



United Learning
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Kettering Buccleuch Academy



Knowledge Organiser 2

END OF YEAR ASSESSMENTS

Name:

Tutor Group:

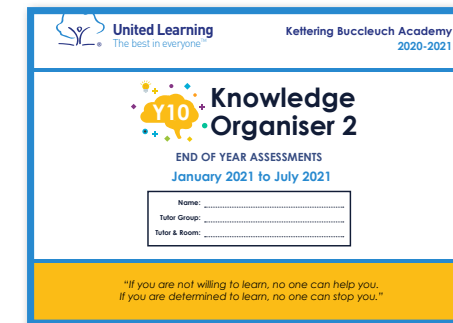
Tutor & Room:

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

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Your Knowledge Organiser and Self-Quizzing Book



Knowledge Organisers

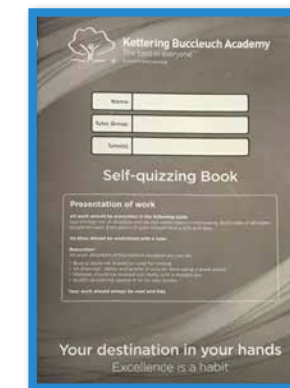
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 10 and subsequent years.

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 all Knowledge Organiser homework is to be completed in.

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



You **must** 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 **NOT** 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

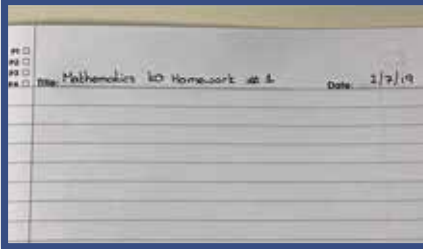
STEP 1

Check SMHW and identify what words/ definitions/facts you have been asked to learn.



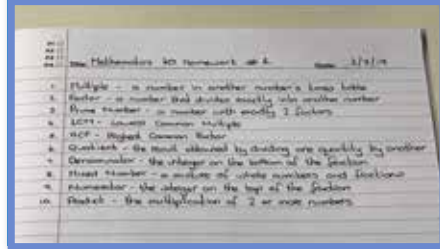
STEP 2

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



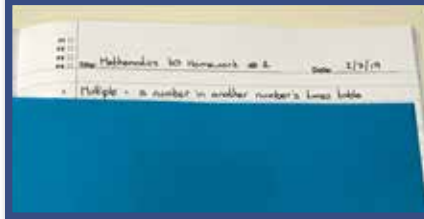
STEP 3

Write out the keywords/definitions/facts you have been set from SMHW in FULL.



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 5

Cover up ALL the definitions/facts and write them out **from memory** in your SELF-QUIZZING BOOK.



STEP 6

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

You will be **tested** 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 **begin**
- No informal language** I'm **gonna** do my homework now

Other things to consider:

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

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.

I'll	o'clock	How's	They'd	Where'll
Aren't		I'd	They'll	Where's
Can't		I'll	They're	Who'd
Couldn't		I'm	Wasn't	Who'll
Didn't		Isn't	We'd	Who's
Doesn't		It'd	We'll	Why'd
Don't		It'll	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't	
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.**

Complex sentences: 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-logged.**
- 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?

1. Sound out the word

2. Think about how it looks

3. Think about a similar word

4. Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)

5. Find the word in a list –

• Key words list

• Frequently used words list

• Your own word bank

6. Look it up in a dictionary/spellchecker

7. Ask a friend or teacher

8. To learn it: look, cover, write, check

9. 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	“”	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

Note: 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 of 4

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.

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.

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.

Complementary colours: Opposite colours on the colour wheel.

Shade: When black is mixed with a colour to make it darker.

Tint: When white is mixed with a colour to make it lighter.

YELLOW primary	YELLOW ORANGE tertiary	ORANGE secondary	RED ORANGE tertiary	RED primary	RED VIOLET tertiary	VIOLET secondary	BLUE VIOLET tertiary	BLUE primary	BLUE GREEN tertiary	GREEN secondary	YELLOW GREEN tertiary
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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-mâché, 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.

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
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Enterprise Keywords

Enterprise	Entrepreneurial activity (can also mean a business or company).
Entrepreneur	Someone who creates a business, taking on financial risks with the aim of making a profit from the business.
Consumer	Someone who buys and uses goods and services.
Obsolete	Out of date or not used anymore.
E-commerce	Using the internet to carry out business transactions.
M-commerce	Using mobile technologies, such as smartphones and tablets, to carry out business transactions.
Social media	Websites that allow users to interact with other users, by sharing text-based messages, pictures or links to online content.
Payment platform	Enable businesses to take online payments from customers. They are usually free for the customer to use, but take a small amount of commission from the seller.
Marketplace	The activities involved in buying and selling particular types of goods and services, in competition with other companies.
Data	Information, particularly statistics, that can be collected and analysed.
Demographic	Relating to the population, such as average age, average income and so on.
Risk	The possibility that an enterprise will have lower than anticipated profits or experience a loss.
Financial reward	The money that an entrepreneur or investor receives when a business succeeds.
Market research	The process of gathering information about the market and customers' needs and wants in order to help inform business decisions, including product design and marketing.
Revenue forecast	A prediction of future revenue based on expected sales; this is either a judgement or based on previous sales patterns.
Cash flow	The amount of money coming in and going out of the business and the timing of the movement.
Sales revenue	The amount of money that comes in from a business's sales.
Investment	Putting money into a business with the intention of making a profit.
Start-up	A new business, usually with only a small number of employees – perhaps only one.
Intuition	Knowing something instinctively or understanding something easily without conscious thought.
Stakeholder	Anyone who has an interest in the activities of a business, such as its workers, its suppliers, its directors, the local community and the government.
Ethics	Moral principles or standards that guide the behaviour of a person or business.
Unique selling point (USP)	Something that makes a product stand out from its competitors.
Values	Standards of behaviour or moral principles.
Loyalty	Wanting to always support something or someone.
Market share	The proportion of sales in a market that are taken by one business.
Economy	The system by which a country's money and goods are produced and used.

SWOT Analysis

Strengths

Areas an enterprise is very good at and has experienced success in, such as:

- High level of customer service
- Good reputation
- Strong brand

Weaknesses

Areas that an enterprise needs to improve in, such as:

- Lack of training being provided
- Ineffective use of resources
- Poorly performing products

Opportunities

Developed from both strengths and weaknesses of an enterprise. Opportunities arise that an enterprise can take advantage of, such as:

- To start selling in new locations
- To merge with another enterprise

Threats

Threats are anything that is likely to prevent the enterprise from being successful, such as:

- Changes in customer tastes
- New competitors entering the market

Maintaining Success of an SME

Area	Maintaining Success
Motivating and developing employees	Continually motivating and providing the highest level of training for now and in the future
Customer service and satisfaction	Customer service should be monitored constantly
Experience of operating in the market	Constant analysis of the market, being aware of changes and introducing employees with experience

PEST Analysis

Political

- Changes in government policy
- Impact of pressure groups
- Effect of Taxation
- Relationships with other countries

Economic

- Employment levels
- Exchange rates
- Wage levels
- Interest rates

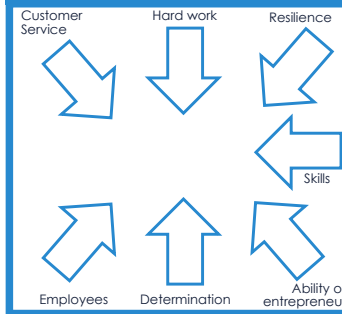
Social

- Changes in trends and fashions
- Ethical concerns
- Customer demographics
- Education

Technological

- Developments in IT
- Developments in mobile technology
- Introduction of machines to replace human workers
- E-commerce

Reasons for success of SMEs



Business
Studies
2 of 2

Methods of measuring success

Survival: Based on the number of years an enterprise has traded, the longer, the more successful.

Making a living: The entrepreneur being able to earn enough to provide for the family.

Sales volume/value: The more sales and the higher the value of sales, the better.

Market share: The % of the market the enterprise controls.

Profit: As profits go up, the enterprise is demonstrating success

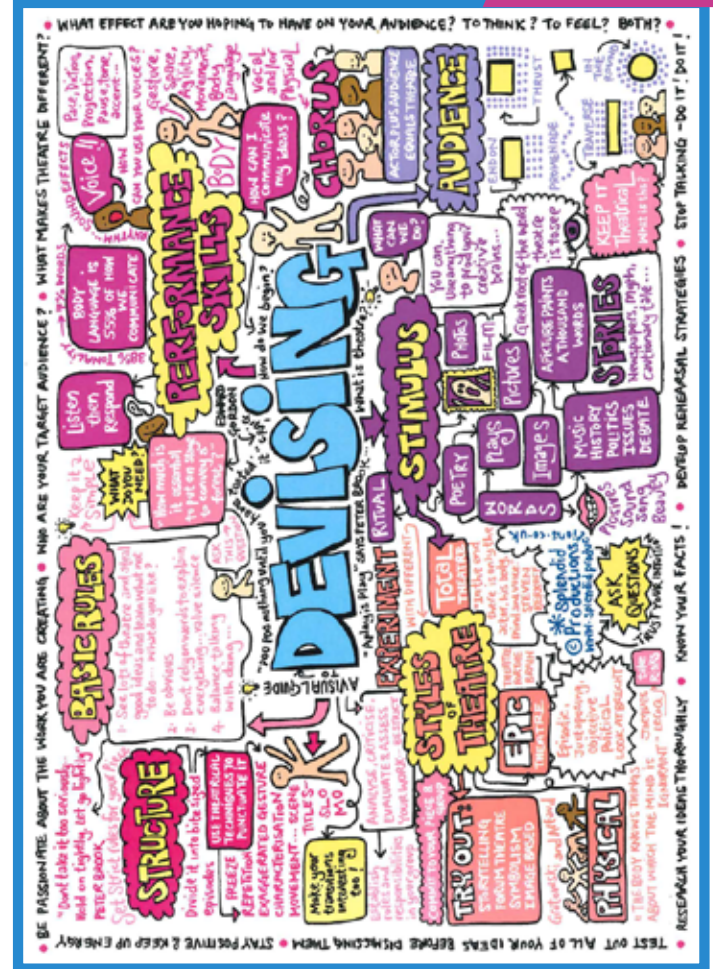
Reputation/customer satisfaction: The better an enterprise is doing, the better the reputation it should have.

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:** Features 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 stylised 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 emphasising 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.

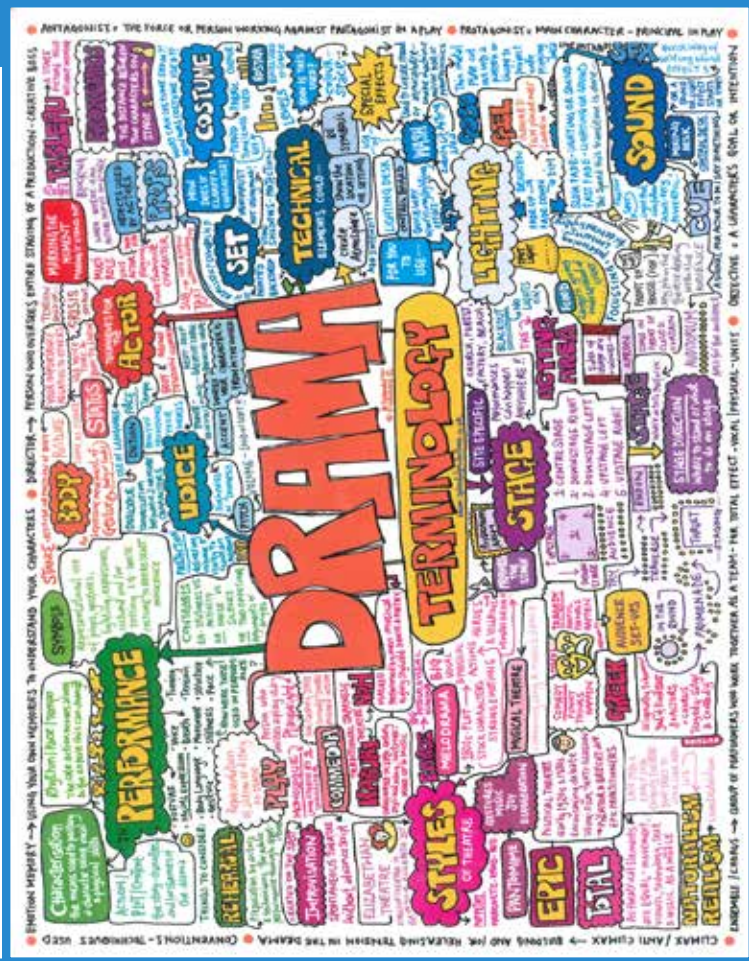
Devising

Drama 1 of 2

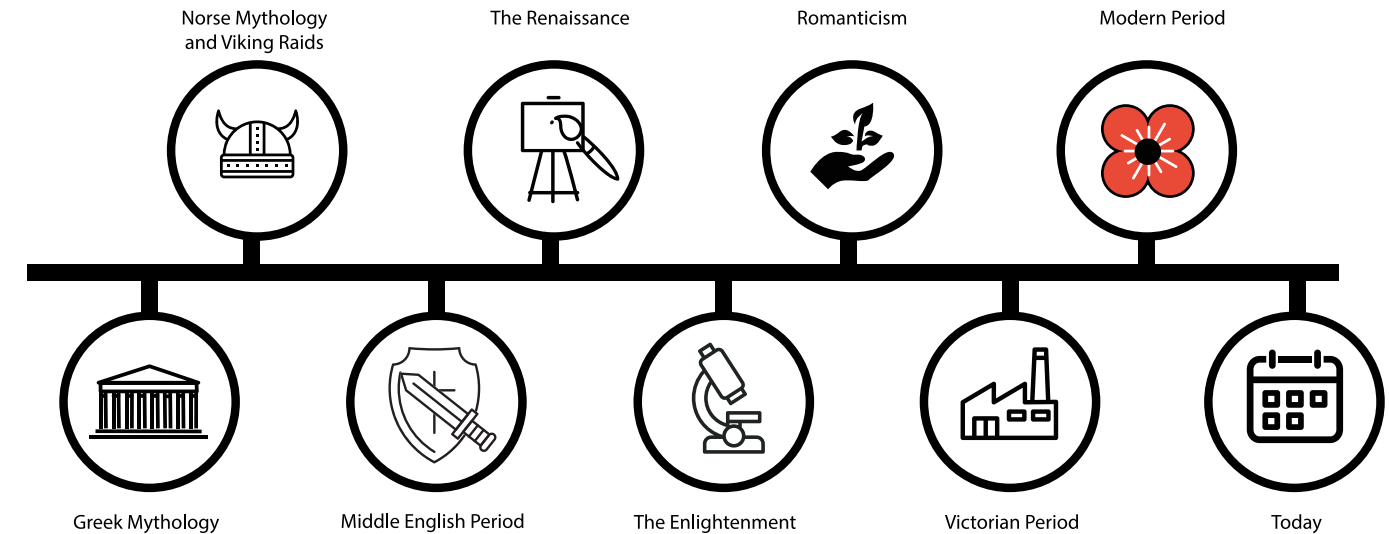


Performance Style: Key Terms and Definitions

- **Amplifies/emphasises:** Adds extra impact/draws our attention to.
- **Connotes:** Associations of a word.
- **Constructs:** Build an idea or character.
- **Conveys:** Puts across a: message, concept, theme.
- **Defines:** Gives us the clear meaning / pictures of something.
- **Demonstrates/evidences:** Shows, gives a clear example.
- **Evokes:** Brings about a strong feeling or idea.
- **Foreshadows:** Hints at subsequent events.
- **Highlights:** Draws attention to it, making it stand out.
- **Identifies:** Points out, provides a clear meaning of something.
- **Illustrates:** Creates a distinct image, supports something, points out.
- **Indicates:** Shows, points out.
- **Portrays:** Shows or represents.
- **Projects:** Takes an idea and makes it distinct, puts forward an idea.
- **Proposes/puts forward:** Offers an idea, theme, message.
- **Reflect/mirrors/parallels:** Espouses the same or a similar idea, echoes, matches.
- **Reiterates:** Repeats or supports the same point / idea, reinforces an idea.



The Literary Timeline



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.
2. 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:

1. 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:

1. 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.
2. 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:

1. Write an introduction stating how much you agree and give two reasons why – in your own words.
2. Write three PEEZE paragraphs.
3. 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

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

When writing the answer: 30 mins

1. Write your description / story
2. 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.
4. Litter your work with techniques and to use ambitious vocabulary.
5. Use a range of punctuation and sentence types for effect.
6. Proofread each paragraph as you work
7. Complete a final proofread of your work (**5mins**).

- Correct spelling errors.
- Add missing words and punctuation.

8. 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

1. 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.
3. 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.
2. 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).
4. Do not make reference to language or structure.
5. Embed quotations where possible.

Question 3 - 12 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:

1. 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. 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:

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

When writing the answer:

1. Write an opening statement that clearly refers to the question – name both writers and make reference to each source.
2. Write three 'PEEZE C PEEZE' paragraphs.
3. Use a comparison word (C) in each paragraph.
4. Zoom into the language feature used and explore why it has been used in relation to the question.
5. 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 question.
2. Plan before your ideas before you start.
3. Order your ideas to show the examiner that you are attempting to structure and craft your work.
4. 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

1. Write your response.
2. Start each paragraph in a different way:

- Rhetorical question
- Use the word 'Imagine'
- Discourse markers

3. Vary your sentence starts.
4. 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 work.
7. Complete a final proofread of your work (**5mins**).

- Correct spelling errors.
- Add missing words and punctuation.

8. Remember that it is okay to cross out and write a better word above a piece of dull or repeated vocabulary.

1. Context	
Author: Charles Dickens Published: December, 1843 Era: Victorian Genre: Allegorical; a ghost story. Set: Victorian London Structure: Five stave novella	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. This imagery (food, decorations, music) is used throughout the novella. This has contributed to a more secular (non-religious) Christmas, based on the values of goodwill, benevolence and forgiveness.
The Malthusian Catastrophe: Robert Malthus was a controversial economist who warned that the Industrial Revolution would lead to population growth; this population growth could then lead only to starvation and disease as there would not be enough resource for everyone. This concept was named the 'Malthusian Catastrophe'. Malthus therefore opposed the poor laws as they aimed to get people into factories to increase productivity. Dickens highlights the Malthusian Catastrophe when Scrooge refers to the workhouses as a logical solution for the poor.	London and inequality: The frequent and abrupt jumping between scenes of middle class comfort (Fred) and grinding poverty (The Cratchits, Beetling shop) emphasises the close proximity and contrast of the different classes, and highlights the Christian concept of 'love thy neighbour'. The urban setting allows Dickens to exercise his fondness for hyperbole , with the exaggerated extremes of poverty adding to the effect of 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 law. 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.
The Supernatural: Victorian society was fascinated by the supernatural, including mediums, ghosts, and spiritualism. However, this belief in the supernatural was also heavily influenced by the church, with the long standing belief that ghosts were souls who were trapped in purgatory.	Victorian Childhoods: Children from wealthy families had access to education and opportunity. Children born into poverty would be expected to work from as young as 4, and bring an income into the household. Education was not compulsory, and children often could not read or write. The jobs they were employed to do were dangerous and life limiting.

2. Key Characters	
Ebenezer Scrooge	The protagonist 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 a dynamic character (a character who changes). A man who seems to embody everything about relentlessly striving capitalist spirit of the time.
Bob Cratchit	Bob is Scrooge's downtrodden but loyal employee. His family are a symbol of Victorian poverty, cheerfulness in adversity, togetherness and Christmas Spirit. Bob shows pity for Scrooge, and provides a contrast to Scrooge's isolation and meanness. Tiny Tim is an emblem for noble poverty; he accepts his disability without complaint.
Fred	Fred epitomises the concept of goodwill and forgiveness, refusing to be discouraged by his uncle's misery. People (such as the Cratchits) speak highly of Fred and his generosity, in contrast to how they speak of Scrooge. Fred shows that Scrooge has chosen isolation and shows forgiveness to Scrooge, welcoming him in Stave Five.
Marley's Ghost	Marley's ghost is the spiritual representation of Scrooge's potential fate. The chains that drag him down symbolize the guilt caused by his failure to help people in need. Marley's ghost warns Scrooge that he too will experience the same guilt if he continues to deny people help.
The ghosts	The Ghost of Christmas Past is a symbol of childhood, truth and enlightenment.

3. Key Terminology	
Stave	Chapters in the novella, but we normally associate staves with music, as if the book is a Christmas carol, and each chapter is part of the song.
Symbolism	The use of symbols to represent ideas or qualities.
Intrusive narrator	A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic.
Circular structure	Circular narratives cycle through the story one event at a time to end back where the story originated.
Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.
Allegorical figures	An allegorical figure is a character that serves two purposes: first, they are an important person in the story in their own right, and, second, they represent abstract meanings or ideas.
Foreshadowing	Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.
Didactic	A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.
Polemic	A strong verbal or written attack on someone or something.

4. Key Vocabulary	
Malthusian	Population growth with out strip agricultural growth, leading to economic disaster.
Purgatory	A place or state of suffering inhabited by the souls of sinners.
Misanthropic	Having or showing a dislike of other people; unsociable.
Philanthropic	Seeking to promote the welfare of others; generous and benevolent.
Avaricious	Having or showing an extreme greed for wealth or material gain.
Benevolent	Well meaning and kindly.
Solitude	The state or situation of being alone.
Resolute	Admirably purposeful, determined, and unwavering.
Remorse	Deep regret or guilt for a wrong committed.
Redemption	Being saved or saving someone from evil, sin or suffering.
Capitalism	An economic, political, and social system in which property, business, and industry are privately owned. The system is directed towards making the greatest possible profits for the owners of production.
Inequality	The difference in social status, wealth, or opportunity between people or groups.
Injustice	A situation in which there is no fairness, justice, or equality in the treatment of a person or persons.

A CHRISTMAS CAROL

1. Context		
Playwright: John Boynton Priestley (1894-1984) Dates: Written in 1945 First performed: In Moscow, Russia, in 1945 Era: Edwardian Genre: Drama Set: Fictional town Brumley 'an industrial city in the north Midlands' in 1912 Structure: Three Act Play	Biography of Priestley <ul style="list-style-type: none">• Born in Yorkshire in 1894.• Fought in the first world war and became politicised by the suffering of it• Became concerned with the effects of social inequality in Britain in 1930s• Set up a new political party in 1942, The Commonwealth Party. It merged with the labour Party and was integral in developing the welfare state	
Pre and Post War – Before the first world war there was deemed to be a general air of complacency regarding the prospect of any war taking pace. There were strong distinctions between upper and lower classes, society was deeply patriarchal. After the second world war ended in 1945, class distinctions had been greatly reduced by the two wars and women had earned a more valued place in society. After 1945 there was a desire for more sweeping social change.	Socialism – Socialism is an approach to economic and social systems that is characterised by social ownership, democratic control and high levels of equality. Socialism is generally concerned with ensuring that disparities between wealth and social status are erased from society. After the two World Wars British society was far more open to socialist ideas. In An Inspector Calls, the Inspector harbors socialist attitudes.	
Social and Moral Responsibility – Attitudes towards social and moral responsibility changed rapidly in the time between when the play was set (1912) and the time the play was written (1945). In 1912 the general attitude of those with social status and wealth was towards looking after one's own. By the mid-1940s however, the Labour party under Attlee won a landslide election reflecting a wave of enthusiasm towards communal responsibility for everyone in society.	The Titanic – RMS Titanic was a British passenger liner that sank in the North Atlantic ocean in the morning hours of 15th April 1912, killing around 1500. The Titanic was designed to be the pinnacle of both safety and comfort, and due to its enormous size and quality was frequently labeled 'unsinkable'. In An Inspector Calls Birling claims this, thus immediately losing the respect of the audience. It can serve as a symbol of the hubris and arrogance of man.	
FORM – The play fits into three possible forms:		
Well-Made Play <ul style="list-style-type: none">• A popular type of drama from the 19th century• The events build to a climax• Primarily concerned with events that happened before the play• Plot is intricate and complex	Morality Play <ul style="list-style-type: none">• Most popular during 15th and 16th centuries• They taught the audience lessons that focused on the seven deadly sins• Characters who committed those sins were punished	Crime Thriller <ul style="list-style-type: none">• Involves a gripping tale based around a crime• The audience receives clues and must guess what has happened before the end• All is revealed by the climax

2. Key Characters	
Inspector Goole	An enigmatic (mysterious) figure who serves as Priestley's mouthpiece and advocates social justice. He serves as the Birling's conscience and exposes their sins.
Mr Arthur Birling	A capitalist and business owner who opposes social change and greater equality. He is a self-made man and lacks the refined manners of the upper classes. Made a fool by Priestley to highlight the arrogance and absurdity of his views.
Mrs Sybil Birling	Her husband's social superior, Mrs Birling is involved in charity work but contradictorily believes in personal responsibility and looking after one's-self. Fails to understand her own children.
Sheila Birling	Young and initially enthusiastic, Sheila grows and changes throughout the play, embracing the views of the Inspector and challenging the social indifference of her parents. She becomes wiser and more cautious in her relationship with Gerald.
Eric Birling	In his early twenties, he drinks too much and forces himself upon Eva Smith. Whilst she is pregnant with his child, he steals from his father to attempt to support her. Grows and changes, realises his own wrongs along with everyone else's. Critical of parents.
Gerald Croft	A businessman engaged to Sheila, Gerald a relationship with Daisy Renton (Eva Smith). Even though he sits between her two generations he is politically closest to Birling and fails to embrace the Inspector's message, instead seeking to prove he wasn't real.
Eva Smith	Doesn't appear in the play, but her suffering and abuse represents that of all the working classes. She also calls herself both Daisy Renton and Mrs Birling. The older characters begin to question whether she really is one person.

3. Central Themes	
Social Responsibility	Priestley advocates a socialist message of collective responsibility for one another. The Inspector serves as his voice in conveying this ideology, but the younger generation also come to embrace it. The suffering of Eva Smith highlights the powerlessness of the working classes and the need for a society that protects its most vulnerable.
Age and the Generational Divide	Priestley presents a view that there is hope for change and that it lies with the younger generation. Both Sheila and Eric change for the better, maturing and becoming more empathetic as they come to embrace the Inspector's message. They also become vocal critics of their parents' indifference to Eva's suffering.
Class and Power	Priestley highlights the immense power that business owners wielded over their workers and presents them as arrogant and lacking in empathy. He demonstrates Edwardian society's preoccupation with wealth and status at the cost of the individual as a way of promoting change in post-WW2 Britain.
Gender	At the time the play was first performed, women had just played a pivotal role in World War 2 and were empowered by the freedom work provided them. In the 1912 setting, we see Sheila's growing independence vs her mother. However, the play still highlights the awful vulnerability of women and the outdated stereotyping of them.

4. Key Vocabulary	
Capitalist	Believing in private wealth and business aimed at making profit for business owners. Independent and self-reliant.
Socialist	Believing in shared ownership, collective responsibility for one another and social equality for all.
Ideology	A political viewpoint or set of beliefs, for example socialism.
Responsibility	Being accountable or to blame for something, or having a duty to deal with something.
Hierarchy	A ranking of status or power e.g. the strict class hierarchy of Edwardian England.
Patriarchy	A society in which power lies with men.
Prejudice	An opposition to or opinion about something/someone based upon what they are e.g. working class, female etc.
Morality	The belief that some behaviour is right and some is wrong.
Proletariat	The working class.
Bourgeoisie	The capitalist class in possession of the means of acquiring wealth.
Aristocracy	The highest class in society and often holding titles passed from father to son, for example Lord and Lady Croft.
Façade	A false front or surface-level illusion, for example the façade of family happiness in the opening scene of the play.
Catalyst	Someone or something that speeds up or triggers an event.
Antithesis	When something is the opposite of something else.

4. Key Vocabulary	
Dramatic Irony	When the audience is aware of something that a character is not aware of, for example Birling believing war won't happen.
Plot Twist	When a story suddenly departs from its expected path and something very unexpected happens. The final phone call.
Cliffhanger	Each act ends on a particularly dramatic, revealing moment that creates a sense of tension and anticipation.
Stage Directions	When the playwright instructs actors/director to perform in a particular way. Priestley's are unusually detailed.
Entrances/Exits	Characters frequently leave or enter the stage at dramatic moments. Some characters miss important events.
Lighting	Priestley uses stage directions to indicate how the stage should be lit. Changes to 'brighter and harder' for Inspector.
Props	Physical objects used in the play. The photograph plays a key role in identifying Eva. The doorbell interrupts Birling.
Contrast and Juxtaposition	Deliberately placing two very different things along side one another to draw comparisons e.g. Birling and the Inspector.

AN INSPECTOR CALLS

Remains by Simon Armitage		Exposure by Wilfred Owen		Poppies by Jane Weir	
Themes: Conflict, Suffering, Reality of War	Tones: Tragic, Haunting, Anecdotal	Themes: Conflict, Suffering, Nature, Reality of War, Patriotism	Tones: Tragic, Haunting, Dreamy	Themes: Bravery, Reality of War, Suffering, Childhood	Tones: Tender, Tragic, Dreamy, Bitter
Content, Meaning and Purpose -Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003. -Speaker describes shooting a looter dead in Iraq and how it has affected him. -To show the reader that mental suffering can persist long after physical conflict is over.	Context -“These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind.” Simon Armitage -Poem coincided with increased awareness of PTSD amongst the military, and aroused sympathy amongst the public – many of whom were opposed to the war.	Content, Meaning and Purpose -Speaker describes war as a battle against the weather and conditions. -Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. -Owen wanted to draw attention to the suffering, monotony and futility of war.	Context -Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem has authenticity as it is written by an actual soldier. - Of his work, Owen said: “My theme is war and the pity of war”. -Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty; “not loath, we lie out here” shows that he was not bitter about his suffering.	Content, Meaning and Purpose -A modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death. -The narration covers her visit to a war memorial, interspersed with images of the soldier’s childhood and his departure for war.	Context -Set around the time of the Iraq and Afghan wars, but the conflict is deliberately ambiguous to give the poem a timeless relevance to all mothers and families. -There are hints of a critical tone: about how soldiers can become intoxicated by the glamour or the military: “a blockade of yellow bias” and “intoxicated” .
Language -“ Remains ” - the images and suffering remain. -“ Legs it up the road ” - colloquial language = authentic voice -“ Then he’s carted off in the back of a lorry ” - reduction of humanity to waste or cattle -“ he’s here in my head when I close my eyes / dug in behind enemy lines ” – metaphor for a war in his head; the PTSD is entrenched. -“ his bloody life in my bloody hands ” – alludes to Macbeth; Macbeth the warrior with PTSD and Lady Macbeth’s bloody hands and guilt.	Form and Structure -Monologue, told in the present tense to convey a flashback (a symptom of PTSD). -First four stanzas are set in Iraq; last three are at home, showing the aftermath. -Enjambment between lines and stanzas conveys his conversational tone and gives it a fast pace, especially when conveying the horror of the killing -Repetition of “Probably armed, Possibly not” conveys guilt and bitterness.	Language -“Our brains ache” physical (cold) suffering and mental (PTSD or shell shock) suffering. -Semantic field of weather: weather is the enemy. -“the merciless iced east winds that knive us...” – personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending). -Repetition of pronouns ‘we’ and ‘our’ – conveys togetherness and collective suffering of soldiers. - “mad gusts tugging on the wire” – personification	Form and Structure -Contrast of Cold>Warm>Cold imagery conveys Suffering>Delusions>Death of the hypothermic soldier. -Repetition of “but nothing happens” creates circular structure implying never ending suffering -Rhyme scheme ABBA and hexameter gives the poem structure and emphasises the monotony. -Pararhymes (half rhymes) (“nervous / knife us”) only barely hold the poem together, like the men.	Language -Contrasting semantic fields of home/ childhood (“cat hairs” , “play at being Eskimos” , “bedroom”) with war/injury (“blockade” , bandaged” , “reinforcements”) -Aural (sound) imagery: “All my words flattened, rolled, turned into felt” shows pain and inability to speak, and “I listened, hoping to hear your playground voice catching on the wind” shows longing for dead son. - “I was brave, as I walked with you, to the front door” : different perspective of bravery in conflict.	Form and Structure -This is an Elegy , a poem of mourning. -Strong sense of form despite the free verse, stream of consciousness addressing her son directly – poignant -No rhyme scheme makes it melancholic -Enjambment gives it an anecdotal tone. -Nearly half the lines have caesura – she is trying to hold it together, but can’t speak fluently as she is breaking inside. -Rich texture of time shifts, and visual, aural and touch imagery.

Charge of the Light Brigade by Alfred, Lord Tennyson		Bayonet Charge by Ted Hughes	
Themes: Conflict, Suffering, Reality of War, Patriotism	Tones: Energetic, Tragic, Haunting	Themes: Conflict, Power, Reality of War, Nature, Bravery, Patriotism	Tones: Bewildered, Desperate, Dreamy
Content, Meaning and Purpose - Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. -It is a celebration of the men’s courage and devotion to their country, symbols of the might of the British Empire.	Context - As Poet Laureate, he had a responsibility to inspire the nation and portray the war in a positive light; propaganda. -Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: “Someone had blunder’d” . -This was a controversial point to make in Victorian times when blind devotion to power was expected.	Content, Meaning and Purpose - Describes the terrifying experience of ‘going over the top’: fixing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy. -Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war. -Hughes dramatises the struggle between a man’s thoughts and actions.	Context - Published in 1957, but most-likely set in World War 1. -Hughes’ father had survived the battle of Gallipoli in World War 1, and so he may have wished to draw attention to the hardships of trench warfare. -He draws a contrast between the idealism of patriotism and the reality of fighting and killing. (“King, honour, human dignity, etcetera”)
Language - “Into the valley of Death” : this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience. - “jaws of Death” and “mouth of Hell” : presents war as an animal that consumes its victims. - “Honour the Light Brigade/Noble six hundred” : language glorifies the soldiers, even in death. The ‘six hundred’ become a celebrated and prestigious group. - “shot and shell” : sibilance creates whooshing sounds of battle.	Form and Structure -This is a ballad, a form of poetry to remember historical events – we should remember their courage. -6 verses, each representing 100 men who took part. -First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive. -Dactylic dimeter (HALF-a leaugue / DUM-de-de) mirrors the sound of horses galloping and increases the poem’s pace. -Repetition of ‘the six hundred’ at the end of each stanza (epistrophe) emphasises huge loss.	Language “The patriotic tear that brimmed in his eye Sweating like molten iron” : his sense of duty (tear) has now turned into the hot sweat of fear and pain. “cold clockwork of the stars and nations” : the soldiers are part of a cold and uncaring machine of war. “his foot hung like statuary in midstride.”: he is frozen with fear/bewilderment. The caesura (full stop) jolts him back to reality. “a yellow hare that rolled like a flame And crawled in a threshing circle” : impact of war on nature – the hare is distressed, just like the soldiers	Form and Structure -The poem starts ‘in medias res’: in the middle of the action, to convey shock and pace. -Enjambment maintains the momentum of the charge. -Time stands still in the second stanza to convey the soldier’s bewilderment and reflective thoughts. -Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier = adds to the confusion.

English Literature

3 of 6

War Photographer		Kamikaze by Beatrice Garland		The Emigree by Carol Rumens	
Themes: Conflict, Suffering, Reality of War	Tones: Painful, Detached, Angry	Themes: Conflict, Power, Patriotism, Shame, Nature, Childhood	Tones: Sorrowful, Pitiful	Themes: Conflict, Power, Identity, Protest, Bravery, Childhood	Tones: Mournful, Defiant, Nostalgic
Content, Meaning and Purpose -Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war – painting a contrast to the safety of his dark room. -He appears to be returning to a warzone at the end of the poem. -Duffy conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort and are unaffected by war.	Context -Like Tennyson and Ted Hughes, Duffy was the Poet Laureate. -Duffy was inspired to write this poem by her friendship with a war photographer. She was intrigued by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects. -The location is ambiguous and therefore universal: (“Belfast. Beirut. Phnom Penh.”)	Content, Meaning and Purpose -In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships. -This poem explores a kamikaze pilot’s journey towards battle, his decision to return, and how he is shunned when he returns home. -As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.	Context -Cowardice or surrender was a great shame in wartime Japan. -To surrender meant shame for you and your family, and rejection by society: “he must have wondered which had been the better way to die” .	Content, Meaning and Purpose -‘Emigree’ – a female who is forced to leave their county for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now “sick with tyrants” . -Despite the cities problems, her positive memories of the place cannot be extinguished.	Context -Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate
Language -“ All flesh is grass ”: Biblical reference that means all human life is temporary – we all die eventually. -“ He has a job to do ”: like a soldier, the photographer has a sense of duty. -“ running children in a nightmare heat ”: emotive imagery with connotations of hell. -“ blood stained into a foreign dust ”: lasting impact of war – links to Remains and ‘blood shadow’ . -“ he earns a living and they do not care ”: ‘they’ is ambiguous – it could refer to readers or the wider world.	Form and Structure -Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. -Contrasts: imagery of rural England and nightmare war zones. -Third stanza: A specific image – and a memory – appears before him.	Language -The Japanese word ‘kamikaze’ means ‘divine wind’ or ‘heavenly wind’ , and has its origin in a heaven-sent storm that scattered an invading fleet in 1250. -“ dark shoals of fish flashing silver ”: image links to a Samurai sword – conveys the conflict between his love for nature/ life and his sense of duty. Also has sibilance. -“ they treated him as though he no longer existed ”: cruel irony – he chose to live but now must live as though he is dead. -“ was no longer the father we loved ”: the pilot was forever affected by his decision.	Form and Structure -Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. -The first five stanzas are ordered (whilst he is flying on his set mission). -Only full stop is at the end of Stanza Five: he has made his decision to turn back. -The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same. -Direct speech (“My mother never spoke again”) gives the poem a personal tone.	Language -“ I left it as a child ”: ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it). -“ I am branded by an impression of sunlight ”: imagery of light - it will stay with her forever. -Personification of the city: “I comb its hair and love its shining eyes” (she has a maternal love for the city) and “My city takes me dancing” (it is romantic and passionate lover) -“ My city hides behind me ”: it is vulnerable and – despite the fact that she had to flee – she is strong. -Semantic field of conflict: “Tyrant, tanks, frontiers”	Form and Structure -First person. -The last line of each stanza is the same (epistrophe): “sunlight” : reinforces the overriding positivity of the city and of the poem. -The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys that fact that she is now trapped.

Checking Out Me History by John Agard		Ozymandias by Percy Bysshe Shelley	
Themes: Power, Protest, Identity, Childhood	Tones: Defiant, Angry, Rebellious, Cynical	Themes: Power of Nature, Decay, Pride	Tones: Ironic, rebellious
Content, Meaning and Purpose -Represents the voice of a man from the Caribbean colony of British Guiana, who was frustrated by the Eurocentric history curriculum that he was taught at school – which paid little attention to black history. -Black history is in italics to emphasise its separateness and to stress its importance.	Context -John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s. -His poetry challenge racism and prejudice. -This poem may, to some extent, have achieved its purpose: in 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem.	Content, Meaning and Purpose - The narrator meets a traveller who tells him about a decayed statue that he saw in a desert. -The statue was of a long forgotten ancient King: the arrogant Ozymandias, ‘king of kings.’ -The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.	Context -Shelley was a poet of the ‘Romantic period’ (late 1700s and early 1800s). Romantic poets were interested in emotion and the power of nature. -Shelley also disliked the concept of a monarchy and the oppression of ordinary people. -He had been inspired by the French revolution – when the French monarchy was overthrown.
Language -Imagery of fire and light used in all three stanzas regarding black historic figures: “Toussaint de beacon”, “fire-woman”, “yellow sunrise”. -Uses non-standard phonetic spelling (“Dem tell me wha dem want”), to represent his own powerful accent and mixes Caribbean Creole dialect with standard English. -“I carving out me identity”: metaphor for the painful struggle to be heard, and to find his identity.	Form and Structure -Dramatic monologue, with a dual structure. -Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics to represent separateness and rebellion). - Black history sections arranged as serious lessons to be learned: traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history). -The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent the narrator’s rejection of the rules. -Repetition of “Dem tell me”: frustration.	Language -“sneer of cold command”: the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator. -“Look on my works, ye Mighty, and despair.”: ‘Look’ = imperative, stressed syllable highlights commanding tone; ironic – he is telling other ‘mighty’ kings to admire the size of his statue and ‘despair’, however they should really despair because power is only temporary. ‘The lone and level sands stretch far away.’: the desert is vast, lonely, and lasts far longer than a statue.	Form and Structure -A sonnet (14 lines) but with an unconventional structure... the structure is normal until a turning point (a volta) at Line 9 (...these words appear). This reflects how human structures can be destroyed or decay. -The iambic pentameter rhyme scheme is also disrupted or decayed. -First eight lines (the octave) of the sonnet: the statue is described in parts to show its destruction. -Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.

English Literature

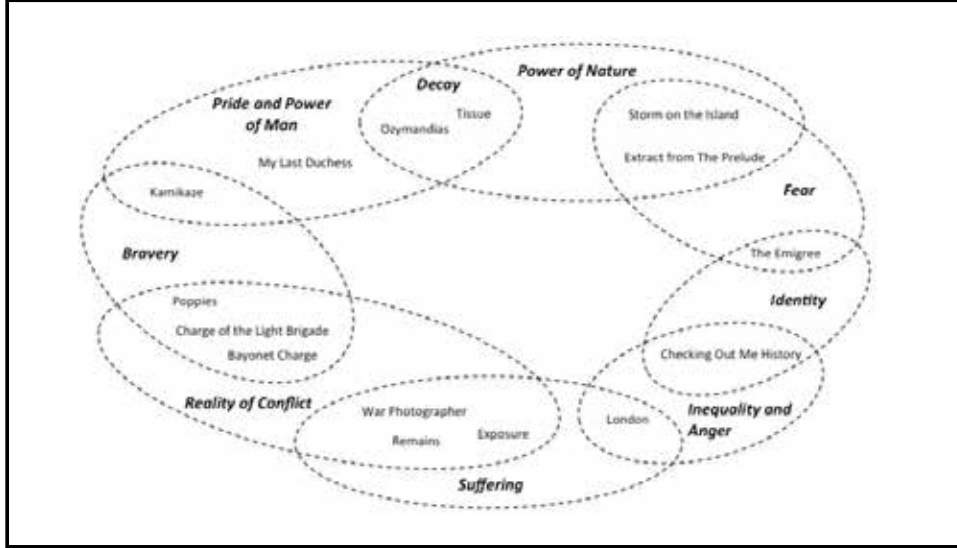
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My Last Duchess by Robert Browning		Tissue by Imtiaz Dharker		Extract from The Prelude: Stealing the Boat by William Wordsworth	
Themes: Power, Pride, Control, Jealousy, Status	Tones: Sinister, Bitter, Angry	Themes: Power of Nature, Control, Identity	Tones: Gentle, Rowing, Ethereal	Themes: Power of Nature, Fear, Childhood	Tones: Tones: Confident > Dark / Fearful > Reflective
Content, Meaning and Purpose -The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour. -He can finally control her by objectifying her and showing her portrait to visitors when he chooses. - He is now alone as a result of his need for control. -The visitor has come to arrange the Duke's next marriage, and the Duke's story is a subtle warning about how he expects his next wife to behave.	Context -Browning was a British poet, and lived in Italy. The poem was published in 1842. -Browning may have been inspired by the story of an Italian Duke (Duke of Ferrara): his wife died in suspicious circumstances and it was rumoured that she had been poisoned.	Content, Meaning and Purpose -Two different meanings of 'Tissue' (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body. -The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives. -Also, although human life is much more precious, it is also fragile and temporary.	Context -Imtiaz Dharker was born in Pakistan and grew up in Glasgow. 'Tissue' is taken from a 2006 collection of poems entitled 'The Terrorist at My Table': the collection questions how well we know people around us. -This particular poem also questions how well we understand ourselves and the fragility of humanity.	Content, Meaning and Purpose -The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature. -At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore. -He is now in awe of the mountain and now fearful of the power of nature which are described as ' huge and mighty forms, that do not live like living men. ' -We should respect nature and not take it for granted.	Context -Published shortly after his death, The Prelude was a very long poem (14 books) that told the story of William Wordsworth's life. -This extract is the first part of a book entitled 'Introduction – Childhood and School-Time'. -Like Percy Shelley, Wordsworth was a romantic poet and so his poetry explores themes of nature, human emotion and how humans are shaped by their interaction with nature.
Language - ' Looking as if she was alive ': sets a sinister tone. - ' Will't please you sit and look at her? ' rhetorical question – his visitor shows obsession with power. - ' she liked whate'er / She looked on, and her looks went everywhere. ': hints that his wife was a flirt. - ' as if she ranked / My gift of a nine-hundred-years-old name / With anybody's gift ': she was beneath him in status, and yet dared to rebel against his authority. - ' I gave commands; Then all smiles stopped together ': euphemism for his wife's murder. - ' Notice Neptune, though / Taming a sea-horse ': he points out another painting, also about control.	Form and Structure -Dramatic Monologue, in iambic pentameter. -It is a speech, pretending to be a conversation – he doesn't allow the other person to speak! -Enjambment: rambling tone, he's getting carried away with his anger. He is a little unstable. -Heavy use of caesura (commas and dashes): stuttering effect shows his frustration and anger: ' She thanked men, – good! but thanked / Somehow – I know not how' -Dramatic Irony: the reader can read between the lines and see that the Duke's comments have a much more sinister undertone.	Language -Semantic field of light: (' Paper that lets light shine through ', ' The sun shines through their borderlines ', ' let the daylight break through capitals and monoliths ') emphasises that light is central to life, a positive and powerful force that can break through ' tissue ' and even monoliths (stone statues). - ' pages smoothed and stroked and turned ': gentle verbs convey how important documents such as the Koran are treated with respect. - ' Fine slips [...] might fly our lives like paper kites ': this simile suggests that we allow ourselves to be controlled by paper.	Form and Structure -The short stanzas create many layers, which is a key theme of the poem (layers of paper and the creation of human life through layers) -The lack of rhythm or rhyme creates an effect of freedom and openness. -All stanzas have four lines, except the final stanza which has one line ('turned into your skin'): this line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary. -Enjambment between lines and stanzas creates an effect of freedom and flowing movement.	Language - ' One summer evening (led by her) ': 'her' might be nature personified – this shows his love for nature. - ' an act of stealth / And troubled pleasure ': confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow. - ' nothing but the stars and grey sky ': emptiness of sky. - ' the horizon's bound, a huge peak, black and huge ': the image of the mountain is more shocking (contrast). - ' Upreared its head ' and ' measured motion like a living thing ': the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic. - ' There hung a darkness ': lasting effects of mountain.	Form and Structure -First person narrative – creates a sense that it is a personal poem. -The regular rhythm and enjambment add to the effect of natural speech and a personal voice. -The extract can be split into three sections, each with a different tone to reflect his shifting mood: <i>Lines 1-20: (rowing) carefree and confident</i> <i>Lines 21-31: (the mountain appears) dark and fearful</i> <i>Lines 32-44: (following days) reflective and troubled</i> -Contrasts in tone: ' lustily I dipped my oars into the silent lake ' versus ' I struck and struck again ' and ' with trembling oars I turned '.

Storm on the Island by Seamus Heaney		London by William Blake	
Themes: Power of Nature, Fear	Tones: Dark, Violent, Anecdotal	Themes: Power, Inequality, Loss, Anger	Tones: Angry, Dark, Rebellious
Content, Meaning and Purpose - The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations. -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war. -The final line of the poem reveals their fear of nature's power	Context - Seamus Heaney was Northern Irish, he died in 2013. -This poem was published in 1966 at the start of 'The Troubles' in Northern Ireland: a period of deep unrest and violence between those who wanted to remain part of the UK and those who wanted to become part of Ireland. -The first eight letters of the title spell 'Stormon!': this is the name of Northern Ireland's parliament. The poem might be a metaphor for the political storm that was building in the country at the time.	Content, Meaning and Purpose -The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. -The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality.	Context -The poem was published in 1794, and time of great poverty in many parts of London. -William Blake was an English poet and artist. Much of his work was influenced by his radical political views: he believed in social and racial equality. -This poem is part of the 'Songs of Experience' collection, which focuses on how innocence is lost and society is corrupt. -He also questioned the teachings of the Church and the decisions of Government.
Language - ' Nor are there trees which might prove company ': the island is a lonely, barren place. -Violent verbs are used to describe the storm: ' pummels ', ' exploding ', ' spits '. -Semantic field of war: ' Exploding comfortably ' (also an oxymoron to contrast fear/safety); ' wind dives and strafes invisibly ' (the wind is a fighter plane); ' We are bombarded by the empty air ' (under ceaseless attack). -This also reinforces the metaphor of war / troubles. - ' spits like a tame cat turned savage ': simile compares the nature to an animal that has turned on its owner.	Form and Structure -Written in blank verse and with lots of enjambment: this creates a conversational and anecdotal tone. - ' We ' (first person plural) creates a sense of community, and ' You ' (direct address) makes the reader feel immersed in the experience. -The poem can split into three sections: Confidence: ' We are prepared :' (ironic) The violence of the storm: ' If pummels your house ' Fear: ' it is a huge nothing that we fear .' -There is a turning point (a volta) in Line 14: ' But no ': This monosyllabic phrase, and the caesura, reflects the final calm before the storm.	Language -Sensory language creates an immersive effect: visual imagery (' Marks of weakness, marks of woe ') and aural imagery (' cry of every man ') - ' mind-forged manacles ': they are trapped in poverty. -Rhetorical devices to persuade: repetition (' In every... '); emotive language (' Infant's cry of fear '). -Critiques the powerful: ' each chartered street ' – everything is owned by the rich; ' Every black'ning church appals ' - the church is corrupt; ' the hapless soldier's sigh / Runs in blood down palace walls ' – soldier's suffer and die due to the decisions of those in power, who themselves live in palaces.	Form and Structure -A dramatic monologue, there is a first-person narrator ('I') who speaks passionately about what he sees. -Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city. -First two stanzas focus on people; third stanza focuses on the institutions he holds responsible; fourth stanza returns to the people – they are the central focus.

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Key themes and connections: poems that you might choose to compare



Role Play	
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 dernière, je suis allé – Last year I went to Quand j'étais jeune – When I was younger Quand j'avais...ans – When I was...years old	J'ai fait plein de choses comme... – I did many things like... Avant, je pensais que – Before I used to think that Je faisais beaucoup d'activités – I used to do various activities J'ai toujours voulu – I've always wanted	J'ai décidé d'aller à– I decided to go to J'ai toujours était sportif – I've always been very active Les activités ne m'ont pas intéressé – the activity didn't interest me Je viens de +inf – I 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	Il y a ni de...ni 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 + conditional - In an ideal world + conditional Dans un monde idéal, je serais riche – In an ideal world I would be rich Quand j'aurai...ans - where i am... years old J'ai décidé que je vais aller/etre... – I've decided that I am going to go/be...	Si je pourrais +conditional – If I could +conditional Si j'avais de l'argent +conditional – If I had money +conditional 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

Role Play	
Contrast/Balance	Addition
Mais – but	Et – and
Cependant – however	Aussi – also
Néanmoins – nonetheless	De plus – in addition to
Ou bien/ou sinon – alternatively	En outre – furthermore
Malgré – despite	Encore – again
Toujours – still	Suivant(e) – the following
D'un côté...d'un autre côté – on one hand...on the other	
Au lieu de – instead of...	
Cause/effect	Emphasis
Alors – consequently	surtout – above all
Ainsi – thus	en particulier – in particular
Donc – so	particulièrement – notably/especially
Par conséquent – therefore/as a result	considérablement – significantly
Jusqu'à – until	En fait/en réalité – in fact

Module 4	
au carrefour un centre de loisirs un château derrière devant droite une église entre l'aire du vélo faire une promenade faire une promenade en barque gauche il n'y a pas de il y a je peux je veux jouer au babyfoot des magasins un marché des musées Où est? Où sont? une patinoire une piscine tout droit à côté (du/de la/de l'/des) loin/tout près au coin beaucoup de magasins une bibliothèque une cathédrale un centre de loisirs C'est ... un château Descends/descendez la rue une église en face (du/de la/de l'/des) une gare (SNCF) des hôtels Il n'y a pas de ... any ... Il y a ... une mairie un marché une mosquée un musée un parc/jardin public une pharmacie une poste (un bureau de poste) un stade un supermarché sur ta/votre droite/gauche un théâtre	crossroads a leisure centre a castle behind in front of right a church between to go cycling to go for a walk to take a boat ride left there isn't there is I can I want to play table football shops a market museums Where is? where are? an ice rink pool straight ahead next to a long way/very close on the corner lots of shops a library a cathedral a leisure centre it is... a castle go down the road. a church opposite a (train) station hotels there isn't a/aren't There is/are... a town hall a market a mosque a museum a park a chemis a post office a stadium a supermarket on your right/left a theatre

Module 5	
à l'intérieur l'auberge de jeunesse la climatisation le coin du paradis le coup de soleil dans un beau cadre en montgolfière en vacances la formule demi-pension l'hôtel quatre étoiles l'île déserte les marchands le parc naturel le pouboire les sports d'hiver les vacances de neige j'ai bu j'ai écouté j'ai fait j'ai joué j'ai mangé j'ai regardé j'ai voyagé je bois j'écoute je fais je mange je regarde je reste je suis allé je suis resté je vais je vais aller je vais boire je vais écouter je vais faire je vais manager je vais regarder je vais rester je vais voyager je voyage	inside youth hostel air con corner of paradise sunburn in a beautiful area in a hot air balloon on holiday half board four star hotel desert island shopkeepers nature/national park tip winter sports winter holidays I drank I listened I did I played I ate I watched I travelled I drink I listen I do I eat I watch I stay I went I stayed I go I am going to go I am going to drink i am going to listen I am going to do I am going to eat I am going to watch I am going to stay I am going to travel I travel

Module 6	
c'est facile difficile ennuyeux /-euse fascinant intéressant (e) inutile je pense que ... est/sont je suis doué(e) en je suis faible en je suis fort (e) en je trouve ma matière préférée est mes cours finissent à mon emploi du temps on a trop de devoirs passionnant(e) utile l'allemand l'anglais l'art dramatique la biologie la chimie le commerce le dessin/les arts plastiques l'économie l'éducation physique et sportive/ l'EPS l'espagnol l'étude des médias le géographie l'histoire l'informatique l'instruction civique les matières la musique la physique la religion la technologie c'est confortable c'est démodé c'est embarrassant c'est moche c'est pratique une chemise une cravate il faut porter un uniforme je porte une jupe mes propres vêtements la mode n'a pas de place à l'école un pantalon un polo un sweat	it's easy difficult boring fascinating interesting useless I think that ... is/are I am gifted in I am weak in I am strong in I find my favourite subject is my lessons finish at my timetable we have too much homework exciting useful German English drama biology chemistry business studies art/fine art economics PE Spanish media studies geography history ICT citizenship school subjects music physics religious studies design and technology it's comfortable it's old-fashioned it's embarrassing it is ugly it's practical a shirt a tie you have to wear school uniform I wear a skirt my own clothes fashion has no place in school trousers a polo shirt a sweatshirt

1. Coastal Processes:

- **Deposition:** The laying down of material by sea, river, wind or ice.
- **Erosion:** Wearing away of material by sea, river, wind or ice.
- **Abrasion:** The material being transported by the sea wears away the cliffs (like sandpaper).
- **Athriton:** When pebbles are knocked together and they gradually become more rounded and reduced in size.
- **Hydraulic action:** The sheer force of the water by itself can erode material from the cliffs.
- **Solution:** Rocks are subject to chemical attack and slowly dissolve in the water.
- **Longshore drift:** The transport of sand and pebbles along the beach
- **Swash:** When a wave breaks and water is washed up the beach
- **Backwash:** As water flows back down to the sea
- **Destructive wave:** Weak swash and strong backwash so beach material is removed by the wave
- **Constructive wave:** Strong swash and weak backwash so beach material is added by the wave.
- **Transportation:** When sediment is carried by the sea.
- **Traction:** When large particles e.g. boulders are pushed along by the sea.
- **Saltation:** When pebbles are bounced along the sea bed.
- **Suspension:** When small particles are picked up and transported by the water.
- **Solution:** When soluble materials e.g. limestone are transported in the water.

2. Coastal Features:

- **Headland:** Part of the coastline that juts out into the sea (typically more resistant geology).
- **Cave:** Natural underground feature, usually at the base of a cliff.
- **Arch:** Natural opening eroded out of a cliff face by coastal processes.
- **Stack:** Pillar or vertical column of rock in the sea formed by erosion.
- **Stump:** When a stack is weathered/eroded and it becomes smaller.
- **Spit:** Narrow tongue of sand or shingle which grows out from the coastline, deposited by longshore drift.
- **Tombo:** When longshore drift deposits material between a headland and an island.
- **Bar:** When longshore drift deposits material between one headland and another.
- **Bay:** Wide, curved inlet at the coast.
- **Lagoon:** Natural lake formed behind a coastal bar.
- **Salt marsh:** Sheltered area often formed behind a spit.
- **Wave cut platform:** The existing base of a cliff, exposed by low tide.
- **Wave cut notch:** When the base of the cliff is eroded.

3. Management methods at the coast:

- **Hard engineering:** Involves building man-made structures to protect the coast.
- **Soft engineering:** The use of nature to protect the coastline.
- **Groynes:** Concrete or wooden barrier built out into the sea from a beach to reduce erosion and drifting.
- **Rock armour:** Rock armour or **rip-rap** involves placing large boulders in front of a cliff or sea wall to absorb the energy of waves.
- **Gabions:** Rocks placed in metal cages to reduce the impact of wave energy.
- **Beach nourishment:** (also referred to as beach replenishment) when sand, lost through longshore drift or erosion is replaced.
- **Managed retreat:** Allows an area, usually of low value, to become flooded by removing coastal protection.
- **Cliff stabilisation:** The process of securing the cliff to reduce cliff collapse.

4. Weathering Processes:

- **Mechanical weathering:** Physical break down of rocks e.g. through freeze thaw weathering.
- **Biological weathering:** The disintegration of rocks caused by plants or animals e.g. plant roots growing through rocks.
- **Chemical weathering:** Chemical reactions decompose, weaken or dissolve specific rocks e.g. carbonation.

5. Hydrological cycle key words:

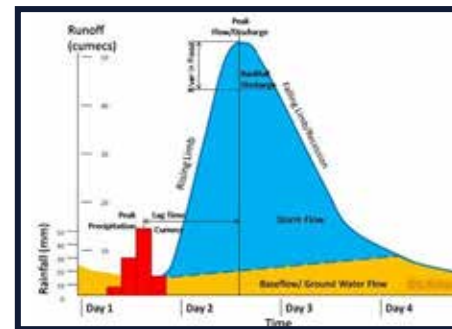
- **Precipitation:** Moisture falling from the atmosphere: rain, snow, sleet and hail.
- **Evaporation:** The process of turning from liquid into vapour (gas).
- **Transpiration:** The evaporation of water vapour from trees and plants.
- **Evapotranspiration:** The loss of water from a drainage basin into the atmosphere from the leaves of plants + loss from evaporation.
- **Condensation:** The conversion of a vapour or gas to a liquid.
- **Interception:** Refers to precipitation that does not reach the soil, but is instead 'caught' by the leaves, branches of plants and human structures.
- **Surface run off:** Is water, from rain, snowmelt, or other sources, that flows over the land surface.
- **Infiltration:** Is the process by which water on the ground surface enters/soaks into the soil.
- **Percolation:** The movement of water within the soil and down vertically into the rocks.
- **Ground water flow:** The deeper movement of water through underlying permeable rock.
- **Groundwater storage:** The storage of water underground in permeable rock.
- **Channel Flow:** The movement of water within the river channel. This is also called a river's discharge.
- **Channel Storage:** the water held in a river or stream channel.
- **Stemflow:** Water running down a plant stem or tree trunk.
- **Surface storage:** The total volume of water held on the Earth's surface in lakes, ponds and puddles.

6. Key drainage basin words:

- **Tributary:** a river or stream flowing into a larger river or lake.
- **Confluence:** the junction of two rivers
- **Watershed:** a ridge of high land that separates waters flowing to different rivers/ basins.
- **Drainage Basin:** An area of land where precipitation collects and drains into a river.

7. Hydrographs:

- **Peak rainfall:** The peak rainfall is the time of highest rainfall.
- **Peak discharge:** Is the time when the river reaches its highest flow.
- **Lag time:** Is the time delay between the peak rainfall and the peak discharge.
- **Rising limb:** Part of the hydrograph where the discharge increases and the river levels rise.
- **Falling limb:** Part of the hydrograph where discharge decreases and the river's level falls.
- **Cumecs:** Unit used to measure discharge (cubic metres per second).



8. River features:

- **Waterfall:** An erosional, upper course river feature, where water flows over a vertical drop.
- **Meander:** A winding curve or bend in a river. They are the result of both erosional and depositional processes. They are typical of the middle and lower course of a river.
- **Interlocking Spurs:** Erosional features as water winds round more resistant rock in the upper course.
- **Ox bow lake:** A U-shaped lake that forms when a wide meander of a river is cut off.
- **Levees:** A natural deposition of material in the lower course of a river. Often associated with flooding periods.
- **Floodplain:** The flat land either side of the lower course of a river that naturally floods. Deposited sediment forms this feature.

9. River Management:

- **Hard Engineering:** Involves building man-made structures which try to control natural processes. E.g. embankments, dams, river straightening.
- **Soft engineering:** Where the natural environment is used to help reduce river flooding. E.g. Floodplain zoning, warning systems, afforestation.
- **Levees:** An artificial wall built along the sides of a river, blocking water from going where we don't want it to go.
- **Channel Straightening:** A river channel may be straightened (removal of meanders) so that water can travel faster along the course.
- **Embankments:** A long artificial bank of earth; built alongside the river to hold back river water.
- **River restoration:** Contributes to flood risk management by supporting the natural capacity of rivers to retain water. e.g reinstating meanders, silt removal, narrowing channels to increase flow speeds, reinstating floodplains.

Role Play

Planning the answer:

auf der linken Seite - on the left side

auf der rechten Seite - on the right side

außerdem - also

eine Frau - a woman

ein Mann - a man

es gibt - there is

das Foto/Bild - the picture

gut - good

im Hintergrund - in the background

im Vordergrund - in the foreground

die Jungen - the boys

die Kinder - the children

die Mädchen - the girls

Man sieht... One sees...

meiner Meinung nach.... in my opinion

oben - on top

schlecht - bad

sie sehen....aus - they look like...

unten - on the bottom

das Wetter ist... the weather is...

Auf dem Foto gibt es/sieht man – on the photo there is/you can see.

Das Foto ist drinnen/draußen – the photo is inside/outside.

Es sieht aus wie Sommer – it looks like summer

Es könnte ein Geburtstagsfeier sein – it could be a birthday

Ich würde sagen, dass – I would say that

Sie sehen glücklich / traurig aus – they look happy/sad

'Wow' words and phrases

ohne Zweifel – without fail

sonst – else

trotzdem – despite

eigentlich – actually

zufällig – randomly

Ich habe die Nase voll. – I am sick and tired about

Ich habe vor ...– I am planning to

Ich habe Lust,... zu... – I have a mind to...

Ich plane,zu – I am planning to...

Ich versuche... zu – I am trying to...

ich interessiere mich für – I am interested in

ich kann...nicht leiden – I can't stand...

das Beste daran ist – the best thing about it is

Es wäre viel besser, wenn...- it would be better, if

Time Connectives			
Addition	Cause/effect	Emphasis	Contrast/Balance
und – and	infolgedessen – consequently	vor allen Dingen – above all	aber – but
auch – also	dadurch – thus	besonders – in particular	jedoch – however
außerdem – furthermore	so – so	insbesondere – notably	nichtsdestotrotz – nonetheless
zusätzlich – in addition to	deshalb – therefore	hauptsächlich – especially	beziehungsweise – alternatively
weider – again	demzufolge – as a result	bedeutend – significantly	trotz – despite
nachfolgend – the following	bis – until	sogar – in fact	trotzdem – still
			zum einen – on one hand... on the other
			stattdessen – instead of...

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 ich ----gespielt - last year I played Als ich jünger war - when I was younger Als ich ---- Jahre alt war - when I was...years old	Jeden Tag ging ich/ass ich/trank ich/fuhr ich/spielte ich/machte ich - every day I used to go/eat/drink/ travel/play/do Ich wollte 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 soll + 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 seit einem Jahr Geige - I have played violin for 1 year Ich lerne seit zwei Jahren Deutsch - I have been learning German for 2 years Ich lerne weder Musik noch Kunst – I am neither studying music nor art
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 wäre, würde ich - if it were possible, I would Wenn ich könnte, würde ich - if I could, I would- Wenn ich viel Zeit hatte, würde ich – if I had time I would Wenn ich die Wahl/genug Geld hatte, würde ich--- -if I had the choice/enough money, I would-
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
Opinions in three tenses	Ich mochte es – I used to like it Ich fand es – I found it--- Es hat mir gut gefallen/nicht gut gefallen – I liked it/didn't like it Was mir am besten gefallen hat, war – what I liked the most was Ich war überzeugt, 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 - I like it/don't like it Meiner Meinung nach, - in my opinion Ich denke, dass---- I think that----	Es wird-----sein – it will be Ich freue mich drauf - I'm looking forward to it Es wäre toll! – it will be great!

Module 4		Module 5	Module 6
<div><div>de flur</div><div>die küche</div><div>das arbeitszimmer</div><div>das badezimmer</div><div>das esszimmer</div><div>das schlafzimmer</div><div>das wohnzimmer</div><div>ich wohne (seit vier Jahren) ...</div><div>am stadtrad</div><div>auf dem land</div><div>das einfamilienhaus</div><div>die doppelhaushälfte</div><div>das reihenhaus</div><div>der wohnblock</div><div>im zweiten stock</div><div>im untergeschoss</div><div>im erdgeschoss</div><div>der dachboden</div><div>simsen</div><div>eine SMS schicken / senden</div><div>soziale Netzwerke nutzen</div><div>im fotos hochladen</div><div>musik herunterladen</div><div>Ein großer Vorteil ist, dass ...</div><div>der größte Vorteil ist, das ...</div><div>Ein großer Nachteil ist, das...</div><div>Der größte nachteil ist, dass ...</div><div>Das gute daran ist dass ...</div><div>Das beste daran ist, dass ...</div><div>Schlecht daran ist, dass ...</div></div> <div><div>hall</div><div>kitchen</div><div>study</div><div>bathroom</div><div>diningroom</div><div>bedroom</div><div>sitting room</div><div>I have been living ...</div><div>(for four years).</div><div>on the outskirts / in</div><div>the suburbs</div><div>in the countryside</div><div>detached house</div><div>semi-detatched house</div><div>block of flats</div><div>on the second floor</div><div>in the basement</div><div>on the ground floor</div><div>loft, attic</div><div>to text</div><div>to send a text</div><div>to use social networks</div><div>to upload photos</div><div>to download music</div><div>to chat with friends</div><div>A big advantage is that</div><div>biggest advantage is that</div><div>A big disadvantage is that...</div><div>The biggest disadvantage is that...</div><div>The good thing about it is</div><div>the best thing about it is</div><div>What's bad is that</div></div>	<div><div>ich fahre ... I travel ...</div><div>mit dem Zug / Bus / Auto / Rad by train / bus / car / bike</div><div>mit der U-Bahn / S-Bahn / by underground / urban railway .</div><div>Straßenban tram</div><div>ich fliege mit dem Flugzeug</div><div>ich fliege</div><div>ich gehe zu fuß</div><div>ich möchte ... reservieren</div><div>ein Einzelzimmer</div><div>zwei Doppelzimmer</div><div>ein zimmer mit aussicht</div><div>Gibt es WLAN im hotel?</div><div>Um wie viel Uhr ist das frühstück</div><div>Wie viel kostet das Zimmer?</div><div>Fahrkarten kaufen</div><div>Einfach oder hin und zurück</div><div>Wann fährt der nächste Zug ab?</div><div>Er fährt im 12:51 Uhr vom gleis 22 ab</div><div>Wann kommt er an?</div><div>Fährt der Zug direkt</div><div>oder muss ich umsteigen</div><div>Ferienunterkunft</div><div>die jugendherberge(n)</div><div>der Campingplatz(-plätze)</div><div>Ich war total unzufrieden.</div><div>Ich werde nie wieder</div><div>in diesem Hotel übernachten</div><div>Es gab keine Klimaanlage</div><div>Es gab Renovierungsarbeiten</div><div>Es gab viel Lärm</div></div> <div><div>I travel by plane</div><div>I fly</div><div>I go on foot/ I walk</div><div>I would like to reserve...</div><div>a single room</div><div>a double room</div><div>a room with a view</div><div>Is there Wi-Fi in the hotel?</div><div>what time is breakfast / Abendessen? Dinner?</div><div>How much is the room?</div><div>buying train tickets</div><div>single or return?</div><div>When does the next train leave?</div><div>it leaves at 12:51 from platform 22</div><div>When does it arrive?</div><div>does the train go direct or do I need</div><div>Holiday accommodation</div><div>youth hostel</div><div>campsite</div><div>I was totally dissatisfied</div><div>I will never stay in</div><div>this hotel again</div><div>There was no air conditioning</div><div>There were renovation works</div><div>There was a lot of noise</div></div>	<div><div>Das Wetter</div><div>The Weather</div><div>Es ist ...</div><div>sonnig</div><div>trocken</div><div>regnerisch</div><div>windig</div><div>wolkig</div><div>neblig</div><div>frostig</div><div>stürmisch</div><div>wechselhaft</div><div>Es ...</div><div>friert</div><div>hagelt</div><div>regnet</div><div>schneit</div><div>Die temperaturen liegen zwischen (15) und (18) grad</div><div>die temperatur ist hoch / niedrig</div><div>Ich mache (nicht) gern ...</div><div>Pauschalurlaub</div><div>Erlebnisurlaub</div><div>Strandurlaub</div><div>Urlaub auf Balkonien</div><div>Meine Stadt</div><div>Ich wohne in einer Stadt / in einem Vorort, wo ...</div><div>man (lebensmittel) kaufen kann</div><div>ich überall zu fuß hinkomme</div><div>es oft zu laut ist</div><div>es zu viel Verkehr / Müll gibt</div><div>Es gab weder Freibad noch Tennisplatz.</div></div> <div><div>it is ...</div><div>sunny</div><div>dry</div><div>rainy</div><div>windy</div><div>cloudy</div><div>foggy</div><div>frosty</div><div>stormy</div><div>changeable</div><div>it's...</div><div>freezing</div><div>hailing</div><div>raining</div><div>snowing</div><div>grad, Temperatures lie between (15) and (18) degrees</div><div>The temperature is high / low</div><div>I (don't) like ...</div><div>a package holiday</div><div>an adventure holiday</div><div>a beach holiday</div><div>A staycation / a holiday at home</div><div>My town:</div><div>I live in a town / suburb where ...</div><div>you can buy (groceries)</div><div>I can get everywhere on foot</div><div>It is often too noisy</div><div>there is too much traffic / rubbish</div><div>There was neither an open-air pool nor a tennis court.</div></div>	

Ich fahre ... I travel ...

mit dem Zug / Bus / Auto / Rad by train / bus / car / bike

mit der U-Bahn / S-Bahn / by underground / urban railway .

Straßenban tram

Ich fliege mit dem Flugzeug

Ich fliege

Ich gehe zu fuß

Ich möchte ... reservieren

ein Einzelzimmer

zwei Doppelzimmer

ein zimmer mit aussicht

Gibt es WLAN im hotel?

Um wie viel Uhr ist

das frühstück

Wie viel kostet das Zimmer?

Fahrkarten kaufen

Einfach oder hin und zurück

Wann fährt der nächste Zug ab?

Er fährt im 12:51 Uhr vom gleis 22 ab

Wann kommt er an?

Fährt der Zug direkt

oder miss ich umsteigen

Ferienunterkunft

die jugendherberge(n)

der Campingplatz(-plätze)

Ich war total unzufrieden.

Ich werde nie wieder

in diesem Hotel übernachten

Es gab keine

Klimaanlage

Es gab

Renovierungsarbeiten

Es gab viel lärm

I travel by plane

I fly

I go on foot/ I walk

I would like to reserve...

a single room

a double room

a room with a view

Is there Wi-Fi in the hotel?

what time is breakfast /

Abendessen? Dinner?

How much is the room?

buying train tickets

single or return?

When does the next train leave?

it leaves at 12:51 from

platform 22

When does it arrive?

does the train go

direct or do I need

Holiday accommodation

youth hostel

campsite

I was totally dissatisfied

I will never stay in

this hotel again

There was no air

conditioning

There were

renovation works

There was a lot of noise

Das Wetter

Es ist ...

sonnig

trocken

regnerisch

windig

wolkig

neblig

frostig

stürmisch

wechselhaft

Es ...

friert

hagelt

regnet

schneit

The Weather

it is ...

sunny

dry

rainy

windy

cloudy

foggy

frosty

stormy

changeable

it's...

freezing

hailing

raining

snowing

Die temperaturen liegen zwischen (15) und (18) grad

die temperatur ist hoch / niedrig

Ich mache (nicht) gern ...

Pauschalurlaub

Erlebnisurlaub

Strandurlaub

Urlaub auf balkonien

grad. Temperatures lie between (15) and (18) degrees

The temperature is high / low

I (don't) like ...

a package holiday

an adventure holiday

a beach holiday

A staycation / a holiday at home

Meine Stadt

Ich wohne in einer Stadt / in einem Vorort, wo ...

man (lebensmittel) kaufen kann

ich überall zu fuß hinkomme es oft zu laut ist es zu viel Verkehr / Müll gibt Es gab weder Freibad noch Tennisplatz.

My town:

I live in a town / suburb where ...

you can buy (groceries)

I can get everywhere on foot

It is often too noisy

there is too much traffic / rubbish

There was neither an open-air pool nor a tennis court.

KT1: The Weimer Republic, 1918-29

KT1: The Weimer Republic, 1918-29	
1	This was the name given to Germany after the Kaiser had abdicated in November 1918. This was a time of despair and hope for Germany. At first, the country faced lots of chaos but under Gustav Stresemann, there was some stability.
Key Events	
2	1918 World War One ended. The Kaiser abdicated and Germany became a country without a monarch (a Republic).
3	1919 January Spartacist Uprising
4	1919 June Signing of the Treaty of Versailles
5	1919 August Weimar Constitution finalised
6	1920 Kapp Putsch
7	1923 French occupation of the Ruhr and hyperinflation
8	1924 Dawes Plan
9	1925 Locarno Pact
10	1926 Germany joins League of Nations
11	1928 Kellogg Briand Pact
12	1929 Young Plan
Key Concepts	
13	The Weimar Republic faced much opposition, it was disliked by the left wing who wanted Germany to be like Communist Russia and it was disliked by the right wing who wanted the monarchy back
14	The Treaty of Versailles caused many problems for Germany. The German people disliked the politicians for signing it and it caused political problems and economic problems
15	Gustav Stresemann helped to bring about recovery in Germany after 1924. He solved economic problems by making friends with other countries. However, historians have very different views about the extent of this recovery
16	The Golden age was the period from 1924-29 and it saw significant changes in the culture, the standard of living and the position of women

Key Words	
1	Abdication: When a monarch leaves the throne
2	Republic: A country without a King or a Queen
3	Ebert: The first President of the Republic
4	Stresemann: The Chancellor of Germany from the Summer of 1923
5	Article 48: The President could use this to ignore the Reichstag and rule as he saw fit
6	Kaiser: King
7	Armistice: An agreement to end war
8	Weimar: The new government could not meet in Berlin as it was so dangerous, so they met here instead.
9	Gewaltfrieden: An enforced peace
10	Freikorps: Ex military soldiers who wanted to overthrow the Republic
11	Rentenmark: The currency of Germany after November 1923
12	Hyperinflation: When money loses its value
13	Dawes Plan: An agreement where the USA would lend Germany money
14	Young Plan: This lowered the reparations payment and gave Germany longer to pay
15	Treaty of Versailles: This decided how Germany was going to be treated after WW1
16	Locarno Pact: An agreement on borders signed by Britain, France, Italy and Belgium
17	Kellogg Briand Pact: 65 counties including Germany agreed to resolve conflict peacefully
18	Coalition: A government of two or more political parties

KT2: Hitler's Rise to Power

KT2: Hitler's Rise to Power	
1	Hitler sets up the Nazi Party in 1920 and becomes Chancellor in January 1933. This happens for a variety of reasons – Hitler's strengths, inbuilt problems of the Weimar Republic, and the weaknesses of others.
Key Events	
2	1919 Hitler joins the German Worker's Party
3	1920 Hitler sets up the Nazi Party
4	1921 Hitler introduces the SA
5	1923 The Munich Putsch
6	1925 Mein Kampf published
7	1926 Bamberg Conference
8	1928 Nazis win 12 seats in Reichstag
9	1929 Death of Stresemann and Wall Street Crash
10	1930 Nazis win 107 seats in Reichstag
11	1932 July Nazis win 230 seats in Reichstag
12	1932 November Nazis win 196 seats in Reichstag
13	1933 January Hitler becomes Chancellor
Key Concepts	
14	The Munich Putsch is a significant event. Although a failure, Hitler gained publicity, he wrote Mein Kampf and he realised that if he was to win power, he needed to do this by votes and not by force.
15	Stable Stresemann caused problems for the popularity of the Nazi Party. When times were good, voters were not attracted to the Nazi policies.
16	The Wall Street Crash was a major turning point in the fortunes of the Nazi Party. The Nazi message did not change but people were now prepared to hear it.
17	Political Deal - At a time when Nazi popularity at the polls was decreasing, Hitler was handed power by political elites who feared a Communist take over and Civil War.

Key Words	
1	NSDAP: The Nazis
2	Iron Cross Award: Given for bravery in war
3	Volk: The notion of pure German people
4	25 Point Programme: The political manifesto of the Nazi Party
5	Völkischer Beobachter: People's Observer, a Nazi newspaper
6	Führerprinzip: Belief that one person should run a Party
7	Swastika: Emblem of the Nazi Party
8	SA or Sturmabteilung: Private army of the Nazi Party headed by Himmler
9	Aryan: Pure German people
10	Anti-Semitism: Hatred of the Jewish people
11	Mein Kampf: Hitler's autobiography
12	Putsch: An attempt to get power illegally
13	BloodMartyrs: 16 Nazis who died at the Munich Putsch
14	Gaue: Local party branches
15	SS or Schutzstaffel: Hitler's bodyguards
16	KPD: German Communist Party
17	Propaganda: Goebbels attempted to make people think in a certain way
18	Hindenburg: The President of the Republic from 1925 to 1934
19	Roter Frontkämpferbund: The Communist's own private army

KT3: Nazi Control and Dictatorship	
1	This was a time when Hitler formed a legal dictatorship and put in place methods of propaganda and censorship to persuade and encourage all Germany people to support Nazi ideals
Key Events	
2	1933 January Hitler becomes Chancellor
3	1933 February Reichstag Fire
4	1933 March Nazis win 288 seats
5	1933 March Enabling Act passed
6	1933 July Nazis become the only legal party in Germany
7	1934 June Night of the Long Knives
8	1934 August President Hindenburg dies
9	1934 August Hitler combines the post of Chancellor and President and becomes Fuhrer
10	1934 August German army swears allegiance to Hitler
11	1938 Over the course of the year, Hitler removes 16 army generals from their positions
Key Concepts	
12	Removal – From 1933 to 1934, Hitler removed all opposition and established himself as Fuhrer.
13	Control – There was an attempt to control and influence attitudes. This was done by propaganda and terror.
14	Opposition – The youth and the churches opposed the regime.

Key Words	
1	Marinus van der Lubbe: The Reichstag Fire was blamed on this Communist
2	Enabling Act: Gave the Nazis full power for the next 4 years
3	Gleichschaltung: Hitler's attempt to bring German society into line with Nazi philosophy
4	German Labour Front (DAF): Set up to replace Trade Unions
5	Dachau: First concentration camp
6	Centralisation: Germany had been divided into districts called Lander. Now Germany was run from Berlin alone
7	Purge: To get rid of opposition
8	Gestapo: Secret police headed by Goering.
9	Night of the Long Knives: Removal on internal and external opposition
10	Sicherheitsdienst (SD): The intelligence body of the Nazi Party
11	Concordat: In July 1933 the Pope agreed to stay out of political matters if the Nazis did not interfere with Catholic affairs
12	Eidelweiss Pirates and Swing Youth: Groups who opposed the Hitler Youth
13	Confessional Church: Followed traditional German Protestantism and refused to allow the Nazification of religion. Led by Pastor Martin Niemoller
14	Mit Brennender Sorge (With Burning Concern): The Pope wrote to priests in Germany about his concerns over the Nazi attempts to control religion

KT3: Life in Nazi Germany, 1933-39	
1	The lives of German citizens were changed after Hitler's appointment as Chancellor. For some, life was better under the Nazis but for others, it was much worse.
Key Events	
2	1933 Boycott of Jewish shops and businesses. Law for the Encouragement of Marriage. Sterilisation Law passed.
3	1935 The Nuremberg Laws were passed.
4	1935 Conscription introduced.
5	1936 Membership of the Hitler Youth made compulsory.
6	1938 Jewish children were not allowed to attend German schools. Lebensborn programme introduced. Kristallnacht.
7	1939 The euthanasia campaign began. Designated Jewish ghettos established.
Key Concepts	
8	Anti-Semitism – Persecution of the Jews grew continuously after 1933
9	Young– The Nazis placed much emphasis on controlling the young as only then could they secure a 'thousand year Reich'. Youth organisations and education indoctrinated the German youth.
10	Women – The Nazis had traditional family values but even these were tested by the needs of war and the desire to ensure a growing Aryan population.
11	Living Standards – The Nazis did reduce unemployment but they did this by banning Jews and women from the workplace and by putting Germany on a war footing. Workers had limited rights.

Key Words	
1	Kinder, Kuche, Kirche: Children, Kitchen, Church. This summed up the Nazi ideal of womanhood
2	The Motherhood Cross Award: Given to women for large families
3	Lebensborn: Where unmarried women were impregnated by SS men.
4	Napola: Schools intended to train the future leaders of Germany
5	Nazi Teachers League: All teachers had to swear an oath of loyalty to the Nazis
6	Reich Labour Service: A scheme to provide young men with manual labour jobs
7	Invisible unemployment: The Nazi unemployment figures did not include women, Jews, opponent and unmarried men under 25
8	Autobahn: Motorway
9	Rearmament: Building up the armed forces readiness for war
10	Volksgemeinschaft: The Nazi community
11	Strength Through Joy: An attempt to improve the leisure time of German workers
12	Beauty of Labour: Tried to improve working conditions of German workers.
13	Volkswagon: People's car
14	Eintopf: A one pot dish
15	Herrenvolk: The master race or the Aryans
16	Nuremberg Laws: Jews were stripped of their citizenship rights and marriage between Jews and no Jews was forbidden
17	Kristallnacht (Night of the Broken Glass): A Nazi sponsored event against the Jewish community

Key Words

- **Access Rights:** Control over who has access to a computer system, folder, files, data and information.
- **Adware:** Advertising-supported software.
- **ANPR:** Automatic Number Plate Recognition.
- **Assets:** Items such as images or videos to be included in the final product.
- **Backup:** A copy of the data or files that are currently in use.
- **Bias:** Considering only one point of view.
- **Biometric protection measure:** A measure that uses a person's physical characteristic. E.g. Eye scan or voice.
- **Blog:** A regularly updated website that is usually run by one person.
- **Botnet:** An interconnected network of infected computer systems.
- **Buffering:** When the internet connection is too slow to show a resource in real time.
- **Closed question:** A question with only a set of number of questions.
- **Concurrent:** Tasks that can be completed at the same time.

- **Iteration:** The repeating of a phase.
- **Logical protection methods:** Computer-based methods that can be put in place by the systems team to reduce, or mitigate the risks to data.
- **Magnetic wipe:** Replaces the data with binary and removes all the basic commands stored on the storage device, making the device unusable.
- **Malware:** Malicious software.
- **Milestones:** A given point in time when a task is expected to be started or completed.
- **Open question:** Allows the person completing the questionnaire to give a detailed answer in their own words.
- **Patches:** Updates released by software vendors for their software.

Key Words

- **Contingency time:** Time in a project plan with no tasks assigned.
- **Data encryption software:** Software that is used to encrypt a file.
- **Data subject:** The person the data is being stored about.
- **Data types:** A specific kind of data item that is defined by the values that can be stored using it.
- **Defamation of character:** When an untrue or false statement is made by one person about another.
- **Denial of Service (DoS):** A cyber attack where the attackers attempt to prevent authorised users from accessing the service.
- **Dependency:** A dependent task is one that cannot be started until a previous task has been completed.
- **Distributed Denial of Service (DDoS):** An attempt to make a computer or network system unavailable to its users by flooding it with network traffic.
- **Distribution channel:** The methods that can be used by an individual or businesses to share information.
- **Encryption code:** A set of characters or numbers that is used when encrypting data or a file.

- **Personal data:** Information held about an individual.
- **Physical protection methods:** Security methods that are designed to deny unauthorised access to computer equipment.
- **Primary research method:** When the data and information collected is fresh data collected for a specific purpose.
- **Project manager:** The person who is in overall charge of the project.
- **Public authorities:** These include government departments, the NHS, state schools and the police force.
- **Query:** A way of interrogating and manipulating data within a database. A query has rules that filter to find the specific data needed.

Key Words

- **Feasibility report:** Created during the initiation stage and considers each of the questions and constraints. Success criteria and objectives are also defined.
- **Gantt Chart:** A visual method of showing the proposed timing of each task needed to complete a project.
- **Green energy:** The use of natural, renewable resources to generate power.
- **Hacker:** A person who finds out weaknesses in a computer system to gain unauthorised access.
- **Identity theft:** When personal details are stolen and used to commit fraud.
- **Information:** Processed data that has a meaning and is in context.
- **Integrated document:** A document featuring components from other documents.
- **Interaction:** How the phases link together.
- **Interviewee:** The person answering the questions.
- **Interviewer:** The person asking the questions.
- **Intranet:** A private network that is accessible only to those people who have login, or access details.

- **Rank order:** Requires the person completing the questionnaire to rank a list of items in order.
- **Real-time backup:** When a backup is automatically carried out each time a change is made to the data.
- **Record:** A collection of data about a single item. Each record must be unique.
- **Reliability:** If the data and information is correct and can be verified.
- **Resources:** The things needed to complete the project. These may be include hardware and software.
- **RFID:** Radio Frequency Identification tags can use radio frequency to transfer data from the tags to a computer system.

Key Words

Secondary research methods: Methods that use data and information that has already been collected.

Social engineering: The art of manipulating people so that confidential information can be found out.

Static product: A product that doesn't move. Example: A poster.

Table: Contains data about 'things'. Example: A customer's table.

Validation: Can include length checks, presence checks, format checks, range checks and input masks.

Validity: How believable the data and information collected is.

vLog: A video blog.

VoIP: Voice over Internet Protocol is a system that enables voice calls to be made over the internet.

Vulnerabilities: Weaknesses that allow an attacker to launch a cyber-security attack.

Workbook: A collection of worksheets.

Workflow: Which tasks are dependent on another, which tasks have to be completed before moving on to the next.

Worksheet: One spreadsheet contained within a workbook.

Security/risk Management

Logical protection methods include:

- Firewalls
- Encryption
- Access rights
- Usernames and passwords

Physical protection methods include:

- Locking rooms that computer equipment is located in.
- Bolting computers to desks.
- Using device locks.
- Using and closing blinds at windows.

Advantages of the Project Life Cycle

- It provides a structured approach.
- It shows clearly defined tasks to be carried out in each phase.
- The inputs and outputs of each phase are defined.
- The roles and responsibilities of each project team member are defined.
- Resources are allocated at the start of the project.
- The project progress can be monitored to make sure the final product is delivered to the client on time.

SMART stands for:
Specific, Measurable, Achievable, Realistic, Time

Constraints:

- Time
- Resources
- Regulations
- Security/Risk management
- Mitigation of Risks

Planning Tools

Gantt Chart Components: Dates/days along the top, Tasks down the left side, Milestones, Dependent tasks, Concurrent tasks.

PERT chart Components: Nodes/sub-nodes, Time, Dependent tasks, Concurrent tasks, Critical path.

Visualisation diagram Components: Multiple images, Position and style of text, Font, Annotations, Colours/themes.

Flow Chart Components: Start point, End point, Decisions, Processes, Connection lines, Direction arrow.

Mindmap Components: Nodes, Sub-Nodes, Branches/connecting lines, Key words, Colours, Images.

Task list Components: Tasks, Sub-tasks, Start date, End date, Duration, Resources.

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

Malware		
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 security software package. Do not run software/click links from unknown sources.
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.	
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 links 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 rootkit being installed.
Spyware	Collected data from infected computers; usually hidden from the user and installed without the user's knowledge.	Install, run and update a security software package. Do not run software/click links from unknown sources.
Trojan horse	Standalone malicious program designed to give full control of a PC to another PC; can be hidden in valid programs.	
Virus	Attempts to make a computer system unreliable; replicates itself from computer to computer.	
Worm	Standalone program that replicates itself to other computers; almost always cause harm to networks even if only by using bandwidth.	

Probability

All outcomes add up to 1

Example:

A bag contains red, white and blue beads.

Red = 4 white = 2 blue = 4

So:

$$\frac{4}{10} + \frac{2}{10} + \frac{4}{10} = \frac{10}{10} = 1$$

Or as decimals:

$$0.4 + 0.2 + 0.4 = 1$$

Sample space: We can use a sample space diagram to help determine and list all the possible outcomes of two events. The sample space below shows the results of rolling two dice and adding the scores:

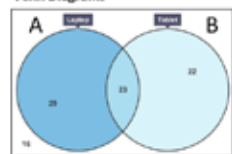
		2	3	4	5	6	7
2	2	5	6	7	8	9	10
3	5	6	7	8	9	10	11
4	6	7	8	9	10	11	12
5	7	8	9	10	11	12	
6	8	9	10	11	12		
7	9	10	11	12			

a.) What is the probability of getting a sum of 7?
P(7) = 6/36 = 1/6

b.) What is the probability of getting a sum that is odd? **P(odd) = 18/36 = 1/2**

c.) What is the probability of getting a prime number or an even number?
P(prime or even) = 32/36 = 8/9

Venn Diagrams



Notation

A – all elements in A (29 + 23 = 52)
A' – all elements **not** in A (22 + 16 = 38)
B – all elements in B (23 + 22 = 45)
B' – all elements **not** in B (29 + 16 = 45)
A ∪ B – all the elements in A or B or both (29 + 23 + 22 = 74)
A ∩ B – all the elements in **both** A and B (The middle only: 23)

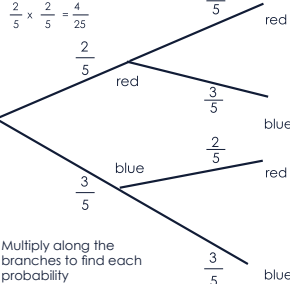
Expected outcomes (Estimating)

Relative frequency: frequency X total trials
Expected outcome = probability x number of trials (estimating)
e.g. A biased spinner is spun 800 times. The probabilities it lands on each colour is below. The probability of it landing on red is the same as the probability of it landing on green. How many times would you expect yellow to come up?

Result	Red	Green	Brown	Yellow
Probability		0.48	0.2	

P(Y) = {1 - 0.48 - 0.2} ÷ 2 = 0.32 ÷ 2 = 0.16
Estimate of/Expected yellow = 0.16 x 800 = 128

Tree diagrams



Multiply along the branches to find each probability

Capture and Recapture

What is it? Capture & recapture is a method used to estimate populations where it can be difficult to record all members of the populations exactly.

$$\text{Formula: } \frac{M}{N} = \frac{m}{n} \quad N = \frac{Mn}{m}$$

N is the population size to be estimated.

M is the number of members of the population that are captured initially and tagged.

n is the number of members of the population that are captured subsequently.

m is the number of members of this subsequent captured population that are tagged.

Example: 10 fish are caught in a lake, marked and released back into the lake. A week later, 20 fish are caught and 4 are found to be marked. Estimate the number of fish in the lake.

$$\frac{10}{N} = \frac{4}{20}$$

$$N = \frac{(10 \times 20)}{4}$$

$$N = 50$$

There are approximately 50 fish in the lake

Simple interest Formula: $I = P \times r \times n$

Example: borrow £5000 for 6 years at 7% p.a.

$$5000 \times 0.07 \times 6 = \text{£}2100 \text{ interest}$$

Compound interest

$$\text{Formula: } V = P \times (1 + r)^n$$

Example: calculate the future value of £16500 invested for 8 years at a compound interest rate of 9%:

$$16500 \times (1.09)^8 = \text{£}32877.28$$

To find the interest earned, subtract the original from the future value

P = Amount borrowed (principal)

r = Interest rate (as a decimal)

n = Years

I = Interest

P = Amount borrowed (principal)

r = Interest rate (as a decimal)

n = Years

V = future value

Surds – Simplify, Expand and Rationalise

• **Simplify**

$$\sqrt{50} = \sqrt{25 \times 2}$$

$$= \sqrt{25} \times \sqrt{2}$$

$$= 5 \times \sqrt{2}$$

$$= 5\sqrt{2}$$

Look for square numbers in order to simplify

• **Expand**

$$(3 + \sqrt{2})(3 - \sqrt{2})$$

$$9 - 3\sqrt{2} + 3\sqrt{2} - 2 = 7$$

• **Rationalise**

$$\frac{2}{3 - \sqrt{5}} = \frac{2}{3 - \sqrt{5}} \times \frac{3 + \sqrt{5}}{3 + \sqrt{5}} = \frac{6 + 2\sqrt{5}}{9 - 5} = \frac{3 + \sqrt{5}}{2}$$

Squares: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225

Primes: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37...

Standard Form

Remember the first number must be more than or equal to 1 but less than 10.

Ordinary Number	Standard Form
29	2.9×10^1
350	3.50×10^2
4716	4.716×10^3
600000000	6×10^8
0.3	3×10^{-1}
0.09	9×10^{-2}
0.0071	7.1×10^{-3}
0.000502	5.02×10^{-4}

Dividing:

$$(8 \times 10^5) \div (2 \times 10^2)$$

$$8 \div 2 = 4 \quad \text{and} \quad 10^5 \div 10^2 = 10^3$$

$$= 4 \times 10^3$$

Multiplying:

$$(4 \times 10^5) \times (2 \times 10^2)$$

$$4 \times 2 = 8 \quad 10^5 \times 10^2 = 10^7$$

$$= 8 \times 10^7$$

Adding and subtracting:

Manipulate the two numbers so they have the same indices and then add/ subtract the decimal. It is easier to make both powers the same higher of the two.

Example

$$(3 \times 10^4) + (5.6 \times 10^3) = (3 \times 10^4) + (0.56 \times 10^4)$$

$$= 3.56 \times 10^4$$

Bounds and Error Intervals

Lower bound - the smallest value that would round up to the estimated value

Upper bound - the smallest value that would round up to the next value

A quick way to calculate upper and lower bounds is to halve the degree of accuracy specified, then add this to the rounded value for the upper bound and subtract it from the rounded value for the lower bound.

Example: A mass of a person is 70 kg, rounded to the nearest 10 kg

Degree of accuracy = nearest 10kg ÷ 2 = 5kg

Lower bound = 70kg – 5kg = 65 kg,

Upper bound = 70 + 5kg = 75kg

This can be written as an **ERROR INTERVAL** --> **65kg ≤ x < 75kg**

Calculations with bounds (limits)

Example:

A model boat travels 3.9 metres in 7.3 seconds. Both measurements are correct to 1.dp. Find the upper bound of the speed of the boat in metres per second.
3.95 ÷ 7.25 = **0.5 m/s to 1.dp**

Operation	Rule
Adding	Upper bound + upper bound = upper bound Lower bound + lower bound = lower bound
Subtracting	Upper bound – lower bound = upper bound Lower bound – upper bound = lower bound
Multiplying	Upper bound x upper bound = upper bound Lower bound x lower bound = lower bound
Dividing	Upper bound ÷ lower bound = upper bound Lower bound ÷ upper bound = lower bound

Recurring Decimal

A **recurring decimal** is a decimal number which has a pattern that repeats over and over after the decimal place.

Convert 0.54 to a fraction.

$$x = 0.54545454 \dots$$

$$100x = 54.54545454 \dots$$

$$99x = 54$$

$$x = \frac{54}{99} = \frac{6}{11}$$

Here you must create two equations in order to get the same recurring part after the decimal.

Write 0.085 as a fraction.

$$x = 0.08555555 \dots$$

$$100x = 8.555 \dots$$

$$1000x = 85.555 \dots$$

$$900x = 77$$

$$x = \frac{77}{900}$$

Statistics

Types of averages

Mean:

the total sum of all values ÷ total number of values

The mean of 7, 9, 1, 3 is: $\frac{7+9+1+3}{4} = \frac{20}{4} = 5$

Median: the middle value (when data is in order)

ODD AMOUNT IN LIST

1, 2, 2, 3, 4, 4, 5, 5, 5, 6, 10

Score off from either end evenly until you find the Middle. Median = 4

EVEN AMOUNT IN LIST

There will be two in the middle, add them and Divide by two: $\frac{5+8+12+15}{2} = \frac{30}{2} = 15$

Mode: Most common value.

3, 4, 4, 5, 6, 6, 7, 7, 7, 7, 8 Mode = 7

MEASURE OF SPREAD: RANGE = biggest - smallest

Ratio

Change of ratio within a question

Example: Red and blue counters are in a bag in the ratio 1:3. 12 red counters are added.

The new ratio of red to blue counters is 4:6.

Work out the number of counters originally in the bag.

WORKING:

-Original ratio = 1:3 New ratio = 4:6

-blue counters have not increased therefore ratios in original and new represent the same value.

-MATCH THE BLUE PARTS RED : BLUE

1 : 3

x2 x2

Original ratio 2 : 6

New ratio 4 : 6

-Increase of 2 parts, so: 2 parts = 12 counters

1 part = 6 counters

2:6 = 8 parts in total, therefore:

$8 \times 6 = 48$ counters in the bag originally

Drawing Pie Charts

Formula:

$\frac{360 \text{ degrees}}{\text{Frequency}} = \text{degrees per item}$

Frequency

Example: $\frac{360}{24} = 15 \text{ degrees}$



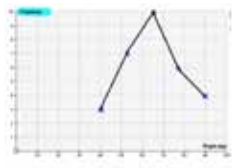
Football Team	Frequency	Degrees
Liverpool	3	$3 \times 15 = 45^\circ$
Birmingham City	7	$7 \times 15 = 105^\circ$
Manchester Utd	4	$4 \times 15 = 60^\circ$
Arsenal	2	$2 \times 15 = 30^\circ$
Newcastle	8	$8 \times 15 = 120^\circ$
	24	

Frequency Polygons

1. Plot frequency at the mid-point

2. Join with straight lines

Weight w (kg)	Frequency
$30 \leq w < 50$	3
$50 \leq w < 55$	7
$55 \leq w < 75$	10
$75 \leq w < 80$	6
$80 \leq w < 100$	4



Averages from a grouped frequency table

Estimating the mean:

$\frac{\sum f \cdot w}{\sum f}$ $MP \times f$ (estimated total sum of values) ; where, w is f (number of values)

the midpoint of the group.

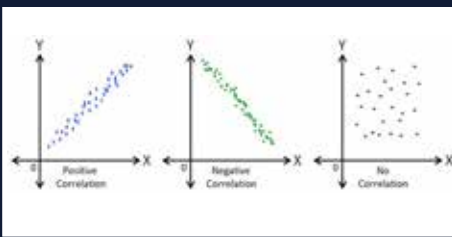
Median group: find which group the $\frac{n+1}{2}$ th value lies.

Where, n is the total frequency.

Example: In this table 51.5th value which lies in group $8 < w \leq 12$ (using the cumulative frequency)

Weight of box (w kg)	Frequency
$0 < w \leq 4$	11
$4 < w \leq 8$	16
$8 < w \leq 12$	29
$12 < w \leq 16$	26
$16 < w \leq 20$	20

Scatter graphs - correlations



Area of Study 2: Music for Ensemble

Texture

Monophonic: A single melodic line for an instrument or voice or when instruments/voices are unison

Homophonic: One main melody plus harmonic accompaniment of chords (inc. broken chords)

Polyphonic Texture: A number of melodic lines heard independently of each other.

Textural Devices

Unison: 2 or more musical parts sound at the same pitches at the same time - can be in octaves (monophonic texture)

Chordal: parts move together producing a series or progression of chords (homophonic texture)

Melody and accompaniment: The tune is the main focus of interest and importance, and it is 'accompanied' by another part/parts which support the tune (homophonic texture)

Canon or imitation: The melody is repeated exactly in another part while the initial melody is still being played (polyphonic texture)

Counter melody: A new melody played at the same time as a previous melody

Layered: When more parts are added on top of each other

General Key Words

Sforzando (sfz): a sudden, forced accent on a note or chord

Colla voce: When the accompaniment has to follow the vocal part, without strictly sticking to the tempo

Recitative: a vocal style that imitates the rhythms and accents of the spoken language

Declamatory writing: A type of vocal writing, similar to recitative in that it has speech-like quality

Basso Continuo: A continuous bass line

Rhythm Section: Underlying rhythm, harmony and pulse of the accompaniment

Pentatonic scale: A 5 note scale

Improvisation: Music that is made up on the spot

Stanza: An alternative word for a verse

Swing style: Dotted rhythm feel to the beat

Call and Response: Music sung or played by the leader and responded to by the rest of the ensemble

Blues scale: Minor pentatonic scale + flattened 5th

Blues notes: Flattened 3rds, 5th, 7th notes

Riffs: Short repeated musical pattern

Examples of Ensembles

Duet: 2 performers

Trio: 3 performers

Quartet: 4 performers

Quintet: 5 performers

Sextet: 6 performers

Septet: 7 performers

Octet: 8 performers

Jazz and Blues Trios

Vocal Ensembles: duets, trios, backing vocals

Examples of Structures

Trio Sonata: A work in several movements for 1 or 2 soloists + basso continuo

String Quartet: Mvt 1 (sonata form), Mvt 2 – slow (ABA or T&V), Mvt 3 – moderate dance (minuet and trio), Mvt 4 – fast sonata or rondo form

12 Bar Blues Structure:

I	I	I	I
IV	IV	I	I
V	IV	I	I

Area of Study 4: Popular Music

Music
2 of 2

Key Styles

Pop: Generally regarded as a commercial genre which has mass audience appeal – ‘popular’.

Electronic dance music: A Variety of percussive electronic music that has become associated with nightclubs, festivals and raves: House, Techno, Trance, Dubstep, Indietronica.

Rock: Generally accepted as a genre which sounds more aggressive, but also of significance are the more ‘gentle’ and reflective rock ballad-type tracks. Some (but still not all) of the sub-genres of rock include: **Psychedelic rock, Folk/country rock, Blues rock, Progressive rock, Punk rock, Glam rock, Soft rock, Hard/heavy rock, Heavy metal. Pop rock, Grunge, Britpop, Metalcore, Thrash, Progressive/sludge.**

Reggae: A style/genre of music that originated in Jamaica in the 1960s, characterised by bass riffs and off beat chords.

Fusion: Two or more different musical styles or genres that are blended together.

Bhangra: A type of fusion which features music from the Punjab region of India combined with other popular styles of music.

General Key Words

Chest voice: The lower, more powerful part of the voice.

Delay/reverb: Commonly used ‘echo’ effects that are added to recorded sounds.

Disjunct movement: Musical movement which moves in leaps.

Embellishments: Decorations or ornamentations in music.

False alto: Male vocal technique used to extend the voice range into a higher range than usual.

Head voice: One of the higher registers of the voice when singing.

Hook: The main short melodic idea in a song that is catchy and easy to remember.

Looping: Part of the music is repeated indefinitely.

Microtonal: When the music consists of intervals smaller than a semitone.

Panning: Adjusting the sound levels between the left- and right-hand speakers.

Parallel/conjunct movement: When chords/triads move by step.

Power chords: The name given to a chord that uses the root and the 5th notes (no 3rd) – used by rock guitarists.

Phasing: A delay effect in music technology.

Range: The distance between the highest and lowest note that can be played or sung in a particular voice.

Remixing: Change a musical piece stylistically through electronic manipulation.

Riff: A repeated ‘device’, i.e. a repeated chordal pattern/series of notes/ musical phrase.

Scratching: A type of turntablism technique used by DJs, sometimes referred to as ‘scrubbing’.

Timbre: The ‘sound quality’ or tone colour’ of a particular voice or instrument.

Instruments

Rhythm guitar: Electric guitar with six strings. It supports the rhythm by strumming the chords.

Bass guitar: Slightly larger than a rhythm guitar and usually has four strings which are thicker, but some have five or six strings too. The strings are plucked or ‘slapped’.

Drum kit: A collection of drums of different sizes with various cymbals. The instruments that would make up a drum kit are: bass drum, tom-toms, floor tom, snare drum, hi-hat cymbal, crash cymbals and ride cymbal.

Structures

Typical verse-chorus structure:
Introduction
Pre-verse
Verse
Refrain
Pre-chorus
Chorus
Bridge/middle 8/solo break
Outro or coda

Strophic form: A song that has verses but no chorus or contrasting sections. The verses are sung to the same music, although the lyrics change.

32 bar song form: A popular song format

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 x 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.

Strength, Muscular Endurance and 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	
TEC f 2		Training for strength	Low reps and high loads
		Training for endurance	High reps and low loads
		Training for strength endurance	50-60% of 1 RM and 20 reps
		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.	

PE BTEC
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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
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Fitness 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.

The skeleton has 5 main functions:

1. Movement
2. Support and protection
3. Production of blood cells
4. Storage of minerals
5. Attachment of muscles

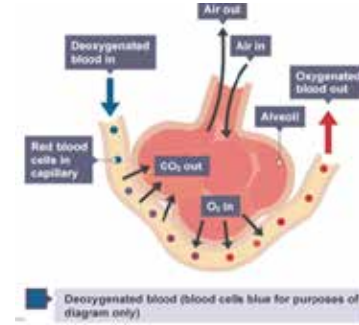
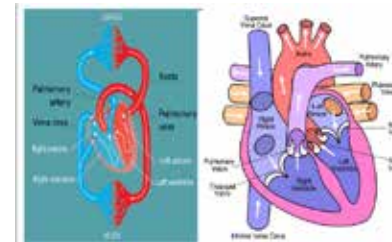


Types of Synovial Joints:

Type of Joint	Body Location	Types of Movement
Ball and socket	Hip, Shoulder	Flexion/extension, rotation, abduction, adduction, circumduction
Hinge	Knee, elbow	Flexion/extension
Pivot	Neck	Rotation

Types of joint movement:

- Flexion – bending at a joint, angle of the joint decreases
- Extension – straightening a joint, angle of the joint increases
- Abduction – movement away from the midline of the body
- Adduction – movement towards the midline of the body
- Circumduction – where the limb moves in a circle
- Rotation – where the limb moves in a circular movement around a fixed joint



Cardiac values:

- **Heart rate (HR)** – the number of times your heart beats in 1 minute.
- **Stroke volume (SV)** – the volume of blood pumped out of the heart each beat.
- **Cardiac Output (Q)** – the amount of blood pumped from the heart every minute and is the product of heart rate and stroke volume combined.
- **Cardiac Output (Q) = stroke volume (SV) X heart rate (HR)**

Gaseous Exchange:

- Gaseous exchange occurs in the alveoli in the lungs and takes place by diffusion.
- Diffusion is the movement of gas from an area of high concentration to an area of low concentration.
- In the alveoli there is a high concentration of oxygen and in the bloodstream, there is a high concentration of carbon dioxide.
- Capillaries surround the alveoli in the lungs. Both the capillaries and alveoli walls are very thin – just one cell thick. They are made up of semi-permeable membranes which allow oxygen and carbon dioxide to pass through them.

Lung Volumes:

- **Vital capacity** – the is the maximum amount of air that can be breathed out after breathing in as much air as possible.
- **Breathing rate (frequency)** – the number of breaths in a minute.
- **Tidal volume** – the amount of air breathed in with each normal breath.
- **Minute Ventilation** – is the total volume of air entering the lungs in a minute.
- **Minute ventilation = Breathing Rate x Tidal Volume**

Aerobic and Anaerobic exercises:

- Depending upon whether the body uses oxygen or not in order to perform specific exercises determines if the exercise is **aerobic** (with oxygen) or **anaerobic** (without oxygen).

Anaerobic respiratory system:

- The anaerobic respiratory system supplies energy for sports needing explosive power, where the activity only lasts for seconds.
- There are 2 types of anaerobic energy systems:
 1. The creatine phosphate (CP) system
 2. The lactic acid system
- The **creatine phosphate (CP)** anaerobic system supplies energy faster than all other energy systems.
- It is used for explosive, high-intensity contractions, such as in sprinting 100 metres, but it can only supply energy for about **ten seconds**.
- CP -----> energy + creatine
- Once the CP system has run out, the **lactic acid system** is used to supply energy.
- This system breaks down glucose into lactic acid. It produces energy very quickly, but not as quickly as the CP system.
- The lactic acid energy system produces the majority of the energy for the moderate to high intensity activities such as running 400 metres.
- Glucose -----> energy + lactic acid

Aerobic respiratory system:

- The aerobic respiratory system is responsible for producing the majority of our energy while our bodies are at rest or taking part in low intensity exercise for long periods of time, such as jogging or long-distance cycling.
- Carbohydrates and fats provide the energy for the aerobic energy system and can supply energy for long periods of time.
- Glucose + Oxygen -----> energy + water + carbon dioxide

	Long-term effects of exercise	Type of training
Cardiovascular system	Cardiac hypertrophy Increased stroke volume (SV) Decrease in resting heart rate (HR) Increase in maximum cardiac output (Q) Capillarisation of lungs and muscles Increase in number of red blood cells	Aerobic
Respiratory system	Increased vital capacity Increased number of functioning alveoli Increased strength of the respiratory muscles (internal and external intercostal and diaphragm)	Aerobic
Energy system	Increased production of energy from the aerobic energy system Increased tolerance to lactic acid	Aerobic Anaerobic
Muscular system	Muscle hypertrophy Increased strength of tendons Increased strength of ligaments	Resistance
Skeletal system	Increase in bone density	Resistance

Buddhist Practices

Buddha rupa	An image of a being that has achieved Buddhahood.
Chanting	Singing or intoning.
Compassion	Karuna; pity; part of the spiritual path.
Energy	One of the six perfections, it relates to making a courageous effort to attain enlightenment.
The Five Moral Precepts	To not kill any living being, refrain from stealing, refrain from wrongful sexual activity, refrain from lying, refrain from taking drugs and alcohol that cloud the mind.
Generosity	One of the six perfections. The sincere and selfless desire to benefit others with no expectation of reward.
Gompas	Tibetan monasteries associated with learning.
Intoxicants	Substances that cloud the mind e.g. alcohol, drugs
Karuna	Compassion or pity. Part of the spiritual path.
Mantra recitation	A short sequence of words or syllables chanted repetitively as a form of meditation.
Malas	Strings of beads, used as a prayer aid.
Meditation	A spiritual experience that opens a person up to the highest state of consciousness. One of the six perfections.
Metta	Loving kindness. A pure love, which is not possessive and which does not seek to gain.
Mindfulness of breathing	A form of meditation found in Theravada, Zen and Tibetan Buddhism. It entails focusing on breathing, both inhalation and exhalation.
Morality	One of the six perfections. It entails following the five moral precepts
Parinirvana Day	A festival in Mahayana Buddhism that celebrates the death of the Buddha and his attainment of final nibbana. It is most often celebrated on 15th February.
Patience	One of the six perfections. Tolerance, forbearance, endurance.
Puja	The name given to ceremonies that involve meditation, prayer and offerings. Devotional ritual.
Retreats	Temporarily leaving one's everyday life and going to special places to aid spiritual development.
Samadhi	Meditation, the spiritual experience leading to the highest form of consciousness.
Samatha	Concentration and tranquility. A method of meditation; a state of calmness.
Shrine	A room or part of a room which contains a statue of the Buddha (or Bodhisattva in Mahayana Buddhism), candles and an incense burner.
The Six Perfections	Guides in Mahayana Buddhism to lead one to enlightenment.

Buddhist Practices	
Temple	A structure reserved for religious or spiritual activities, such as prayer.
Viharas	Monasteries. Buildings that house monks and nuns.
Vipassana	Insight into the true nature of things; meditation.
Visualisation	In Mahayana Buddhism, imagining an image of a Buddha or Bodhisattva, focusing on it, on the qualities of a Buddha and with the aim of becoming one to help others.
Wesak	A Buddhist festival celebrating the Buddha's birth. For some Buddhists it also celebrates his enlightenment and death.
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.
Zazen	This is the main form of meditation in Zen Buddhism and is practised while sitting cross-legged.
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.

Religion, Crime and Punishment	
Capital punishment	Death penalty; state sanctioned execution for a capital offence; not legal in UK.
Community service order	UK punishment involving the criminal doing a set number of hours of physical labour.
Conscience	Sense of right and wrong; guilty voice in our head; seen as the voice of God by many religious believers.
Corporal punishment	Punishment in which physical pain is inflicted on the criminal; not legal in the UK.
Crime	Action which breaks the law; can be against the person (e.g. murder), against property (e.g. vandalism), or against the state (e.g. treason).
Deterrence	Aim of punishment to put a person off committing a crime by the level of punishment.
Duty	What we have a responsibility to do.
Evil	Something or someone considered morally very wrong or wicked; often linked to the idea of a devil.
Forgiveness	Letting go of blame against a person for wrongs they have done; moving on.
Greed	Reason for committing crime – wanting or desiring something or more of something.
Hate crime	A crime committed because of prejudice, eg assaulting a person because they are gay or Asian.
Imprisonment	Locking someone up and taking away of civil liberties of a criminal.
Law	The rules a country demands its citizens follow, the breaking of which leads to punishment.

Religion, Crime and Punishment	
Murder	Unlawfully killing another person.
Order	The enforcement of rules, e.g. by a police force.
Parole	Release of a criminal from prison under the condition they will meet with a parole officer who can monitor their behaviour.
Protection	Additional aim of punishment; to keep people safe.
Reformation	Aim of punishment; helping the criminal see how and why their behaviour was wrong, so that their mindset changes for the better.
Reparation	Additional aim of punishment; where the criminal makes up for, or pays back for, their crimes.
Retribution	Aim of punishment; getting the criminal back for their crimes.
Theft	Taking something without the owner's consent.
Victim	Those who are directly affected by a crime, e.g. the person assaulted.
Vindication	Additional aim of punishment; the punishment exists to justify the law.
Young offenders	Criminals under the age of 18.

3. FAMILIES - AQA GCSE SOCIOLOGY (9-1)

A. What is family?	
Household	A person or group of people living in a house.
Nuclear	A family with a mother, father and children. Most common family type in UK
Extended	Families with more than just nuclear members, e.g. grandparents, cousins
Reconstituted	A family created when two divorcees, marry and join families creating a step-family.
Lone-parent	A family with only 1 parent. 90% of these are headed by women in 2015.
Single-sex	Family with parents of the same sex.

B. Family diversity	
Kibbutz	A group who live together communally e.g. 2% of Israel live in Kibbutz
Commune	A group who share accommodation, possessions, wealth and property, based on shared political beliefs.
Government Policies	China's one child policy affecting birth rate and family shape.
Rapoport and Rapoport (1982)	1. Organisational – the way conjugal roles are divided 2. Cultural – cultures have different lifestyles and gender roles 3. Life course – people live in different families at different stages in life 4. Cohort – time period baby-boomers different views to millennials 5. Social class – working class more likely to be authoritarian

C. Functions of the family	
Murdock 's four functions (1949)	1. Sexual 2. Reproductive 3. Educational 4. Economic
Parsons' two functions (1956)	1. Primary Socialisation 2.Stabilisation of adult personalities
Criticisms	1. Ignores family diversity 2. Ignores negative effects of family life e.g. domestic violence
Marxists	Believe family is a structure which maintains social class inequality and benefits capitalism.
Zaretsky (1976)	Separating genders has allowed for families to benefit capitalism
Criticisms	1. Ignore that people are happy in families 2. Ignore family diversity
Feminists	Believe family is a structure which maintains gender inequality and benefits men.
Delphy and Leonard (1992)	Women are exploited in family for free labour , this is continued through gender socialisation and canalisation.
Canalisation	Channelling children's interests in toys, games and activities considered appropriate for their gender.
Criticisms	1. Ignore families with shared power 2. Ignore class and ethnic group differences

D. Conjugal role relationships	
Conjugal roles	Roles within a marriage/ relationship
Instrumental role / breadwinner	Traditionally male role to provide for the family by working to earn money
Expressive role / home-maker	Traditionally female role looking after home & child
Domestic division of labour	How a couple choose to divide up household jobs (decisions, cleaning)
Dual career families	Families with two parents who work and earn money
Child rearing	Bringing up children.

E. Conjugal role studies	
Young and Wilmott (Functionalist)	Believe the "symmetrical" family had become typical
Symmetrical family	Family where roles of parents are more equal, and decisions are shared
Principle of Stratified Diffusion	Social change (new values) starts at top social classes (middle class) and filter through to working class.
Criticisms	1. Men make biggest decisions 2. Women have double-burden (work and children) 3. Study considered washing up once a week as "helpful in home"
Oakley (1982)	Conventional nuclear family is based on traditional gender roles and puts strain on women and limits their money
Criticisms	1. Oakley based her study on interviews with London housewives. 2. Oakley ignores satisfaction with family by women.

F. Parent-child relationships	
Authoritative Relationships	Relationships often held by working class. Children expected to do as they're told, and their opinions are less important.
Democratic relationships	Relationships often held by middle-class families, children's opinions are valued and involved in decision making.
Child-centred	Families investing in their children as there's a low infant-mortality rate
Pester power	The power children have to make their parents give into something
Extension of Childhood	Children are increasingly dependent on parents financially as they are being "protected" by laws

G. Reasons for divorce patterns	
Legal changes	Divorce Reform Act-1971 Legal aid made more difficult since 2013.
Changing attitudes and values	More liberal attitudes since 1960s, famous figures reducing stigma.
Secularisation	Less religious influence = less pressure to stay married.
Changing status of women	Financially dependent women are less likely to stay in empty-shell marriages
Media Influence	Represent marriage as "perfect", people divorce when this doesn't happen.

H. Impacts of divorce	
Structure	New family relationships
Distress	Relationship breakdown
Finances	Less income = more stress
Remarriage	More reconstituted families

4. EDUCATION - AQA GCSE SOCIOLOGY (9-1)

Functionalist	1. Purpose of education	
	4 functions (Durkheim)	1. Serving Economy 2. Social Mobility 3. Social Cohesion 4. Role Allocation
	Parson's Bridge	Parsons says education is a bridge between the family and the rest of society
Marxist	Universalistic Values	In school children are treated according to the same standards as everyone else, unlike at home
	4 functions	1. Serves Ruling Class 2. Reproduces Class Inequality 3. Creates Competition 4. Socialisation
	Correspondence Principle	Bowles and Gintis' idea that expectations in school and workplace correspond (are linked) to prepare students for work

2. Changes in education	
Independent Schools	Fee paying private and public schools, attended by 7% of population. Often selective in students
State schools	Non fee-paying non-selective schools with more diversity
Tripartite System	1944 - where students sat 11+ exam and were allocated a school based on results
Comprehensive Education	1960s – students attend their closest comprehensive school
Alternative Education	Instead of going to school, some students have home tuition. This is becoming increasingly popular (deschooling)
1988 Education Reform Act	1. Introduced core subjects 2. Introduced GCSEs 3. Introduced OFSTED 4. Introduced league tables
Marketisation of Education	A market where parents could choose where to send their children to school based on league tables

External (home) factors	3. Class and achievement	
	Material deprivation	Lack of money meaning students lack resources and private tuition for success
	Parental Values	Idea that working class have fatalistic attitudes from parents that they'll not be successful, so shouldn't try
Internal (school) factors	Cultural Deprivation	Idea that w/c students lack the home environment and experiences for success
	Cultural Capital	Middle-class parents have better knowledge of education system and take advantage
	Setting	When students are put in different classes based on their perceived ability in subject
	Streaming	When students are put in a class based on their general ability for all subjects
	Labelling	Interactionist idea that students are given a label by teachers and this affects their behaviour and therefore student results
	Pupil Subcultures	A group who oppose school values as a result of being labelled as failures in education

7. Sociological studies	
Material deprivation	Lack of money meaning students lack resources and private tuition for success
Parental Values	Idea that working class have fatalistic attitudes from parents that they'll not be successful, so shouldn't try
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Pupil Subcultures	A group who oppose school values as a result of being labelled as failures in education

4. Ethnicity and achievement	
Independent Schools	More likely to face material deprivation than white peers (especially Bangladeshi &Black Caribbean)
State schools	Different cultures place different emphasis on education (e.g. Chinese)
Tripartite System	Parents from outside UK might find it hard to take advantage of system
Comprehensive Education	More likely to attend state school
Alternative Education	Teacher labelling according to ethnic group stereotypes can have an effect
1988 Education Reform Act	Curriculum covers white culture, so ethnic minorities may feel less valued
Marketisation of Education	Relatively high rate of fixed-term exclusion of Black-Caribbean students

5. Gender and achievement		
Girls Improvements	Feminism	Since the 1960's Feminist movement, girls see education as a route to success and independence.
	Law Changes	Equal Opportunities and Sex Discrimination Act have motivated girls to show them success.
	National Curriculum	Students can no longer opt out of core subjects, giving girls and boys equal opportunities.
Boys Underachievement	Feminisation of education	Lack of role models in primary school to reduce "laddish" behaviour.
	Crisis of masculinity	The idea of a what a man "is" has changed in society leading to a lack of motivation in education.
	Teacher Expectations	The idea that some teachers have lower expectations of boys, leading to a self-fulfilling prophecy.
	"Laddish" subcultures	Subcultures which see working hard as "uncool".

6. Anti-school subcultures	
Subculture	A smaller group within a group whose norms and values differ from mainstream society.
Counter-school subculture	A subculture described by Willis which valued masculinity and viewed "ear'oles" as "cissy" for doing school work.
"lads"	The subculture who ended up in working class jobs after leaving school as a result of their counter-school subculture".

Infectious Disease (Paper 1)		
1	Pathogen	A micro-organism that causes disease.
2	Antibiotic	A medicine that kills bacteria only.
3	Immune	When a person can no longer be infected by a disease. Their white blood cells can make the correct antibodies.
4	Specific	Targets only one substance.
5	Toxin	Chemicals produced by bacteria, damages tissues.
6	Antibody	Protein produced by white blood cells, attach to antigens.
7	Antioxin	Chemicals produced by white blood cells.
8	Antigen	Proteins on the surface of cells used for recognition by white blood cells.
9	Placebo	A medicine containing no active drug.
10	Double-blind	A test where no-one (doctors or patients) knows who is in which group.
11	Control group	A group used for comparison.
12	Monoclonal	<i>Identical and produced from a single type of white blood cell.</i>
13	Culture	<i>A group of bacteria.</i>
14	Physical defence	<i>Prevents entry of micro-organisms to a plant.</i>
15	Hybridoma	<i>A fused lymphocyte and tumour cell.</i>
Biology (separate science words shown in RED italics - there are also some in inheritance & ecology!)		

Inheritance (Paper 2)		
1	DNA	The chemical from which genetic information is made.
2	Genome	All of the DNA in an organism.
3	Meiosis	The process of making gametes.
4	Asexual	Reproduction involving one parent.
5	Selective breeding	Choosing organisms to breed together.
6	True Breed	A population in which a certain characteristic will always be inherited.
7	Genetic engineering	Modifying an organism's genome by adding/ removing a gene.
8	Vector	A gene is inserted into this to move it between organisms.
9	Plasmid	An example of a vector (found naturally in bacteria).
10	Allele	A version of a gene.
11	Gene	A short section of DNA coding for one protein.
12	Chromosome	Made of DNA, how DNA is stored in the nucleus.
13	Homozygous	Having two of the same allele in the genome.
14	Heterozygous	Having two different alleles for a gene.
15	Diploid	Having two copies of each chromosome.
16	Haploid	Having one copy of each chromosome.
17	Dominant	An allele which causes the characteristic when only one copy is present.
18	Recessive	An allele which is only 'expressed' when two copies are present.
19	Genotype	The combination of alleles an organism has.
20	Phenotype	The characteristics an organism has.
21	Cystic Fibrosis	A recessive genetic disorder causing excess mucus.
22	Polydactyly	A dominant genetic disorder causing extra digits.
23	Extinct	When all of the organisms in a species are dead.
24	Linnaean classification	A hierarchy of groups: kingdom, phylum, class, order, family, genus, species.

Ecology (Paper 2)		
1	Species	A group of similar organisms that can breed to create fertile offspring.
2	Community	A group of different species living in a habitat.
3	Population	A group of one species living in a habitat.
4	Inter-dependent	The network of relationships between different organisms within a community.
5	Adaptation	A special feature that helps an organism survive.
6	Ex-tremophile	A micro-organism that can survive in extreme heat/pH.
7	Biodiversity	The range of organisms living in an ecosystem.
8	Quadrat	A frame with a known area.
9	Transect	A line from point A to B.
10	Biotic	Living parts of an ecosystem.
11	Abiotic	Non-living parts of an ecosystem.

Science (Biology)
1 of 3

Rates of Reaction (Paper 2)		
1	Rate	The mass of product made/volume of gas made (or reactant used) per second.
2	Activation energy	The minimum amount of energy colliding particles have to have in order to react.
3	Collision	Particles knocking into each other.
4	Successful collision	A collision between particles that results in a reaction.
5	Collision theory	To increase the rate of reaction, particles must collide more often (and with sufficient energy).
6	Factors	The things that affect rate: concentration, pressure, temperature, surface area, catalyst.
7	Catalyst	Something that speeds up the rate of reaction without being used up (enzymes in biology or often transition metals in chemistry).
8	Precipitate	When a solid is formed from two liquids/solutions (happens in the sodium thiosulphate reaction)
9	Reversible reaction	When the products can react with each other to reform the reactants.
10	Equilibrium	In a reversible reaction, when the forwards and backwards rate are equal to each other.
11	Endothermic	A reaction that takes in energy from the surroundings, the energy required to break bonds is greater than the energy released when making new bonds.
12	Exothermic	A reaction that releases energy to the surroundings, the energy released by making new bonds is greater than the energy taken in when breaking bonds.
13	Dynamic equilibrium (HT ONLY)	The position of the equilibrium can change depending on temperature, pressure, concentration.
14	Le Chatelier	The scientist who explained dynamic equilibrium.
15	Yield	The mass/volume of a product.
16	Closed system	When the apparatus used for a reaction is sealed so no products can escape, and no more reactants can be added.

Science (Chemistry)
2 of 3

Generating Electricity (Paper 1)		
1	The National Grid	A system of cables and transformers linking power stations to consumers.
2	Step-up transformer	Used to increase the potential difference and decrease the current from the power station to the transmission cables. This reduces heat loss in the cables.
3	Step-down transformer	Used to decrease the potential difference and increase current for domestic use.
4	Work done (electricity)	Work is done when charge flows in a circuit.
5	Efficiency	<u>Useful output energy transfer</u> Total input energy transfer
6	Efficiency	<u>Useful power output</u> Total power input
7	Efficiency	A measure of the amount of energy transferred to a useful store by a device compared to the total amount of energy that is transferred to the device.
8	Renewable energy resource	A resource that can be replenished or replaced as quickly as it is used.
9	Fossil fuel	One of the main energy resources available on Earth e.g. Coal, Oil and Gas. This fuel is finite (made slower than it is used).
10	Biofuel	Fuels that are produced from natural products e.g. plant material.
11	Geothermal	Where heat from hot rocks in the ground is used to heat water to create steam. The steam is used to drive turbines.
12	Hydro-electricity	Where water is used to drive turbines directly to generate electricity.

Science (Physics)

3 of 3

PHYSICS

(separate science key words show in **RED italics**)

Nuclear Radiation (Paper 1)		
1	Atom	The smallest piece of an element. Has a radius of 0.1 nm.
2	Nucleus	The central part of an atom which contain protons and neutrons; where the mass of an atom is found.
3	Proton	Subatomic particle in the nucleus, charge of +1, mass of 1.
4	Neutron	Subatomic particle in the nucleus, no charge, mass of 1.
5	Electron	Subatomic particle that orbits around the nucleus, charge of -1, mass of 1/2000.
6	Isotopes	Different forms of the same element in which the atoms have the same number of protons but a different number of neutrons.
7	Atomic number	Tells you the number of protons in an atom. The modern periodic table is ordered by this.
8	Mass number	Tells you the total number of neutrons and protons in the atom.
9	Plum pudding model	Model developed by JJ Thomson which showed the atom as a ball of positive charge with electrons stuck in it.
10	Nuclear model	Today's accepted model which shows that electrons are contained in shells (suggested by Bohr) which orbit the nucleus (suggested by Rutherford).
11	Alpha particle	Contains 2 neutrons and 2 protons (like a helium nucleus). Very ionising.
12	Beta particle	A high speed electron which has virtually no mass and a charge of -1.
13	Gamma ray	Electromagnetic wave with a short wavelength. Very penetrating.
14	Radioactive decay	The breakdown of an unstable nucleus where any of the following can be released: alpha particle, beta particle, gamma ray or a neutron.
15	Half-life	The time taken for the number of radioactive nuclei in an isotope to halve.
16	Contamination	When unwanted radioactive atoms transfers into or onto an object. The object becomes radioactive.
17	Irradiation	When objects are exposed to a radioactive source.
18	Fission	<i>The splitting of a large nucleus into smaller nuclei, 2 or 3 neutrons and gamma radiation.</i>
19	Fusion	<i>When two small, light nuclei join together to make one heavier nucleus.</i>

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 - ____ lasts 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 in ____? ¿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? ¿Dónde está(n)? Where are ____?
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WOW structures

Passive structure: Se dice (It is said that) Reported speech Me dijo que "... " (he/she told me that...) Subjunctive triggers: Es+ adj+ que (e.g. es preocupante que exista tanta... It's worrying that so much...exists) Espero que (e.g. espero que me salga bien el examen... I hope the exam goes well) Antes de que.. (e.g. Antes de que termine los estudios... Before I finish my studies) Si hubiera podido, hablar + past participle (e.g. si hubiera podido, habría pasado tres semanas allí... I could have, I would have spent three weeks there...) Listing/ introducing thoughts and ideas: Sueño con... I dream of... Me muero por... I'm dying to... Fue (adj) por varios motivos, por ejemplo, vi..., visité.. y luego compré... (It was ... for various reasons, for example, I saw... I visited... and then I bought...) Lo + adj+ es... (lo fascinating es...) Fancy reasons: ..ya que me provoca felicidad (given that it provokes happiness) ..puesto que me ayuda a ser mejor (given that it helps me to be better)

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 joven - 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 - I go Hago muchas cosas - I do a lot of things Salgo con mis amigos - I go out with my friends	No hay ni ____ ni ____ - There isn't a ____ or a ____ Lo quiero - I want it Tampoco tiene... - It doesn't have ... either	Suelo jugar - I tend to play Lo hago desde dos años - I have done it for 2 years Lo practico un montón - I practise it loads
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
Idioms	¡Es la leche! - It's awesome ¡Lo pasé bomba! - I had a fantastic time	Nos llevamos como el perro y el gato - We fight like cat and dog 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	Me gustó ____ porque fue ____ - I liked ____ because it was ____ En el pasado me gustaba ____ porque era ____ - In the past I used to like ____ because it was ____ Siempre me ha gustado+ inf - I've always liked + inf...	Me gusta ____ porque es ____ - I like ____ because it is ____ Me apasiona ____ ya que es ____ - I am passionate about ____ as it's ____	¡Va a ser interesante! - It is going to be interesting! Me gustaría ____ porque sería ____ - I would like to ____ because it would be ____

Addition	Cause/Effect	Emphasis	Contrast/Balance
Y – and También – also Además de – in addition to Además – furthermore Otra vez – again El siguiente – the following	entonces - consequently por consiguiente – thus así – so por eso – therefore como consecuencia – as a result hasta – until	sobre todo – above all en particular – in particular principalmente – notably especialmente – especially considerablemente – significantly de hecho – in fact	pero – but sin embargo – however aún así – nonetheless alternativamente – alternatively a pesar de – despite todavía – still por un lado...por el otro – on one hand...on the other en lugar de – instead of..

Module 4

Mis ratos libres

las actividades de ocio

Tengo muchos pasatiempos.

A la hora de comer...

Cuando tengo tiempo...

Suelo...

Descansar

Salir con amigos

usar el ordenador

me ayuda a relajarme

me hace reír

My free time

Leisure activities

I have lots of hobbies.

At lunchtime...

When I have time...

I tend to / I usually ...

rest

go out with friends

use the computer

it helps me to relax

it makes me laugh

La música

asistir a un concierto

mi cantante preferida/a es...

un espectáculo

una gira (mundial)

Music

to attend a concert

my favourite singer is...

a show

a (world)

El deporte

Soy / Era ...

(bastante / muy) deportista

miembro de un club

hacia...

deportes acuáticos

equitación / escalada

patinaje sobre hielo

piragüismo / remo

submarinismo

tiro con arco

ya no (juego)...

todavía (hago)...

batir un récord

Sport

I am / I used to be...

(quite , Very) sporty

a member of a club

I used to do...

water sports

horseriding / climbing

ice skating

canoeing / rowing

diving

archery

(I) no longer (play) ...

(I) still (do)...

to break a record

La tele

(No) Soy teleadicto/a.

Es / Son...

adictivo/a/os/as

informativo/a/os/as

TV

I'm (not) a TV addict.

It is / They are ...

addictive

informative

Los modelos a seguir

Admiro a...

Mi inspiración es...

... es un buen modelo a seguir...

Us buen modelo a seguir es

alguien que...

Role Models

I admire...

My inspiration is...

is a good role model

A good role model is someone

who...

Module 5

En mi ciudad

Hay... / Mi ciudad tiene...

un ayuntamiento

un puerto

una iglesia

una Plaza mayor

una pista de hielo

una oficina de Correos

una tienda / muchas tiendas

muchos lugares de interés

no hay nada que hacer

In my town

There is/are... / My town has...

a town hall

a port

a church

a town square

an ice rink

a post office

a shop / lots of shops

lots of sights

there is nothing to do

¿Cómo es tu zona?

está situado/a en un valle

Se puede...

hacer un recorrido en autobús

disfrutar de las vistas

viajar en el AVE

Se pueden...

probar platos típicos

practicar deportes acuáticos

What is your area like?

It is situated in a valley

You / One can...

do a bus tour

enjoy the views

travel on the AVE high-speed train

You / One can...

try local dishes

do water sports

¿Qué haremos mañana?

Sacaré muchas fotos.

Subiremos al teleférico.

Haremos piragüismo.

será genial / mejor

What will we do tomorrow?

I will take lots of photos.

We will go up on the cable car

We will go canoeing.

it will be great / better

De compras

Normalmente voy/ Suelo ir...

a los centros comerciales

de tiendas con mis amigos

los precios son más bajos

hay más ofertas

gangas

Shopping

Usually I go... / I tend to go...

to shopping centres

shopping with my friends

the prices are lower

there are more offers

bargains

Los pros y los contras de la ciudad

es tan fácil desplazarse

hay transporte público

hay tantas diversiones

el centro es tan ruidoso

it's so easy to get around

there is public transport

there are so many things to do

the centre is so noisy

¿Qué harías?

Renovaría...

Mejoraría

Construiría

Invertiría

What would you do?

I would renovate...

I would improve

I would build

I would invest in

Module 6

Las comidas

el desayuno

la comida / el almuerzo

la merienda

la cena

desayunar

Meals

breakfast

lunch

tea (meal)

dinner / evening meal

to have breakfast / to have... for breakfast

to have lunch / to have ... for lunch

to have tea / to have ... for tea

to have dinner / to have ... for dinner

comer / almorzar

merendar

cenar

tomar

beber

entre semana...

algo dulce / ligero / rápido

ser goloso/a

tener hambre

tener prisa

¿Has probado...?

el gazpacho

la ensaladilla rusa

la fabada

Es un tipo de bebida / postre.

Es un plato caliente / frío

Contiene(n)...

Fue inventado/a...

Mi rutina diaria

me despierto

me levanto

me peino

me afeito

me visto

me lavo los dientes

me acuesto

My daily routine

I wake up

I get up

I brush my hair

I have a shave

I get dressed

I clean my teeth

I go to bed

¿Qué va a tomar?

de primer / segundo plato.

de postre...

Voy a tomar...

¿Qué me recomienda?

El menú del día

la especialidad de la casa

está buenísimo/a / riquísimo/a

¡Que aproveche!

ser alérgico/a...

ser vegetariano/a

What are you going to have?

for starter / main course...

for dessert...

I'm going to have...

What do you recommend?

the set menu

the house speciality

it's extremely good / tasty

Enjoy your meal!

to be allergic to...

to be a vegetarian

ECONOMICS – PRICE & COMPETITION

Key Terms

Price:

Sum of money you have to pay for a good or service, determined by the interaction of supply and demand

Efficiency:

Optimal production and distribution of scarce resources

Allocation of resources:

How scarce resources are distributed amongst producers and how scarce goods and services are distributed amongst consumers

Determination of price:

Interaction of the free market forces of demand and supply to establish the general level of price for a good or service

Market forces:

Factors that determine price level and the availability of goods and services in an economy without government intervention

Competition:

Different firms try to sell a similar product to a consumer

Why do producers compete?

To enter a market

To survive in a market

To make a profit

Price Competition

Firms lower their price to gain market share.

Likely to occur where there are a number of larger firms in a market

Non-price Competition

Offer specialist product

Quality

Create a strong brand

Smaller producers often use this to gain customer loyalty

Competition

Difference	Monopoly	Oligopoly	Competitive markets
Size	Usually very large	Can be very large but may have smaller firms	Normally relatively small
Number of firms	1	A few	Many
Control of prices	Price maker but cannot control the quantity	Can influence the price, but wary of rival's reaction. May collude	Price takers, price set by the market forces of supply and demand
Level of price and output	In theory, charge a higher price and produce a smaller quantity	Both depend on how strong competitors are and the ability to collude	Both set by market forces. In theory price will be lower and quantity greater
Efficiency	In theory, less efficient due to less requirement to be, but will benefit from economies of scale	Usually seen as not being economically efficient	Normally leads to economic efficiency

Equilibrium price and quantity

Equilibrium Prices in a Supply and Demand Diagram

Changes in Equilibrium Prices – Increasing Demand

Changes in Equilibrium Prices – Increasing Supply

Key Terms

Profit: The amount of money a producer has left after all the costs have been paid. When total revenue is greater than total cost

Productivity: A measure of the degree of efficiency in the use of factors of production in the production process. Measured in terms of output per unit of input

Average cost: The cost of producing a unit

Total cost: All the costs of the firm added together
Total revenue: The total income of a firm from the sale of its goods or services

Average revenue: The revenue earned per unit sold
Loss: When a firm's revenue is less than its costs

Economies of scale: The cost advantages a firm can gain by increasing the scale of production, leading to a fall in average costs

Supply of labour: The total number of people who are willing and eligible to supply their labour

Income tax: A tax on personal income

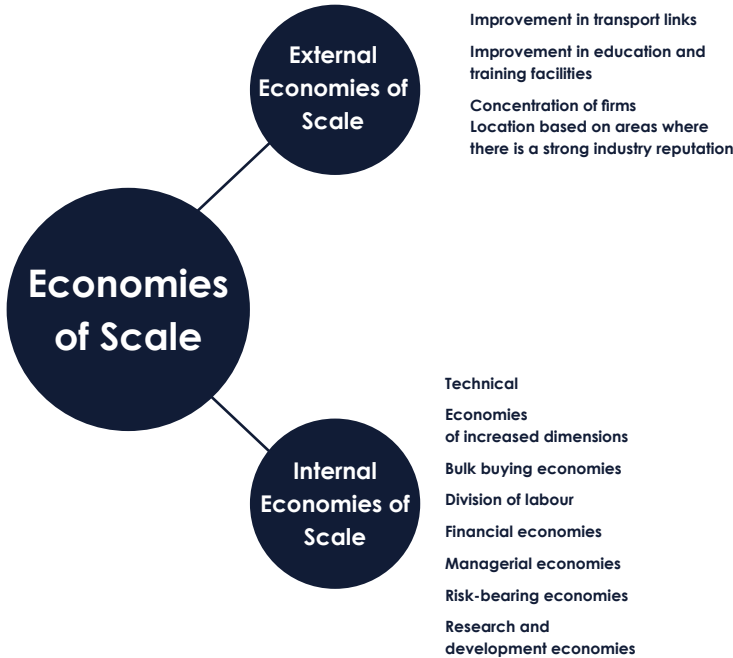
National insurance: A contribution paid by workers and their employers towards the cost of state benefits

Net pay: The amount of money an employee is left with after deductions from gross pay

Financial sector: Consists of financial organisations and their products

Medium of exchange: Anything that sets the standard of value of goods and services acceptable to all parties in a transaction

Investment: Purchase of capital goods that are used to produce future goods and services, also an asset purchased to provide an income in the future and/ or to be sold for a profit.



What are total cost, average cost, total revenue, average revenue, profit and loss?

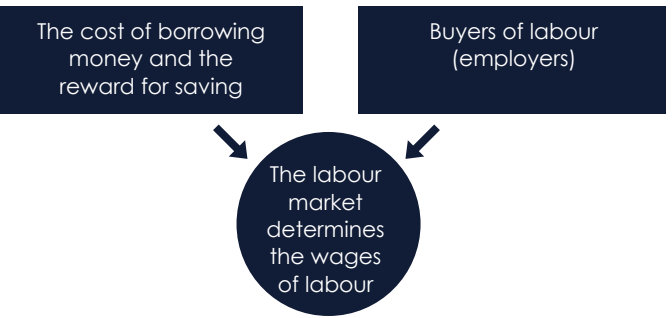
Total cost Total fixed cost + Total variable cost	Total revenue Price x quantity
Average cost Total cost/quantity or output	Average revenue Total revenue / quantity

Profit/Loss
Total revenue – Total cost

Role of Financial Institutions

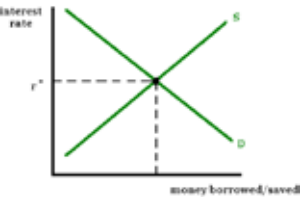
Central bank	Issue bank notes, control monetary policy, provide financial stability, manage the country's foreign reserves, act as the bank for commercial banks, be the bank for the government
Commercial banks	Accept deposits and often pay interest on them, keep savings safe, make payments on behalf of their customers, issue loans, provide overdraft facilities, and offer safe deposit boxes for very expensive items like jewellery
Building Societies	The people who save money with them, own them, building societies provide savings and mortgages to their members
Insurance companies	Guarantee compensation for specified loss, damage, illness or death in return for an agreed payment

Determination of wages through supply and demand



What are interest rates?

The cost of borrowing money and the reward for saving



A rise in interest rates will encourage people to increase their level of savings due to the increased reward.

A rise in interest rates will increase the cost of borrowing so therefore both individuals and firms tend to borrow less money.

A fall in interest rates means that the cost of borrowing is cheaper and therefore borrowing for investment increases, in addition lower interest rates will encourage consumer spending and therefore firm will want to invest in expansion



Factors affecting demand for labour	Factors affecting supply of labour
State of the economy Increased demand for goods Wage rates Real wages Productivity of labour Profitability of firms	Wage rate Opportunity to boost earnings Size of the working population Working conditions Barriers to entering the market Education and training

Notes

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