced ratio is achieved.

Greasing and lining: Rubbing fat and flour into a dish to give a non-stick coating or laying grease proof paper to achieve the same.

Seasoning: Tasting a dish and adjusting the flavour with salt, pepper, herbs or spices.

Pre-heating: Lighting your oven to an accurate heat to prepare it for cooking.

Potatoes, bread, rice, pasta and other starchy carbohydrates:

These foods should make up just over 1/3 (38%) of our diet and are the main source of energy. Whole meal and whole grains also provide a source of fibre which help get rid of waste products. E.g. Pasta, Rice noodles, baking potato.

Fruits and Vegetables

This food group should 40% of our diet, the government suggests that this should be between 5-10 portions. We need fruits and vegetables to provide us with vitamins and minerals for good health and growth. E.g. Orange, grapes, kiwi, onion, garlic, ginger, mushrooms, pack choi, carrot, peas, aubergine, peppers, courgette, tomato.

Beans, pulses, fish, eggs, meat and other proteins:

We should be eating some protein each day (12%), 2 portions per week should be fish with one of those being an oily fish. We need protein for the growth and repair of all body cells and tissues. E.g. Baked beans, chicken breast, Pollock.

Dairy and Alternatives

These foods are needed for the growth and development of bones, teeth and nails. We should eat a little of these each day (8%). E.g. Milk, double cream, cheddar.

Oils and Spreads

These foods should not be eaten in excess as they are high in fats and calories. We should try to eat as little as possible (1%). E.g. Butter, margarine, olive oil.

Foods high in fat, salt and sugar

These should be eaten less often and in small amounts. E.g. Ketchup, crisps, chocolate.

Water

Helps maintain the balance of body fluids. The human body is composed of 60% water. Body fluids are important for, digestion, absorption, circulation, creation of saliva, transportation of nutrients, and maintenance of body temperature. E.g. Water, lower fat milks and lower sugar or sugar-free drinks, including tea and coffee, all count.

Hospitality & Catering 2 of 4



8 tips for eating healthy:

- 1. Base your meals on higher fibre starchy carbohydrates
- 2. Eat lots of fruit and veg
- 3. Eat more fish, including a portion of oily fish
- 4. Cut down on saturated fat and sugar
- 5. Eat less salt: no more than 6a a day for adults
- 6. Get active and be a healthy weight
- 7. Do not get thirsty
- 8. Do not skip breakfast

The structure of the hospitality and catering industry

Types of establishment

Establishment: A place of business, public institution, or household.

Residential establishments: An establishment that provides food and stay, E.a. Hotel, bed and breakfast.

Non-residential establishments: An establishment that provides food. E.g. Restaurant, food truck.

Commercial establishments: An establishment that makes a profit. E.g. Pub, bar.

Non-commercial establishments: An establishment that does not make a profit. F.a. Prison, hospital,

Types of suppliers

Suppliers: Hospitality and catering establishments need great quantities of commodities to provide their service.

Specialist markets: Sells one specific material, has a large range of commodities. commodities are fresh and changing daily. E.g. Billingsgate fish market, Smithfield meat market.

Local suppliers: Small, local business, may use local farms and other small businesses, will refer small regular deliveries. E.g. small family butchers or green

Wholesalers: Very large range of commodities, will prefer large bulk orders, will deliver but only on set days. E.g. Bookers, Costco.

Equipment suppliers: Where hotels and restaurants will source plates, glasses, ovens, baking trays etc.

Styles of service

Counter service: A counter that displays food, queuing is often required, with a simple basic experience for customers. E.g. Café, fast food, buffet, carvery.

Table service: Pre-plated meals are served to the table from the kitchen. More skilled service and quality dishes. E.g. plate service, family service, silver service, queridon service.

Personal service: Pre-assembled meals chosen from a menu, E.a. Planes. trains, hospitals, vending machines.

Hospitality & Catering

Management: In control of the entire establishment or one area of the business. Large establishments may have many managers. Small ones may have one.

Management responsibilities:

Dealing with complaints, setting budgets, paying wages, setting staff rotas, hiring new staff.

Large hotel structure: See right diagram.

Job Roles Hotel Manager Housekeeping Bar Restaurant Head bar person Housekeeper Manager Barmen/maids Supervisors chambemaids Wine waiter Kitchen Front-of-house staff Head chef Receptionist Sous chef Porter/concierge Chefs de partie Commis chef Kitchen porter

The kitchen brigade

Michelin quide: Anonymous inspectors visit and inspect food, service and restaurant décor, Award: 1-3 Michelin stars.

AA guide: Anonymous inspectors visit and inspect food, service and restaurant décor. Award: 1-5 Rosettes for restaurants and 1-5 stars for hotels.

Good food guide: Members of the general public visit an establishment and complete a standardized review card which is compiled into points for excellence, Award: 1-10.

Online reviews: Websites that allow anyone to comment on an establishment's performance. There are guidelines to clamp down on cheating and discrediting.

Food critics: Professional journalists that write online or newspaper articles on food quality.

The kitchen briaade

Head chef: Kitchen management position responsible for, menu planning, food production, costing, ordering commodities, setting kitchen rotas, stock control and kitchen hygiene.

Sous chef: Second in command and directly in charge of food production.

Chef de partie: Specialist chefs in charge of one type of production.

Commis chef: Chef in training.

Head chef Sous chef Pastry chef Larder chef Sauce chef Vegetable chef Commis chef Kitchen assistant Kitchen porter

The structure of the hospitality and catering industry

Types of contract:

Full time: Over 36 hours a week, Permeant job and

works all year. Requires a contract, potentially with set or rotating shifts. Entitled to sick, holiday and maternity pay.

Part time: 4-16 hours a week. Permeant job and

works all year. Requires a contract, potentially with set or rotating shifts. Entitled to sick, holiday (in proportion to the amount of hours worked) and maternity pay.

Temporary: Employed for a set amount of time.

Requires a contract and entitled to sick and holiday pay for the duration of their contract. After two years their position becomes permanent

Casual/agency: No contract or set hours. No entitlement to sick, holiday or maternity pay.

Paid Annual Leave

All workers are entitled to 28 days paid leave annually.

• no legal right for employees to be given Bank and Public Holidays, Most hospitality staff would work these days.

To calculate holiday entitlement, Multiply the full-time entitlement (28 days) by the number of days worked and divide by the number of days full-time staff work.

Entitlement for 3 days a week: $28 \times 3/5 = 16.8 \text{ days}$

Employers needs

Employers want workers for the busiest periods of business.

Busy times of the year: Christmas, Summer, School holidays, Mothers day and valentine's day.

Busy days of the week: Friday, Saturday, Sunday and pay day.

Busy times of the day: Lunch time, Afternoon, Dinner and breakfast time.

Employers needs (Full an part time)

Uniform: Provided by the employer or reimbursed.

Working hours:

Meal Pension

Minimum wage

Training

Equal opportunities

Health and Safety

Legislation that protects workers

Disabled Discrimination Act 1995 Eaual Pay Regulations 1970 Health and Safety At Work 1974 National minimum wage Working Times Regulations 1998 Part-time workers Regulations 2000

Pay

| Role | Yearly pay (gross) | 1 |
|-----------------------|-----------------------|---|
| lotel manager | £40,187 | (|
| Restaurant nanager | £33,940 | 1 |
| lead chef | £33,521 | (|
| ar manager | £28,163 | |
| ous chef | £26,278 | |
| astry chef | £24,464 | |
| Outy manager | £22,215 | |
| Vaiting staff | £21,974 | |
| Bar staff | £21,236 | |
| Chef de partie | £21,106 | |
| Commis chef | £16,276 | |
| | | |

Most establishments

divide between the workers, don't count towards minimum wages but you should pay tax on them Other remuneration

- Meals
- Acommodation
- Uniform
- Bonuses

Compulsory Rest Breaks

Adult workers are entitled to 24 hours off in each 7 day period and young workers (15-18) are entitled to 2 days in 7.

Adult workers are entitled to at least 20 minutes uninterrupted rest if their working day is longer than

Young workers are entitled to 30 minutes rest if their working day is over 4.5 hours long.

Hospitality & Catering

3 of 4

Key Terms

Consumer: A direct user of a good or service

Good: A product that can be seen or touched (tangible)

Service: A product that cannot be seen or touched (intangible)

Government: A political authority that decides how a country is run and manages its operation

Producer: A person, company or country that makes, grows or supplies goods and/or services

Production: Total output of goods and services produced by a firm or industry in a time period

Scarce resources: When there is an insufficient amount of something to satisfy all wants

Want: Something a consumer would like to have but which is not essential for survival

Need: Something a consumer has to have to survive

Economic problem: How to best use limited resources to satisfy the unlimited wants of people

Opportunity cost: The next best alternative given up when making a choice

Economic Choice: An option for how to use the selected resources

Factors of production

Land: Natural resources of an economy, such as farmland

Labour: The workforce of an economy in terms of both the physical and mental effort involved in production

Capital: Relates to the human-made aids to production

Enterprise: The factor of production that takes a risk in organising the other three factors of production.

Land, labour, **Enterprise** capital

Goods and services produced

An entrepreneur bears the risk and takes forward a

business idea

Entrepreneur decides on the auantities of the different factors of production to combine

Goods and services are produced

The economic problem

What should be produced?

How should it be produced?

Whom should it be produced for?

How to make an economic choice

Economic sustainability

The best use of resources in order to create responsible development or growth

Social sustainability

The impact of development or growth that promotes an improvement in quality of life for all, now and into the future

Environmental sustainability

The impact of development or growth where the effect on the environment is small and possible to manage, now and into the future

Key Terms

Market: A way of bringing together buyers and sellers of goods and services

Market economy: An economy where scarce resources are allocated by the forces of supply and demand

Primary Sector: Extraction of basic materials and goods from the land and sea

Secondary Sector: Activities concerned with manufacturing or construction

Tertiary Sector: Activities where a service is provided

Demand curves Market Demand Curve Shifts of the demand curve A complete movement of the existing demand curve either upwards or As the price of downwards, the causes of which are goods falls, the & 40 40 non price ones such as changes in demand varies 30 30 incomes, marketing, tastes, population, inversely so the policies, economic situation, price demand for expectations, and the actions of them rises D2 substitutes and complements 1 2 3 0 1 2 3 4 Quantity Demanded Quantity Demanded

Price elastic **Demand Curve**



When the % change in quantity demanded is greater than the % change in price PED Value: > 1 Therefore the quantity is responsive to a change in price.

Price inelastic **Demand Curve**



When the % change in quantity demanded is less than the % change in price. PED value: <1 Therefore the quantity is relatively unresponsive to a change in price.

Perfectly price elastic **Demand Curve**



Quantity Demanded

Although there is no change in price, there is still an increase in auantity. PED value: Infinity Therefore any quantity will be bought at that, but only that price.

Price inelastic **Demand Curve**



A decrease in price leads to no change in the quantity demanded. PED Value: 0 This shows that quantity is totally unresponsive to a change in the price.

Quantity Demanded

Economics 2 of 3

Economics 1 of 3

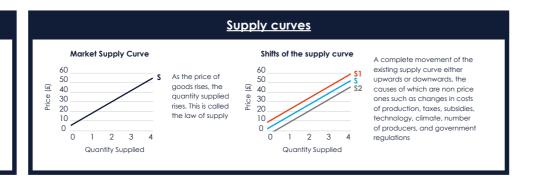
Key Terms

Factor market: Market in which services of the factors of production are bought and sold

Product market: Market in which final goods and services are offered to consumers, businesses, and the public sector

Specialisation: Process by which individuals, firms, regions and whole economies concentrate on producing those products that they are best at producing

Division of labour: Workers specialise in, or concentrate on, one area of the production process



Price elastic Supply Curve



When the % change in quantity supplied is greater than the % change in price
PED Value: > 1
Therefore the quantity is responsive to a change in price

Price inelastic Supply Curve



Quantity Supplied

When the % change in quantify supplied is less than the % change in price. PED value: <1 Therefore the quantify is relatively unresponsive to a change in price

Perfectly price elastic Supply Curve



Quantity Supplied

Although there is no

change in price, there is still an increase in quantity. PED value: Infinity Therefore any quantity will be supplied at that, but only that price

Price inelastic Supply Curve



An increase in price leads to no change in the quantity supplied. PED Value: 0 This shows that quantity is totally unresponsive to a change in the price

Economics 3 of 3

| Notes — | | |
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