

Kettering Buccleuch Academy



MID-YEAR ASSESSMENTS

Name:	
Tutor Group:	
Tutor & Room:	

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

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Your Knowledge Organiser and Self-Quizzing Book



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 shortterm memory to long-term memory.

Self-Quizzing Book

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

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

Knowledge Organisers





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



Can I write in paragraphs?	I am pro	ud of
The TIPTOP rule You move onto a new paragraph when you change Time, Place, Topic or Person.	 I have w can unc I have c corrected 	derstand hecked
 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. 	 I have u and a v I have u gramma I have p My writing for 	erb. Ised con ar . Daragrap Ing is suit
Furthermore Whereas Nevertheless Alternatively Consequently	Can I spel	ommo
Have I used the correct grammar?	11 o'clock Aren't	How' I'd
I am aware that I must use language that is appropriate to my reader. • No slang that lesson was bangin' • No informal language I'm genna do my	Can't Couldn't Didn't Doesn't	l'll l'm lsn't lt'd
homework now	Don't Hadn't	†' t's
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	Hasn't Haven't He'd He'll	Mightr Mustr Shan She'a
Literacy Fundamentals	He's How'd How'll	She'l She's Should

l of my work because...

ten clearly so that my reader stand my writina easily.

cked my **spelling** and any errors.

I full sentences with a subject

correct punctuation and

agraphed my work using TIPTOP is suitable for the person I am

amiliar words accurately?

nmon contractions

apostrophe to replace any letter(s we have left out.

How's	They'd	Where'll
l'd	They'll	Where's
1'11	They're	Who'd
l'm	Wasn't	Who'll
lsn't	We'd	Who's
lt'd	We'll	Why'd
I †' II	We're	Why'll
lt's	Weren't	Why's
lightn't	What'd	Won't
Austn't	What'll	Wouldn't
Shan't	What's	You'd
She'd	When'd	You'll
She'll	When'll	You're
She's	When's	
ouldn'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 eniovs Music, however, he is more proficient in Art.

Homophones

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

Affect/effect Bare/bear Brake/break Buv/bv For/four Flour/flower Grate/great Hair/hare Hole/whole Hour/our Kniaht/niaht Know/no Meat/meet

One/won Passed/past Peace/piece Practice (n)/ Practise (v) Read/red Sea/see Sight/site Son/sun To/too/two Wait/weight Weak/week 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.a. 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

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

Can I use punctuation?

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/thev're

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

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

surface: how rough or smooth it is.

Shape: Can be in the form of squares,

circles, triangles, rectangles, and ovals.

Additional Key Words **1. The Formal Elements** Still Life: A painting or drawing of an arrangement of objects, typically Line: Defines shape; the outer edge including fruit and flowers and of something. It can vary in width, obiects. direction and length Symbolism: Is when one idea, Tone: How dark or light a shape is. feeling, emotion, or other concept is represented by something else. like a: skull meaning death, a white Pattern: A repeated shape or line. dove representing peace. A red rose conveying love. Texture: The feel or appearance of a

- 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

04

6. Look it up in a dictionary/ spellchecker

check

9. Once you've solved it, add

- 7. Ask a friend or teacher 8. To learn it: look, cover, write,
- the correct spelling to your own word bank.



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 eve.
- 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 plament mixed with linseed oil to slow drving 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 piament 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.
- Etchina: 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 eve 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.
- Maguette: 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 desian.
- 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.

Fine Art. 3D Design

& Photography

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- Sculptor: An artist who works in 3D.
- hard materials are used.
- sculpture.
- sculpture.
- angles.
- project from the background.

Fine Art. 3D Design & Photography 2 of 4

Keywords specific to <u>Sculpture</u>

Carvina: The sculptor removes unwanted material to create the form. Materials such as a block of wood, stone, soap and other

Modelling: The sculptor creates a form by building it up. Clay, papier-mâchê, and other soft materials are modelled into a sculpture. Modelling with clay is generally the first process for creating a cast metal

Assembly or construction: The sculptor joins materials together. This is also additive sculpture. Materials such as steel, wood, and found materials are alued, welded, or connected in some way to create a

Freestanding Sculpture: A piece that is finished on all sides. It can stand-alone. Designed and made to be viewed from all

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

Kinetic Sculpture: Sculpture that moves either by air currents, such as mobiles, or by a power source installed by the artist.

Keywords specific to <u>3D Art and Design</u>

- Architectural Desian: 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 4 of 4

	Business Studies	Market share	The proportion of sales in a market that are taken by one business
	Promotion & Finance Key Words 1 of 2	Business to Business (B2B)	When a business sells to other businesses. For example a tyre company may sell cars to a company that makes cars
The message	What the communication needs to say	Business to	When a business sells to individual people. For example selling gym
The medium	How to get the message across	Customer (B2C)	memberships or cars to members of the public
Market research	The process of gathering information about the market and customers' needs and wants in order to help inform business decision, including product design and marketing	Types of demographics	Age, race, religion, gender, family size, ethnicity, income, education level, socioeconomic group
Focus group	A group of people who discuss their views on a product, service	Psychographics	Social class, attitudes, lifestyle and personality characteristics
locos groop	advertisement or idea, either face-to-face or online	Behavioural	Spending, consumption, usage, loyalty status and desired benefits
Target market	A particular group of consumers at which a business aims its products and services	Factors influencing the choice of	Size of enterprise. • Budgetary constraints.
Sample	A portion of the population asked for their opinions in order to draw conclusions about the behaviour of the whole population	promotional methods	Appropriateness for product/service. Target market
Advertising	Different ways of advertising, such as moving image, print, ambient, digital	Break-even point	The point where revenue received meets all of the costs of the business
methods	and audio	Credit	The amount of money that a financial institution or supplier will allow a business to use, which it must pay back in the future at an agreed time
Data	Information, particularly statistics, that can be collected and analysed	Overheads	Fixed costs that come from running an office, shop or factory, which are not
Sales promotion	Providing incentives to customers. An incentive is something such as a payment or gift that encourages someone to do something		affected by the number of specific products or services that are sold
Methods of Sales	Coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts	Insolvent	A business that is unable to pay its debts and/or owes more money than it is owed
Promotion Personal		Consumables	Items that get 'used up', such as pens, paper, staples and other items that a business has to replace regularly
Selling	A way of trying to persuade the customer to buy a product. Usually by face to face selling.	Trade credit	A credit arrangement that is offered only to businesses by suppliers
Methods of Personal	Face-to-face, by telephone, via email, through video or web conferencing	Overdraft	A facility offered by a bank that allows an account holder to borrow money at short notice
Selling Public	Promoting a produce/service, brand or enterprise by placing information	Cheque	A written order to a bank to pay an amount of money from an account holder's account to a specified person
relations (PR) activities	about it in the media without paying for the time or media space directly	Venture capital	Money to invest in a business is sourced from individuals, or groups of people, who wish to invest their own money into new businesses
Methods of PR	Exhibitions, sponsorship, press releases.	Return on investment	The amount of money that an investor gets back in return for investing a business
Direct marketing	Is done to establish an individual relationship between the enterprise and the customer	Shareholders	Investors who are part-owners of a company
Methods of Direct	Direct mail (junk mail), mail order catalogues, magazines, telemarketing	Share capital	Money to invest in a business is raised by the business issuing shares that it then sells to those who wish to invest in the company
marketing Segmentation	Segmenting the market to identify which customers it's promotions will target through such as demographics, geographic, psychographic and	Credit check	A check on the financial status of a business or individual to ensure that the business or the individual has a reliable credit history and does not have any existing outstanding debts
	behavioural	Security	When the lenders asks the borrow to put up an asset, such as a house, or a
Demographics Relating to the structure of a population			valuable item owned by the business

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

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

Business Studies Promotion & Finance Key Words 2 of 2

Performance Style: Key Terms and Definitions

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











Start of the exam - 15 minutes

- 1. Read the alossary.
- 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 auestion 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 auestion and highlight the focus.
- 2. Highlight powerful words and phrases linked to the auestion 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 auotation 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 auotation (piece of evidence) that supports this.
- 2. Jot down the tone next to the evidence, any auestions 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 garee
- and give two reasons why in your own words. 2. Write three PEEZEL 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 paraaraph in a different way:
- Verb: 'ina' / 'ed' word
- · Adverb: 'lv' 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 vour work (5mins).
- · Correct spelling errors.
- Add missing words and punctuation.
- . Remember that it is okay to cross out and write a better word above a piece of dull or repeated vocabulary.

Start of the exam - 15 minutes

- 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

English Language

 $2 \circ f 2$

Question 2 - 8 minutes - Summary

- 1. Read the question and highlight the focus.
- 2. On the sources underline auotations (evidence) that link to the focus of the auestion.
- 3. Match the pairs of auotations that allow
- you to show the most inference (3 pairs). 4. Do not make reference to language or
- structure.
- 5. Embed auotations where possible.

Planning the answer:

the focus.

terminology

focus.

. Read the question and highlight

3. Pick three examples to use and

circle vour zoom word.

Planning the answer:

2. Highlight quotations

terminology.

Source B.

focus.

2. Highlight powerful words and



Question 3 - 12 minutes - Language

When writing the answer:
1. Write an establishing sentence

- outlining your three ideas linked to the focus - in your own words.
- phrases linked to the auestion 2. Write three PEEZE paragraphs.
 - 3. Always use quotation marks.
 - 4. Always zoom in.
- 5. Always explain why the language Label your examples with subject

feature/word class has been used. Always explain why the lanauaae feature/word class has been used. Features or structural features. Consider the writer's intention.

Question 4 - 20 minutes - Viewpoints

When writing the answer:

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

- 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' paraaraphs.
- 3. Use a comparison word (C) in each paraaraph.
- 4. Zoom into the lanauaae 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 auestion.
- 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 vour 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.

Macbeth – William Shakespeare

Summary:

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



A Christmas Carol – Charles Dickens

Summary:

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



Literature 2 of 6

MACBETH - plot summary

- Act 1 This Act opens with the three Weird Sisters setting up the entire theme of the play; Fair is foul and foul is fair. A war is taking place against Scotland (the setting of this play) and Norway. of King Duncan so her husband will be king. Lady Macbeth manipulates Macbeth into following her plans. By the end of Act I, Macbeth is determined to follow the plan.
- Act 2 Macbeth again has some doubts (and visions) but he talks himself into following through with the murder. Macbeth is so scared Lady Macbeth must finish the rest of the plan by wiping Macbeth kills them. Malcolm and Donalbain, the King's sons, flee the castle because they are afraid.
- Act, we learn that Macduff has not attended the banquet because he has gone to England because he is suspicious of Macbeth.
- Macbeth. Malcolm's uncle will also aid in the attack.
- Macduff and learns that Macduff was not born naturally. Macbeth and Macduff fight and the natural order is restored by the end of the play.

Key Characters

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

Scotland is victorious due to the valiant efforts of Macbeth. The traitorous Thane of Cawdor is captured and executed. King Duncan decides to reward Macbeth with the title of Thane of Cawdor to show his gratitude. Three Weird Sisters confront Macbeth and Banquo, telling Macbeth that he will become Thane of Cawdor and eventually king. Macbeth soon learns of his new title fulfilling the first part of the prophecy and sends word to his wife. King Duncan plans on staying the night at Macbeth's home. Lady Macbeth receives the news and immediately plots the death

blood on the drunk guards. The next morning, Macduff and Lennox arrive at Macbeth's and Macduff discovers the dead body of King Duncan. The guards are immediately suspects and

• Act 3 Banquo begins to suspect Macbeth for the murder of King Duncan and Macbeth in turn feels that Banquo will reveal that it was he that killed the King. Therefore, Macbeth sends out some thugs to murder Banquo and his son, Fleance. Banquo is murdered, but Fleance escapes. Macbeth, Lady Macbeth, Lennox, Ross, and other lords attend a banquet. The ghost of Banquo presents itself to Macbeth. Macbeth begins to rant and rave, making the other guests uneasy. Lady Macbeth tries to cover up the situation by saying Macbeth is prone to fits. By the end of this

 Act 4 Macbeth confronts the three Weird Sisters and they show him more visions. The visions lead Macbeth to believe that he cannot be killed by any man, giving him a false sense of security. He then plans to send murderers to the castle of Macduff (who is in England) in order to kill his family. Meanwhile, Macduff is in England begging Malcolm to return to Scotland and seize the throne from Macbeth who has become a tyrant. Malcolm tests Macduff's loyalty to Scotland and himself and after being satisfied with Macduff's responses, he agrees to wage war against

• Act 5 Lady Macbeth has finally gone mad with guilt over the murders. The once strong and ruthless woman is now a scared child. She continually sleepwalks, whilst trying to clean her hands of blood. Doctors are unable to help her. Some of the Scottish lords are discussing Macbeth's state of mind and have come to the conclusion that they will help Malcolm and Macduff fight against Macbeth. Of course, Macbeth isn't really concerned because he believes the prophecy ensures that he cannot be killed by any man born of woman. Macbeth soon confronts

defeat Macbeth at the end of the paly.

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

Context and Literary Tradition

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

Key Themes		Stylistic features & relevant terms	
Ambition	• Supernatural	Meter	Prophecy Imagery Symbols Metaphor Sounds
• Kingship	 Appearance and Reality Nature 	Blank Verse	Pathetic Fallacy
• Fate and Free	Light and Darkness	Rhymed Verse	Regicide
• Will	• Guilt	Prose lambic Pentameter Soliloquy Dramatic Irony	
• Good and Evil	• Sleep	Concealment Gender Tragedy	
• Revenge	• Gender	Tragic Flaw	

Literature 4 of 6

A Christmas Carol - Plot Summary

Stave One

Stave Two

- They visit Scrooge as a child, alone and neglected in his schoolhouse. Scrooge feels self pity.
- They visit young Scrooge at a Christmas party being thrown by his popular boss, Mr Fezziwig, He feels remorse over how he has treated his employee.
- light still shows: he cannot hide from the truth.

Stave Three

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

Stave Four

- The tone of the novella shifts with the arrival of the Ghost of Christmas Yet to Come. He is a deathly figure who shows Scrooge a dark and immoral version of future Christmases.
- house and his wife is pleased; Scrooge also learns that Tiny Tim will eventually die.

Stave Five

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

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

• The Ghost of Christmas Past visits Scrooge; he looks like an old man in a child's body (to symbolise the onset of time) and has a bright light (truth and enlightenment) shining out of his head.

• They observe young Scrooge being left by his fiancée, Belle, because of his obsession with money. Scrooge cannot bear to see anymore and extinguishes the ghost's light, although some of the

They visit Bob Cratchit's home during a typical Christmas dinner and see how a poor family can still be happy and content. The changing Scrooge shows concern and sympathy for Bob's ill son, Tiny Tim.

• They visit a beetling shop in an impoverished corner of London, where people are selling the stolen possessions of a dead and "uncared for man". Scrooge is too ignorant to realise the dead man is him. Scrooge asks to see someone who shows emotion at the man's death, but the ghost cannot find anyone. They visit someone who owes Scrooge money and they are pleased; they visit the Cratchit's

• The ghost forces Scrooge to look at his own name on a gravestone and Scrooge finally realises that he is the dead man. Scrooge is in "agony" and begs to know whether it's too late to change his ways.



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

Literature 6 of 6

A Christmas Carol - Dickens

Context

· Dickens' message on poverty.

· Dickens had a comfortable childhood until the age of twelve when his father was sent to a debtors' prison and young Charles had to work in a factory. The harsh conditions made a lasting impression: through the works of social criticism, he sought to draw attention to the plight of the poor.

• The New Poor Law, 1834

. In order to deter poor people from claiming financial help, the government made claimants live in workhouses: essentially, prisons for the poor. Dickens hated this concept. He spent 1843 touring factories and mines in England and wished to highlight the situation facing poor people. A Christmas Carol was published soon after- in December 1843.

- Dickens' previous novel had not sold well and so he needed a hit. He deliberately combined elements that he knew would appeal to Victorian readers: a parable: the supernatural: happy conclusion; and Christmas. Dickens' construction of secular Christmas values
- Until the mid-1800s, Christmas was solely a religious festival. Dickens helped to popularise many of the cultural elements that we now associate with Christmas. The imagery (the food, the decorations, the music) is used throughout the novella. This has contributed to a more secular (non-religious) Christmas, based on good-will, benevolence and forgiveness.

Key Characters

 Scrooge: The protagonist who initially dismisses the goodwill and generosity associated with Christmas. After being forced to transform, he becomes a symbol of Christmas spirit in Stave Five. He is cheerful and benevolent. He is a dynamic character (a character who changes).

 Bob Cratchit and Family: Bob is Scrooge's downtrodden but loyal employee. His family are a symbol of Victorian poverty cheerfulness in adversity, teamwork and Christmas spirit. Bob shows pity for Scrooge and provides a contrast to Scrooge's isolation and meanness.

 Nephew Fred: The character of Fred serves as another contrast to Scrooge. He epitomises the Christmas spirit of goodwill and refuses to be discouraged by his uncle's misery. People (such as the Cratchits) speak highly of him and his generosity, in contrast to how they speak of Scrooge. Fred shows that Scrooge has chosen isolation.

• The Ghosts: The ghosts are the antagonists to Scrooge. They force him to view his selfish and greedy ways, and also to admit how his behaviour will lead to a lonely death ("Men's courses will foreshadow certain ends"): a metaphor for how the aread of the wealthy middle class will lead to a disastrous future for society.

Key Themes

Logic and Time

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

Compassion, Forgiveness and Reclamation

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

Poverty and Greed

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

Isolation versus Family

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

Transformation

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

Structure and Form

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

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

Answer Booster	Solid Answer	Aiming higher	Aiming at the top	
Verb structures in past	L'année derrière, je suis allé – Last year I went to Quand j'étais jeune – When I was younger Quand j'avaisans – When I wasyears old	J'ai fait plein de choses comme – I did many things like Avant, je 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 <u>+ inf</u> - 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	II 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 far 2 years Je le/la pratique beaucoup - I practise it loads	
Verb structures in future	L'année prochaine, je vals + inf – Next year I am going to Je vals aller à – I am going to go to Je vals avoir – I am going to have Je visiterai des endroits intéressants – I will visit interesting places Quand je serai grand – When I am older	Dans un monde idéal <u>+ conditional</u> - In an ideal world + conditional Dans un monde idéal, je serais riche – In an ideal world I would be rich Quand j'auraians - where i am years old J'ai décidé que je vais aller/être – I've decided that I am going to go/be	Si je pourrais <u>±conditional</u> – If I could <u>±conditional</u> Si J'avais de l'argent <u>±conditional</u> – If I had money <u>±conditional</u> – I had money voudrais le faire – Even though it is daunting, I would like to do it	
Idioms	Ça déchire – It's awesome C'est dommage – What a shame	Ça marche – It works (go for it) J'ai du pain sur la planche – I'm very busy (I have bread on the board)	Je dois me bouger – I have to pull my socks up Ça a ni queue ni tête – It is nonsensical	
Openers / Connectives / Extenders				

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

Mc	odule 1	
le pére	father	Je fais
la mère	mother	du canoë-kayak
le beau-père	stepfather/father-in-law	du footing
la belle-mére	stepmother/mother-in-law	du hockey sur glo
les enfants	children	du patinage du roller
le frère	brother	
la soeur	sister	du vélo/cyclisme de la boxe
l'oncle (m)	uncle	de la danse
la tante	aunt	de la musculation
le cousin/la cousine	cousin	de la natation
il/elle est	he/she is	de la planche à
agaçant(e)	annoying	de la voile
arrogant(e)	arrogant	de l'escalade
amusant(e)	amusing, funny	de l'équitation
bavard(e)	talkative, chatty	des randonnées
charmant(e)	charming	Je trouve ca
content(e)	happy	bien/cool
fort(e)	strong	génial/super
impatient(e)	impatient	passionnant
impoli(e)	impolite	barbant/ennuyeu
indépendant(e)	independent	nul/stupide
intelligent(e)	intelligent	Mon chanteur pré
marrant(e)	funny	car j'aime ses pa
méchant(e)	nasty/mean	J'aime aussi la m
tétu(e)	stubborn, pig-headed	ca me donne env
j'ai lex cheveux	I have hair	ça me donne env
courts/longs/mi-longs	short/long/mid-length	J'ai téléchargé/a
raides/bouclés/frisés	straight/curly	Je (ne) suis (pas)
noirs/bruns/chàtains	black/brown/chestnut	J'ai une passion p
blonds/roux/gris/blancs	blond/red/grey/white	J'ai horreur des
la boite de nuit	night club	films de gangsters
le bowling	bowling alley	films d'adventure
le café	cafe	films d'arts martia
le centre commercial	shopping centre	films de science-
le cinéma	cinema	Je préfère
les magasins (m)	shops	les documentaire

ice rink

la patinoire

glace me tion eà voile ées yeux r préféré(e), c paroles nusique de. envie de... é/acheté... as) fan de... ion pour les... es... sters/d'action ure/d'horreur rtiaux ce-fiction Je préfère... les documentaires

French 1 of 2

Module 2

	l do/go
	canoeing/kayaking
	jogging
	ice hockey
	skating
	roller skating
	cycling
	boxing
	dancing
	weight-lifting
	swimming
	wind-surfing
	sailing
	climbing
	horse-riding
	for walks
	I think it's
	good/cool
	great/super
	exciting
	boring
	rubbish/stupid
c'est	My favourite singer is
	Because I like his/her lyrics
·	I also like 's music
	it makes me want to
	it makes me
	I downloaded / bought
	I am (not) a fan of
	I am passionate about
	I hate/can't stand
ı	gangster/action films
r	adventure/horror films
	martial arts films
	science-fiction films
	I prefer
	documentaries

Module 3

Je bois/mange/prends ... du café/lait/jus d'orange du pain grillé/buerre du yaourt/miel du poulet/jambon/poisson du saucisson/fromage du pain/riz du chou-fleur/raisin de la confiture/glace de la soupe/viande de l'eau (minérale) des fruits (m) / bananes (f) des fraises (f) / pêches (f) des pommes (f) / poires (f) des légumes (m) / petits pois (m) vegetables/peas des carrotes (f) / pommes de terre vegetables/peas des céréales (f) / pâtes (f) le jour férié le jour de l'An la Saint-Valentin Mardi gras le 1er avril pâques D'habitude, je porte ... Je vais mettre ... J'ai mis ... un blouson un chapeau un collant un costume un manteau un pantalon un pull un sac à main un short un sweat à capuche une casquette

I drink/eat/have ... coffee/milk/orange juice toast/butter yogurt/honey chicken/ham/fish sausage/cheese bread/rice cauliflower/grapes jam/ice cream soup/meat (mineral) water fruit/bananas strawberries/peaches apples/pears cereal/pasta bank holidav New year's day St Valentines Day Shrove Tuesday April fool's day Easter Usually I wear ... I'm going to put on ... I put on ... a jacket a hat tights a suit a coat trousers a sweater a handbag shorts a hoody a cap

French 2 of 2

1. Development key words:

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

5. Industry:

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

2. The development gap:

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



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



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



4. How to measure development:

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

6. Supporting countries to develop:

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



Geography 2 of 2

- Nollywood: The Nigerian film industry.
 - River Niger e

\$1 a day.

- economic hub.
 - **Commonwealth:** a group of countries that used to be part of the British Empire.
 - Cultural diversity: A range of cultures in a society.

7. Nigeria key facts:

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

8. Nigeria:

- **Niger Delta:** The region near to the area where the River Niger enters the Atlantic Ocean.
- **Lagos:** Key city with is a trading centre and economic hub.
- Abuja: Capital city of Nigeria.

9. Shell in Nigeria:

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

10. Changing UK Economy:

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

Role Play
Kann ich ihnen helfen? Can I help you?
Ich möchte I would like
Informationen über information about
Ich suche I'm looking for
Ich wil I want
Ein Zimmer reservieren to reserve a room
Für huete for today
Für morgen for tomorrow
Sonst noch etwas? Anything else?
Draft ich? May I?
Eine Fahrkarte a ticket
Hin und zurück there and back
Wann fährt der Zug ab? When does the train leave?
.Welcher Größe? Which size?
Darf ich es anprobieren? Can I try it on?
Wo sind die Umkleidekabinen? Where are the changing rooms?
Es gibt ein Problem mit There is a problem with
Gibt es? Is there a?
Haben Sie? Do you have?
Sollen wir? Shall we?
Ich habeverloren I have lost
Were? Who?
Wieviel kostet? How much does cost?
Wo ist? Where is?

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

Gibt es ein gutes Restaurant in der Nähe? Is there a good restaurant near by?

Um wieviel Uhr ist Früstück? What time is breakfast?

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

Answer Booster	Solid Answer	Aiming higher	Aiming at the top
Verb structures in past	Letztes Jahr bin ich nach gegangen - last year I went to Letztes Jahr habe ichgespielt - last year I played Als ich jünger war - when I was younger Als ich Jahre alt war - when I wasyears old	Jeden Tag ging ich/ass ich/trank ich/thri ch/spielle 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 isl/er hat – he is/he has Ich gehe schwimmen – I go swimming Ich sehe fern – I watch TV Ich fahre fern – I watch TV Ich fahre Rad – I ride my bike	Ich will + Infin – I want to Ich soil + Infin – I should Ich darf + Infin – I am allowed to Ich muss + Infin – I have to Ich kans + 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 leme seit zwei Jahren Deutsch - I have been learning German for 2 years Ich leme 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 lintend to Mein Traumhaus wäre groß und es hätte ein Schwimmbad – My ideal hause aswimming pool Wenn ich reich wäre, würde ich ein großes Auto kaufen - If I were rich, I would buy a big car	Wenn es mäglich ware, würde ich - if it were possible, I would Wenn ich könnte, würde ich - if I could, I would- Wenn ich viel Zeit hatte, wurde ich - if I 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
	Past	Present	Future
Opinions in three tenses	Ich machte 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 Meiniung nach, -in my opinion Ich denke, dass I think that	Es wirdsein – it will be Ich freue mich drauf - I'm looking forward to it Es ware toll – it will be great!

Openers / Connectives / Extenders

first of all	obwohl	although
then	nochmal	again
finally	einerseits	on the one side
in order to	anderseits	on the other side
although	nachdem	after
therefore	trotzdem	nevertheless
for example	jedoch	however
on the one hand		
	then finally in order to although therefore for example	then nochmal finally einerseits in order to anderseits although nachdem therefore trotzdem for example jedoch

Module 1 Auf in die Schule! In der neunten Klasse freue ich mich (nicht) auf ... In year 9, I'm (not) looking forward to ... den druck die klassenfahrt das zeugnis die (soprt-)aa(s) die klassenarbeiten die prüfungen neue fächer die noten die schule beginnt / endet um... die (kleine) pause die mittagspause wir haben ... studen pro taa wir dürfen nicht .. wir dürfen weder... schlagen mobben sportschuhe tragen wir dürfen keine schimpfwörter sagen wir müssen.. ruhig sein höflich sein pünktlich sein respektvoll sein wann? wie viele um wie viel uhr wie oft? wie? wer? ich besuche... die gesamtschule die hauptscule die realschule

Zeit für freizeit

the pressure

the class trip

the sport clubs

the report

the tests

the exams

the grades

(short) break

lunch break

to hit

to bully

to wear trainers

swear words

we have to...

be punctual

be respectful

how many?

how often?

at what time?

comprehensive school

a type of secondary school

a type of secondary school

be quiet

be polite

when?

how?

who?

I go to ...

new subjects

school starts / ends at

we have ... lessons per day

we are allowed neighter... nor

we are not allowed to ...

we are not allowed to use

die freizeit sport machen sport treiben schach spielen karten spielen am computer spielen im internest surfen im internest chatten mit freunden reden chillen freunde treffen ins kino gehen in die stadt aehen fernsehen faulenzen nichts tun ich höre (nicht) gern ... ich höre lieber .. ich höre am liebsten ... klassische musik. livemusik ich höre musik auf meinem . musik herunterladen

/downloaden das ist praktisch ich downloade alles auf mein tablet

das spart so viel platz die qualität ist fantastisch. aufregend blöd eindrucksvoll gewalttätig spannend



Module 2

Module 3

Menschlich Beziehungen

leisure time, free time to do sport to do sport to play chess to play cards to play on the computer to play computer games to surf on the internet to chat on the internet to chill to meet friends to go to the cinema to ao into town to watch tv to chill, laze about to do nothina I (don't) like listening to... I prefer to listen to ... I like listening to... best classical music live music I listen to music on my handy smartphone / mobile phone / smartphone to download music that's practical I download everything onto my tablet that saves so much space the quality is fantastic exciting, thrilling stupid, silly impressive violent exciting, suspenseful

ein guter freund/ eine gute freund hat immer zeit für mich ist sympathisch unterstützt mich immer muss hilfsbereit/ ehrlich sein muss viel geduld haben kann mit mir über alles reden hat die gleichen interessen seiht gut aus das ist für mich. (nicht) wichtig wichtiger als am wichtiasten wir sind miteinander befreundet, weil wir die gleichen interessen haben wir viel zusammen lachen wir über alles reden können wir haben uns (in der grundschule) kennengelernt ich komme (nicht so) gut mit ... aus ich vertstehe mich (nicht so) gut mit ich kann ihn/sie nicht leiden! er/sie geht mir auf die nerven. ich streite mich mit ... meinem vater / ihm meiner mutter / ihr meinen geschwistern / ihnen wir streiten uns um ... als ich ein kind war...

a good friend

always has time for me is nice always supports me must be helpful / honest must have lots of patience can talk to me about everything has the same interests looks good that is ... to me. (not important) more important the most important we are friends with each other because... we have the same interests we laugh a lot together we can talk about everything we met (at primary school) I (don't) get on (so) well with ... I (don't) get on (so) well with... I can't stand him/her! he/she gets on my nerves I argue with ... my father / him my mother / her my brothers and sisters we argue about... when i was a child...

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

	Causes of illnesses	Prevention and Treatment	Individuals	
	Continuities: Miasma Theory, influence of Church during epidemics and that supernatural beliefs. Changes: Germ Theory (1861) disproved Spontaneous Generation Theory and believed that germs cause disease in the human body. Pasteur/Koch.	Hospital Care: c18 Hospitals were dirty, overcrowded and in poor conditions. Nightingale. Surgery: c18 surgery was dangerous, problem of pain, infection and bleeding. Simpson/Lister. Vaccinations: c18 Smallpox massive killer. Jenner. Cholera: Epidemics in 1831, 1848-9 and 1854. Snow. Public Health Act - 1848: Not compulsory + no change. Great Stink-1858: Introductions of sewers. Bazalgette. Public Health Act: 1875: Compulsory and forced authorities to provide clean drinking water, build public toilets and dispose of sewage to avoid pollution.	Louis Pasteur: Germ Theory (1861). + = Identified that germs cause disease and illnesses. - = Unable to identify specific germs. Robert Koch: Microbes (1867). + = Discovered microbes cause specific illnesses. - = Took time for his work to be widely accepted. Florence Nightingale: 'Notes on Nursing' (1859). + = Improved conditions in hospitals. - = Had to fight hard in order to change attitudes. James Simpson: Chloroform as an anaesthetic (1847). + = Drivided safer alternative to Laughing Gas + Ether. - = Difficulty in aquaing correct dose to be used.	
Industrial Britain 1700-1900	Key Words	Key Words	Joseph Lister: Carbolic Acid as an antiseptic (1867). + = Antiseptic surgery – killing germs from wounds.	
	Englightenment: Focus on change than continuity. Germ Theory: Theory that Germs cause disease. Microbes: Living organism that can only be seen under a microscope. Spontaneous Generation Theory: Belief that microbes are released when things decay, rather than being the cause and that they are spread by miasama.	Anaesthetic: Used to make someone unconcious. Antiseptic surgery: Killing bacteria before operations. Aseptic surgery: Operation that takes place in a strictly controlled germ-free environment. Inoculation: Deliberately infecting a patient with a disease in order to become immune to it. Vaccination: Injection of weakneed organisms to give body resistance against disease. Great Stink: Exposed sewage on the River Thomas created awful smell near Houses of Parliament. Laissez-faire: Government's attitude that it should not interfere with matters relating to Public Health.	 = Opposed because of poor knowledge Germ Theory. Edward Jenner: Vaccination. + = Discovered vaccination for Smallpox (1796). = Vaccination not compulsory until 1852 by officials. John Snow: Discovered cause of Cholera (1848). + = Concluded it caused by dirty drinking water. = Government unwilling to pay for improvements. Joseph Bazalgette: Introduced Sewer system (1865). + = Built over 1300 sewers in London. = Size of project took time until completed in 1875. 	
	Causes of illnesses	Prevention and Treatment	Individuals	
Modern Britain 1900-present	By 1900, scientists realised not all diseases were caused by microbes. Discovery of DNA (1953) meant scientists understood how hereditary diseases were caused. E.g. Down's Syndrone. Crick and Watson. Lifestyle choices impact on health: smoking, poor diet, alcohol, shoring of bodily fluids and exposure to excessive amounts of sun. Improvements in diagnosis: X-ray, CT/MRI scans, ultrasound, Blood testing and pressure monitor. Mey Words DNA: Carries genetic information about a living organism. Genome: Each human being has a unique DNA. Human Genome Project: Scientists worked to decode and map out the human genome.	Magic Bullets: Salvarson 606. Paul Ehrlich. Antibiotics: Pencillin discovered in 1928. Alex Fleming. Mass produced for D-Day in 1944. Florey and Chain. High-tech medical/surgical treatment: Dialysis, Prosthetic limbs, Keyhole surgery, ECG, Endoscope. Changes in care/freatment: NHX: Hospitals, GP's, dentists, ambulance services + health visitors. Government lifestyle campaigns: Change4life + campaigns warning of dangers of drug/binge drinking. Key Words Antibiotic: Medicine that destroys the growth of bacteria naide the body. D-Day: Allied forces in WW2 invade northern France. Magic Bullet: Chemical that kills specific bacteria in the body.	Crick and Watson: Discovered DNA (1953). + = Scientists explore causes of hereditary diseases. - Doctors still unable to tread genetic conditions. Paul Ehrlich: Created first Magic Bullet (1909). + = Discovered Salvarson 606 to treat Syphilis. - Magic Bullet can only treat one specific disease. Alex Fleming: Discovered Penicillin (1928). + = Noticed 'white mould' killed bacteria - Penicillin. - Unable to fund further research + went no further. Florey and Chain: Mass produced Penicillin (1944). + = Developed Penicillin and mass produced it. - Reliance of USA for funding. Fight against Lung Cancer: Diagnosis: Difficult to diagnose early on. Treatment: Transplants, radio/chemotherapy. Prevention: Smoking banned in public places, raising age of buying	
	Hereditary diseases: Diseases that are passed down from one generation to another.	General Practitioner: Community-based doctor who treats minor illnesses.	cigarettes and stop smoking campaigns.	



History 1 of 3

	Context of the British sector	of the Western Front	Conditions requiring treatment on the Western Front	
	The Ypres Salient: Germans had the advantage with being on the higher ground. Tunnelling and mines were used by the British at Hill 60. First Battle of Ypres - 1914. Second Battle of Ypres -1915. Third Battle of Ypres - 1917.	The Somme: Battle of the Somme - July-November 1917. 1st day of battle, 60,000 casualties and 20,000 died. In total, 400,000 Allied casualties and this put pressure on medical services on the Western Front.	III health: Trench fever: caused by body lice and included flu-like symptoms including high temperature. Treatment: Passing electric current through infected area was effective. Prevention: Clothes disinfected and delousing stations were set up. Affected 0.5 million. Trench foot: caused by soldiers standing in mud/waterlogged trenches. Treatment: soldiers advised to keep clean but worst cases, amputation. Prevention: Changing socks + keeping feet dry and rubbing whale oil into feet. Affected 20,000 in winter of 1914-1915. Shell-shock: caused by stressful conditions of war and symptoms included triedness, nightmares, headaches and uncontrollable shacking. Treatment: Not well understood.	
	Arras: Battle of Arras - 1917. Before the battle, Allied soldiers dug tunnels below Arras. Tunnels led to rooms and included an underground hospital. Impact of terrain on helping the wounded: Dif communication was difficult, collecting woun dangerous. Stretcher bearers found it difficult transport of the wounded was difficult becau	ded from No Man's Land was to move around corners and	Prevention: rest and some received treatment in UK. Affected 80,000 and some were shot! Weapons of war: Rifles: fired one at a time/loaded from cartridge case creating rapid fire. Machine guns: Fired 500 rounds a minutes. Pierced organs and fracture bones. Artillery: Bombardments were continuous. Artillery fire caused haif of all causalities. Shrapnel: Caused maximum damage exploded mid-air above enemy. Killed/injured. Chlorine Gas: Lad to death by suffocation. 1915, gas masks given to all British soldiers. Phosgene Gas: Faster acting than Chlorine but with similar effects. Could kill within 2 days. Mustard Gas: Odourless gas, worked in 12 hours. Caused bilisters, burn the skin easily.	
	Kev Word		Key Words	
	No Man's Land: Land between Allied and Ger		Gangrene: When a body decomposes due to a loss of bloody supply.	
	Trenches: Long, narrow ditches dug during the First World War. Ypres Salient: Area around Ypres where many battles took place in WW1.		Shrapnel: A hollow shell filled with steel balls or lead, with gunpowder and a time fuse.	
The British Sector of the Western	. , ,			
Front, 1914 -	Helping the wounded on t	the Western Front	The impact of the Western Front on Medicine	
1918.	Evacuation route: Survival depended on speed of treatment. Care improved as war progressed. 1914 – 0 motor ambulances but by 1915, it was 250. Ambulance trains were introduced, as well as, ambulance barges used along River Somme. Stetcher bearers: Collect wounded. 16 in each battalion + 4 for each stretcher.		The Thomas Splint: Stopped joints moving and increased survival rates from 20 to 82%. Reduced infection from compound fractures.	
			X-rays: Developed in 1895, X-rays used to diagnose issues before operations. But there were some problems: X-ray could not detect all problems, were fragile and overheat.	
	Regimental Aid Post: Always close to the front line and staffed by a Medical		Mobile X-rays: 6 operated on the front line, used to locate shrapnel and bullet wounds.	
	officer, selected those who were lightly wounded/needed more attention.		Transported around in a truck and enabled soldiers to be treated more quickly.	
	Field Ambulance and Dressing Station: Emergency treatment for wounded.		Blood Transfusions: Blood loss = major problem. Blood transfusions used at Base Hospitals by	
	Casualty Clearing Station: Large, well equipped station, 10 miles from trenches.		a syringe and tube to transfer blood from patient to donor. Extended to CCS from 1917.	
	Base Hospitals: X-ray, operating theatre and areas to deal with gas poisoning. Underground hospital at Arras: Running water, 700 beds and operating theatre.		Blood bank at Cambrai: Adding Sodium Citrate allowed blood to be stored for longer. Blood was stored in glass bottles at a blood bank and used to treat wounded soldiers.	
	RAMC: Involved medical officers and learnt about wounds never seen before.		Brain surgery: Magnets used to remove metal fragments from the brain. Local anaesthetic.	
	FANY: Volunteer nurses, who helped the wour	nded and also drove ambulances.	Plastic surgery: Harold Gillies developed new techniques, skin drafts developed for grafts.	
	Key Word	s	Key Words	
	FANY: First Aid Nursing Yeomanry. Founded in would be a nursing cavalry to help the wound RAMC: Royal Army Medical Corps. This organi medical care. It consisted of all ranks from do stretcher bearers. Triage: A system of splitting the wounded into the most urgent attention.	ded in battle. sation organised and provided ctors to ambulance drivers and	Compound Fracture: Broken bones pierces the skin + increases risk of infection in wound. Debridement: Cutting away of dead and infected tissue from around the wound. Gas Gangrene: Infection that produced gas in gangrenous wounds. Mobile X-ray unit: Portable X-ray unit that could be moved around the Western Front. Radiology department: Hospital department where X-rays are carried out. Blood transfusions: Blood taken from a healthy person and given to another person. General anaesthetic: Putting a patient to sleep during an operation. Local anaesthetic: Rad being operated on is numbed to prevent pain + patient awake.	

History 3 of 3

Phases of the Project Life Cycle Initiation – Planning – Execution – Evaluation Workflow – What task is dependent on another Contingency – Time in a project plan that has no tasks assigned. Making sure the project still meets the final deadline. Milestone – A given point in time when a task is	Depende until a previe Concurre PERT: Pro Critical p	ency: A cous, specent: Tasks gram Event: The	is the tasks for a dependent task cified task has b s which can be aluation Review sequence of to n of a project.
 expected to be started or completed. Interaction: How the phases link together. Iteration: The repeating of a phase. 	Phase	•	& Outputs of nputs
Advantages of the Project Life Cycle	Initiatio		er requirements er constraints
Provides a structured approach for the project Defined inputs and outputs for each phase Roles and responsibilities are clearly defined Resources are allocated Project Manager can monitor progress	Planning		asibility report gislation implicat
End of phase reviews can be carried out	Executio	Te Co	oject plan est plan onstraints list nase review
LO3: Understand how data and information can be collected, stored and used	Evaluat		eliverable produc est results
Data: Paur facts and fauras before they have been			
Data: Raw facts and figures before they have been processed		ļ.	
	Phase		Da Inputs
processed Information: Processed data that has a meaning Formula: Information = data	Text	eric	
processed Information: Processed data that has a meaning Formula: Information = data +[structure]+[context]+meaning Methods used to collect data		eric	Inputs Any character
processed Information: Processed data that has a meaning Formula: Information = data +[structure]+[context]+meaning Methods used to collect data • Questionnaires • Email	Text Alphanum	eric	Inputs Any character Any combinati
processed Information: Processed data that has a meaning Formula: Information = data +[structure]+[context]+meaning Methods used to collect data Questionnaires Email Sensors Interviews Consumber panels Loyally schemes	Text Alphanum Integer	eric	Inputs Any character Any combinati Whole number
processed Information: Processed data that has a meaning Formula: Information = data +[structure]+[context]+meaning Methods used to collect data Questionnaires Email Sensors Interviews Consumber panels Loyalty schemes Statistical reports	Text Alphanum Integer Real	eric	Inputs Any character Any combinatii Whole number Any number, w Show data in th currency symb
processed Information: Processed data that has a meaning Formula: Information = data +[structure]+[context]+meaning Methods used to collect data Questionnaires Email Sensors Interviews Consumber panels Loyally schemes	Text Alphanum Integer Real Currency	eric	Inputs Any character Any combinati Whole number Any number, w Show data in th currency symb show the full cu A number form
processed Information: Processed data that has a meaning Formula: Information = data +[structure]+[context]+meaning Methods used to collect data Questionnaires Email Questionnaires Consumber panels Loyalty schemes Statistical reports Know the advantages & disadvantages	Text Alphanum Integer Real Currency Fraction	eric	Inputs Any character Any combinati Whole number Any number, w Show data in th currency symb show the full A number form that enables a A number form
processed Information: Processed data that has a meaning Formula: Information = data +[structure]+[context]+meaning Methods used to collect data Questionnaires Email Questionnaires Consumber panels Loyalty schemes Statistical reports Know the advantages & disadvantages	Text Alphanume Integer Real Currency Fraction Decimal		Inputs Any character Any combinati Whole number Any number, w Show dota in th currency symb show the full cu A number form that enables a A number form decimal point A date or time that can be us

Object

Logical/Boolean

L01: Tools & Techniques

L02: Planning

- asks for a project
- dent task is one that cannot be started ask has been completed.
- can be completed at the same time. n Review Technique
- nce of tasks that shows the shortest time

puts of Each Phase Outputs

ts	Feasibility report Legislation implications Phase review
ation	Project plan Test plan Constraints list Phase review
	Deliverable product Test results Phase review
luct	Release of deliverable product User documentation Final review report



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

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

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

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

Data Types

:haracter

combination of letters, symbols, spaces or numbers

e numbers

umber, with or without decimal places

data in the form of money. It can be used to show ncy symbols (e.g. £ or €) and have decimal places to the full currency details

nber format, usually included in spreadsheet software. enables actual fractions to be input and manipulated

mber format that shows an exact number using a nal point and numbers after the decimal point

te or time - there are different format of date and time can be used. Which one is choses depend on how the /time is to be stored and precessed

cts the choice by a user; can be used on an nation-gathering document

An additional component, usually found in a spreadsheet

There are only two choices, i.e. true or false

Information used to support data collection

Information used to support data collection

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

Storage Methods

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

Use of data

- Law enforcement
- Education
- Health & fitness
- Shopping
- Entertainment & leisure
- Lifestyle

Malware Type	Why/how it's used	How to mitigate	data and storing data/information	
Adware	Generates revenue for its author; this is any software that shows adverts such as pop-ups.		RFID: Radio Frequency Identification Tags can use radio frequency to transfer data	
Bot	Takes control of a computer system: this is a type of malware that works without a user's knowledge. It can result in a 'botnet', which is a network of infected computer systems.	Install, run and update a security software package. Do not run software/click links from unknown sources.	from the tags to a computer system, for example to allow access to a room. Access rights: Control over who has acces	
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.	to a computer system, folder, files, data an or information.	
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.	Permissions: A set of attributes that determ what a user can do with files and folders, fi example to read, write, edit or delete.	
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 rookit being installed.	Encryption software: Software that is used encrypt a file or data. Encryption code/key: A set of characters, phrase or numbers that is used when encrypting or decrypting data or a file.	
Spyware	Collected data from infected computers; usually hidden from the user and installed without the user's knowledge.			
Trojan horse	Standalone malicious program designed to give full control of a PC to another PC; can be hidden in valid programs.	Install, run and update a security software package.	Impacts of a cyber security attack Data destruction - data is destroyed by a cyber security	
Virus	Attempts to make a computer system unreliable; replicates itself from computer to computer.	Do not run software/click links from unknown sources.	attacker Data manipulation - data is edited Data theft - steals data from a person	
Worm	Standalone program that replicates itself to other computers; almost always cause harm to networks even if only by using bandwidth.		Consequences of a Cyber security attack	
	Hacking		Financial lossLoss of reputation	
3 main types of			Prevention measures	
systems to iden • Grey hat hac • Black hat hac with malicious in (DDOS) Distribut network system Pharming: is a co	ntent. ted denial of service: is an attemp unavailable cyber security attack that tries to r	outer systems for fun mputer system pt to make a computer or	 Bio metric protection measures Access rights and permissions Anti virus software Encryption Secure backup Overwriting data Magnetic wipe Physical destruction 	
Black hat hacking: The hacker hacks into a computer system with malicious intent. (DDOS) Distributed denial of service: is an attempt to make a computer or network system unavailable Pharming: is a cyber security attack that tries to redirect visitors from a genuine website to a fake one. Impacts of a cyber security attack Identify theft - personal details are stolen Denial of service attack - authorized users unable to access a			Secure backupOverwriting dataMagnetic wipe	

	Current relevant IT legislation:	
GDPR 2018	Aims to protect the rights of the owners of date - the data subjects. It does not protect the data itself.	
Copyright, Design and Patents Act 1998	Makes it illegal to copy a work without permission from the owner of copyright holder. It is also illegal to make unauthorised copies of software.	
Computer Misuse Act 1990	Aims to protect data and information that is held on computer systems.	
Health and Safety at Work Act 1974	Provides guidance to employers and employees when working with computer systems. The act also defines actions that an employer should take to protect employees who work computers in their job.	
Freedom of Information Act 2000	Provides public access to information held by public authorities.	
Public authorities: Include government departments, the NHS, state schools and the police force.		
<u>L06: Understand the different methods of processing</u> data and presenting information		
Distribution channel: The methods that can be used to share information by individuals		
• Email • Social Media • Websites		

• Integrated document - document containing components from other documents

ICT 2 of 2

Intranet - private network

VolP enables voice calls to be made over the internet
 Multimedia - text, sound, video and graphics

End user documentation - User guide

Internet

CloudMobile apps

Mathematics

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

website

Mathematics 2 of 3



Rearranging/Make y the subject



Simultaneous Equations

1. Balance the coefficients of one of the variables	5x + 2y = 9 10x + 3y = 16
 Eliminate this variable by adding or subtracting the equations (Same sign = subtract, different signs = add) Solve the linear equation you get using the other variable Substitute the value you found back into one of the previous equations Solve the equation you get 	Multiply the first equation by 2. $10_x + 4_y = 18$ $10_x + 3_y = 16$ Same Sign Subtract (+10 _x on both) y = 2 Substitute $y = 2$ in to the equation. $5_x + 2 \times 2 = 9$ $5_x + 4 = 9$
6. Check that the two values you get satisfy both of the original equations	5x + 4 = 9 5x = 5 x = 1 Solution: $x = 1$, $y = 2$

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



Solving Quadratic Equations by Factoring

Let's solve the equation

$$ax^{2} + bx + x = 0$$

$$ax^{2} + bx + x = 0$$

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

$$-18 - 18$$

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

Now let's factor the left hand side

So we have $x^2 - 7x - 18 = 0$ (x - 9)(x + 2) = 0 x - 9 = 0 or x + 2 = 0(x - 9)(x + 2) = 0

Now set each factor = 0 and solve for each answer

$a^2 + 2ab + b^2 \longrightarrow$ Example: $25x^2 + 90x + 81$	(a + b)² (5x + 9)²
$a^2 + 2ab + b^2 \longrightarrow$ Example: $9x^2 + 42x + 49$	(a - b) ² (3x + 7) ²
$a^2 - b^2$ \longrightarrow Example: $x^2 - 49$	(a + b)(a - b) (x + 8) (x - 8)

Area of Study 1: Musical Forms and Devices

Music 1 of 2

Area of Study 3: Film Music

Devices	MUSIC
Repetition: Exact repeat of a musical idea	Binary (A, B)
Contrast: A change in the music	Ternary (A, B,
Anacrusis: A note before the first beat	Minuet and Tr
Imitation: When another part copies a musical idea	Rondo (A, B, J
Sequence: A repeated idea but at a different pitch	
Ostinato: A repeated pattern or phrase	(T, V1, V2, V3)
Syncopation: A rhythmic device where emphasis is given to an off-beat or a weak-beat accent	Strophic (A, A

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

Daviaa

Drone: A long held note

Pedal: A held or repeating note against which harmonies change

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

Conjunct movement: (Mainly) stepwise melody

Disjunct movement: Leaping melody

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

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

Regular phrasing: A balanced melody

Motifs: Short melodic or rhythmic ideas

Chord progressions: A series of related chords

Modulation: When the piece of music changes key

Musical Forms

(A, B, A) and Trio (M, T, M) (A, B, A, C, A)

and Variation (2, V3)

(A, A, A)



Bass

Clef

Alto

Clef



Musical Periods and Key Composers

General Key Words

Anacrusis: A note or notes before the opening barline of

Cadence: Two chords played one after the other to

Accidental: Changes the pitch of the note

a section of music. Also known as a 'pickup'

Interval: The distance between two notes

Accented: When emphasis is placed on a note

Unison: All parts singing the same notes

produce the end of a phrase

The Baroque Era (1600-1750) Bach, Handel, Vivaldi, Corelli, Lully, Purcell

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

The Romantic Era (1810-1910) Schubert, Mendelssohn, Chopin, Schumann, Liszt, Waaner, Verdi, Brahms, Tchaikovsky, Dvorak

Theme: A main idea of music.

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

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

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

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

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

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

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

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

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

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

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

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

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

Ostinato: A repeated melodic, rhythmic or harmonic pattern

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

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

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

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



Music 2 of 2

Musical Forms

Melody Harmony Tonality Form and structure Texture Tempo Rhvthm Metre Dynamics Sonority/Timbre Use of music technology

Film composers

Dmitri Tiomkim Miklós Rózsa Bernard Herrmann Leonard Bernstein Elmer Bernstein Ron Goodwin Jerry Goldsmith John Barry Howard Shore James Horner Danny Elfman Thomas Newman

Typical compositional techniques used in film

Using musical features to create mood

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

Using dynamics and contrast for the creation of special effects

Using music technology to further enhance timbre

Using minimalist techniques in film music

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

PE

		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

1.		Active stretching – stretching on your own Passive stretching – stretching with someone/thing else.
2.		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 			
		Training for strength Low reps and high loads			
BTE	C	Training for endurance	High reps and low loads		
of 2		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.				

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

	Methods of Training Aerobic Training
Continuous training	Training at a steady pace for a minimum of 30 minutes.
Fartlek training	Running at different speeds or over different terrains.
Interval training	Individual performs a work period followed by a rest or recovery period.
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.

	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/m ²	- 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.	

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

PE BTEC
2 of 2

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11-1-1-1-1	Tests







Principles of training

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

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

> • Frequency is increased by training a areater number of times each week.

• Intensity is increased by lifting a greater resistance, such as with weight training, or by training at a higher percentage of maximum heart rate (mahHR). This can be done either as continuous or interval training.

• Duration can be manipulated by training for longer, reducing recovery times or by completing a greater number of sets or repetitions (also known as reps).

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

Body Composition Skin Fold Calliper

Cardiovascular fitness Multi Staae Fitness Test 12 Minute Coope Run

Flexibility Sit and Reach

Muscular Endurance 60 Second Press up Test



Strenath 1 Rep Max Test Hand Grip Dynamometer

GCSE PE 1 of 4

GCSE PE 2 of 4

40

FITNESS TESTING



Valitity

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



Agility Illinois Aaility Test





Coordination

Alternate hand throw test



Power Vertical Jump Test



Ruler Drop Test

Speed 30 metre sprint test











Reliability

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





Effects of warm up and cool down

The warm up

The cool down

• The pulse raiser will increase deep muscle temperature, loosen joints and increase respiratory and and cardiac levels to reduce gradually. Core muscle cardiac rates. Stoke volume increases, allowing for greater oxygen delivery to the muscles that will work during the performance.

 Stretching and mobility exercises increase the range of motion at the joints, increase the extensity of the muscle and help to reduce the rise of soft tissue injuries, is increased, allowing for faster recovery. Muscles such as sprains and strains.

 Sport specific activities involving drills and practices that develop the core skills of the performance. This causes an increased coordination of antagonistic pairs of muscles, an increased feeling of confidence and increased coordination between players in team sports.

 The light aerobic work allows for the respiratory temperature is maintained wile capillaries are flushed with oxygenated blood. Lactic acid and other toxins are removed from the worked muscle more efficiently.

 Stretches within the cool down are typically held for 30 seconds. As the muscle stretches, blood flow are better prepared for the next training session and soreness and pain experienced after training is reduced.

 Consuming carbohydrates, proteins and fluids within the first two hours post-exercise allows for optimal recovery. Carbohydrates replace the glycogen burned during training. Proteins help the adaption process by allowing muscles and other soft tissues to be rebuilt stronger. Fluids such as water and isotonic drinks allow for rehydration.

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Continuous training develops cardiovascular fitness

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

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

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

Interval training develops strength, speed and muscular endurance

- Periods of intense work interspersed with timed rest
- A wide variety of fitness types can be developed.
- Structured in reps and sets
- Intensity is measured by % maxHR

• Disadvantage - maximal nature of intervals can be too challenging for some participants

Weight training develops strength

- An interval form of training
- Intensity is measured in 1% REP MAX (& of maximum lift).
- Time is structured in reps and sets with specific timings for recovery between sets.
- Huge range of possible lifts combining machines, free weights and body weight exercises.

• Disadvantage - many performers used poor technique while striving for ever greater weight.

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

s of training

Plyometric training develops speed, coordination and power

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

Flexibility training develops flexibility

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



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

	Budo
Anatta	No fixed self, no soul; the Universal Truth that the so or permanent self.
Anicca	Impermanence, instability, not permanent.
Arhat	A perfected person. In Theravada Buddhism this
Ascetic	A life free from worldly pleasures (especially sexuand spiritual goals
Bodhisattva	A concept in Mahayana Buddhism. A being des order to help living beings.
Buddha	a) Historically the Buddha - the 'enlightened one
Buddhahood	Enlightenment
Buddha-natur	In Mahayana Buddhism this refers to the fundame
Consciousness	The fifth of the Five Aggregates. Awareness of son
Dependent Arising	The belief that everything in existence is because affects everyone else.
Dhamma	Universal law; ultimate truth; the teachings of Bud
Dhammapada	A sacred text of the Pali tradition with 426 verses.
Dukkha	Suffering; ill; everything leads to suffering; unsatisfe
The Eightfold Pat	The fourth Noble Truth. Magga. The Middle Way. T practiced simultaneously.
Enlightenment	Wisdom or understanding enabling clarity of perc
The Five Aggregates	The five skandhas of form, sensation, perception, a five factors.
Form	The first of the Five Aggregates. It refers to matter,
The Four Noble Truths	Dukkha, Samudaya, Nirodha, Magga (suffering, the eightfold path!).
The Four Sights	Gautama's four encounters with illness, old age, o
Greed	One of the Three Poisons, it is the attachment to n
Hate	One of the Three Poisons, it is about wishing others
Ignorance	One of the Three Poisons, it is the inability to see th
Jataka	The Jataka Tales are stories about the previous live



Idhist Beliefs

soul is insubstantial; that people change in the course of their lives; denial of a real

is is a term for a person who has attained nibbana.

xual activity and consumption of alcohol), often with the aim of pursuing religious

estined for enlightenment, who postpones final attainment of Buddhahood in

ne' OR b) an awakened or enlightened person.

ental nature of all beings, which means that all beings can attain Buddhahood

mething without or before recognition (perception).

e other things are. The idea that everything is interconnected and that everyone

ddha.

factoriness.

. The way to wisdom; mental training and the way of morality. Eight stages to be

ception; this allows a Buddhist to be freed from the cycle of rebirth.

, mental formation, consciousness. The idea that one's being is composed of these

r, to the sense organs and the objects of their experience.

the cause of suffering, the end of suffering, the path to the end of suffering a.k.a.

death and a holy man.

material things, sensual desire.

ers harm, anger, hostility etc.

things as they really are.

ives of the Buddha.



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

A. DEFININ	IG CRIME AND DEVIANCE Behaviour that breaks the law. This is punishable by law.		Ciologio
	This is behaviour that doesn't conform	A	QA GCSE SC
Deviance	(follow) to the dominant (main) norms or social rules of a specific society.		E. CRIME AN
Legal Deviance	This is behaviour that is seen as 'abnormal' by most people in a society but it doesn'y break the law.	White collar crime	A crime requiring a hig
Illegal Deviance	This involves criminal behaviour that is punishable by the state (government).	Corporate crime	Crimes committed by
A. DEFININ	IG CRIME AND DEVIANCE	Blue collar crime	Physical crimes agains
Anomie	When society breaks down and there is normlessness	Cohen	Sociologist who argue form delinquent subco
Social cohesion	Social unity, which gives a sense of belonging to society	Status frustration	The idea that working success and become
Boundary maintenance	Durkheim's idea that crime reminds people not to cross boundaries of society		F. INTERACTI
Strain theory	The pressure society puts on people to achieve culturally defined goals e.g. the "American Dream"	Becker	Interactionist who says
	Anoidan Broan	Deviant Career	The process by which i
C. 1	STRAIN AND CRIME	Labelling	The process of attachi E.g. thief
Culturally defined goals	When society breaks down and there is normlessness	Master Status	A status which overrid
Response 1: Conformity	Individual accepts the goals of success and can achieve it.		"daughter"
Response 2: Innovation	Individual accepts the goals of success but they lack opportunities to succeed through legal means so turn to crime.		G. FEMIN
Response 3: Ritualism	Individual makes their own "easier" goals	Control Theory	Heidensonhn's theory behaviour is controlled
Response 4:	but they accept legitimate means rigidly. Individual rejects the goals of success and	Double Deviancy Thesis	The idea women are t social norms (unfeminine)
Retreatism	they reject legitimate means to achieve it e.g. "drop-outs" Individual rejects the conventional goals of	Chivalry Thesis	The CJS treat females
Response 5: Rebellion	success and the means to achieve them, and replace them with alternative goals and means.	Carlen	Sociologist who carrie offenders
D. DEFININ	IG CRIME AND DEVIANCE	Class Deals	The class deal offers they work for a wage
Materialism	Belief in the value of possessions and phyical comfort e.g. cars, houses	Gender Deals	The gender deal offer with a husband
Consumerism	The need to buy products.		
Reasons for more working class in prison	Blue collar crimes are easier to see Victims to pity = longer sentences Cost of lawyer's		

ical Approach sociology (9-1)

ND SOCIAL CLASS

high social status to commit e.g. embezzlement

by a company e.g. Tesco horsemeat scandal

ainst an individual by an individual, often by working class

gues working class boys rejected middle class culture to bcultures

ing class boys try and fail to achieve middle class me frustrated with their status

CTIONISM & CRIME

ays labelling leads to criminal and deviant behaviour

ch individuals come to see themselves as deviant

ching a characteristic or definition to a person or group.

rrides all of an individuals other status' e.g. "junkie" and

INISM & CRIME

ory that women commit less crime because their Iled at work, home and in public

re treated more harshly because they break laws, and

ales more leniently as they feel females need protecting

rried out unstructured, taped interviews of 39 femals

rs them material rewards such as consumer goods if ge

ffers them material and emotional rewards if they live

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

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

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

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



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

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

2. RE	SEARCH METHODS	G. TYPES OF DATA		
	A GCSE SOCIOLOGY (9-1)	Primary	Data collected by the researcher themselves.	
		Secondary	Data collected for another purpose by another group.	
	C. PRIMARY DATA METHODS	Quantitative	Data based on numerical data.	
	1. Postal	Qualitative	Data based on images, words and ideas	
Questionnaires	2. Self-complete 3. Online	H. RESEARCH ISSUES		
Interviews	1. Structured (set list of questions) 2. Unstructured (discussion of ideas) 3. Group (more than one participant at a time)	Practical	Time, cost, access to groups.	
	Overt (open) OR covert (under-cover)	Ethical	Consent, confidentiality and harm.	
Observations	Non-Participant (watching) OR Participant (joining in)	Reliable	Reliable data is data the would be collected by another person and achieve the same results.	
	D. SECONDARY DATA METHODS	Valid (accurate)	Valid data is data that is factually true.	
Official Statistics	Quantitative data. Government based statistics, covering whole populations e.g. Census, Crime statistics		•	
Non-official statistics	Quantitative data. Non-government based statistics gathered by large organisations e.g. British Cohort Study (1970) by the Institute of Education.	8. PO	WER AND THE STATE	
Content Analysis	Analysing qualitative data by categorising information from newspapers,	Ethical Issues	Whether something is morally right or wrong.	
	photographs blogs, letters	Informed consent	Participants must agree (consent) to the study with full understanding of its aims.	
5.	WEALTH, INCOME AND POVERTY	Confidentiality	Participant names and details will not be shared when report is published.	
Representative	The extent to which data from a sample can be generalised to the larger study group	Harm (Psychological or	Participants must not become distressed (upset) by your study or face any physical	
Random	Randomly choosing a sample.	physical)	harm.	
Systematic	Using a system to choose sample e.g. every 5th name on a list			
Stratified	Dividing sample into groups and selecting a percentage from each group.			
Snowball	Asking one person and getting them to introduce you to more similar people.			

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

H. RESEARCH ISSUES				
actical	Time, cost, access to groups.			
thical	Consent, confidentiality and harm.			
eliable	Reliable data is data the would be collected by another person and achieve the same results.			
Valid	Valid data is data that is factually true.			
curate)				
	WER AND THE STATE			
8. PC				
	WER AND THE STATE			
8. PC	WER AND THE STATE Whether something is morally right or wrong. Participants must agree (consent) to the			

Science 1 of 3

SCIENCE (BIOLOGY)

Cell Biology - studied in Year 9 (Paper 1)		Organisms &	Organisms & disease - studied in Year 9 (Paper 1)		Reactions in Biology (Paper 1)		
Prokaryotic	A cell with no nucleus.	Tissue	A group of cells working together.	Enzyme	A protein which is a biological catalyst.		
Eukaryotic	A cell with a nucleus.	Organ	A group of tissues	Catalyst	Something that speeds up chemical		
Ribosome	Part of a cell that makes		working together.		reactions without being used up.		
	proteins.	Epidermis	Tissue that covers a plant.	Reagent	A substance used in chemical analysis.		
Mitochondria	The site of aerobic respiration.	Glandular	Tissue that produces chemicals.				
	In a cell, contains genetic	Xylem	Tissue that carries water & ions.	Qualitative	Results that are words, not numbers		
Nucleus	information.	Phloem	Tissue that carries sugar solution.	Exothermic	A reaction that takes in energy		
Cytoplasm	Where the chemical reactions	Epithelium	Tissue that covers animal organs.		e.g. respiration. A reaction that releases energy		
	happen in a cell.	Mesophyll	Tissue that carries out	Endothermic	e.g. photosynthesis.		
Semi- permeable	Allows small soluble particles to pass through.	Mesophyn	photosynthesis.	Chloroplast	Where photosynthesis happens.		
Mitosis	Cell division for growth.	Atrium	The top chamber(s) in the heart.	Chlorophyll	The green pigment that		
Milosis		Ventricle	The bottom chamber(s) in the heart.	Спюторнун	absorbs light.		
Duplicate	Creating copies.		A vessel carrying blood away	Palisade	The tissue that absorbs light and carries out most photosynthesis.		
Osmosis	The movement of water across a membrane.	Artery	from the heart.		The sum of all chemical reactions in		
	The movement of particles	Vein	A vessel carrying blood back to	Metabolism	an organism.		
Active transport	from low to high concentration		the heart.	Biuret	The reagent used to test for protein.		
	using energy.	Plasma	This carries CO ₂ and other molecules in the blood.				
Stem cell	An unspecialized cell.	Trachea	Takes air into the lungs.	lodine	The reagent used to test for starch.		
		Stent	Holds arteries open.	Benedict's	The reagent used to test for sugar		
Diffusion	The movement of particles from high to low concentration.	Correlation	When 2 data sets follow the same pattern.	Defieulers	(e.g. glucose)		
Cloning	Creating identical copies.	Benign	A type of tumour that does not spread.	Bile	A chemical produced by the liver that aids digestion by neutralizing stomach acid and emulsifying fats.		
		Malignant	A type of tumour that can		, ,		
Therapeutic	Used as a medicine.		invade other tissues	Emulsify	Making fat and water mix by splitting up the fat.		
		Transpiration The evaporation of water from the stomata.					
Net	Overall.	Translocation	The movement of sugar in a plant	Neutralise	What an alkali does to an acid.		

Sociology 2 of 2

Science SCIENCE (CHE			CHEMISTRY)			Quantitative Chemistry (Paper 1)		
Atomic structure & bonding – studied in Year 9 (Paper 1)		The periodic table – studied in		Chemical Changes (Paper 1)			A combination of symbols that indicates	
		Year 9 (Paper 1)		Exothermic	Energy is released to the surroundings.	Formula	the chemical	
Atom	The smallest piece of an element. Has a radius of 0.1nm.	Group	Vertical column.		Energy is taken in from		composition of a substance.	
	The scientist who developed	Period	Horizontal row.	Endothermic	the surroundings.		The amount of matter	
Rutherford	the nuclear model of an atom.	Alkali metals	Elements in Group 1.		The minimum amount	Mass	an object contains. Mass is measured in	
Element	A substance containing only one type of atom.	Halogens	Elements in Group 7.	Activation energy	of energy that colliding particles must have		kilograms (kg)	
	Atoms of an element with the	Noble gases	Elements in Group 0.		for them to react.	Conservation	Nothing lost or gained (e.g. atoms)	
Isotope	same number of protons but different numbers of neutrons.	Acid	Substance that dissolves in water to produce H ⁺	Reactivity	How likely an atom is to lose or gain an electron.		A number of atoms/ ions/particles. The	
Compound	Two or more <u>different</u> atoms bonded together.	Base	ions. Substance that can neutralise an acid.	Displacement	Accement When a more reactive element replaces a less reactive element in		mass of one mole of a substance in grams is numerically equal to	
Molecule	Formed when the same or different atoms are bonded.	Alkali	Soluble base that contains OH- ions.	a compound. A symbol equation			its relative formula mass.	
Proton	Subatomic particle in the nucleus, charge of +1, mass of 1.	Neutralisation	Reaction between an acid & a base.	equation	showing the changes to ions/atoms in a reaction	Relative	The relative formula mass (M _t) of a compound is calculated by adding together the relative atomic masses (A _t)of the atoms in	
Neutron	Subatomic particle in the nucleus, no charge, mass of 1.	Acidic	Solution with pH lower than 7.	Molten	A term used to describe a liquid substance (eg rock, glass or metal)	formula mass		
Electron	Subatomic particle found in	Neutral	Solution with a pH of 7.		formed by heating		à compound.	
Electron	orbits around nucleus, charge of -1, mass of 1/2000.	Alkaline	Solution with a pH above 7.	Solution	Solid dissolved in a liquid.	Concentration	The mass of a substance per volume (g/cm ³)	
lon	A charged particle.	Filtrate	Solution produced after	Electrolysis	Decomposition of an electrolyte using	Avogadro's constant (HT)	1 mole of any substance	
lonic	Bond formed by transfer of electrons.		filtering.	LIECHOIYSIS	electricity.		contains 6.0 × 10 ²³ number of particles.	
Covalent	Bond formed by sharing electrons.	Excess Insoluble	More than is required. Will not dissolve.		A substance which, when molten or in	Atom	How much of the	
Alloy	Mixture containing different		A scientist who	Electrolyte	Electrolyte solution, v	solution, will conduct an electric current.	economy	reactants ends up in the desired product.
Alloy	metals.	Mendeleev	developed an earlier version of the	Anode Oxi	In electrolysis, the site of oxidation (usually the positive electrode).	Percentage yield	How much of the theoretical yield you	
Polymer	Large molecule made up of repeating units.		periodic table The metals between				have obtained in a reaction.	
Electrostatic attraction	Force between 2 oppositely charged particles.	Transition metals	group 2 & 3. Form ions of different charges &	Half equation	A symbol equation showing the oxidation	Titration	An experimental way of determining an	
Inter - molecular	Between molecules e.g. a weak force				and reduction of atoms/ions.		unknown concentration. Apparatus used in	
Nanoscience	Structures that are 1-100 nm in size, of the order of a few hundred atoms.	(Separate s	Chemistry cience key words shown in RED italics)	Chemical cell	A cell containing chemicals that react to produce electricity.	Burette	titration to measure out variable volumes (drop wise)	

Science 3 of 3

SCIENCE (PHYSICS)

Energy transfers & particle model – studied		Changes in energy stores –		Electricity (Paper 1)		
in Y	(ear 9 (Paper 1)	studied in Year 9 (Paper 1)		Current	Rate of flow of charge.	
Density	How much mass in a given volume.	Chemical	Energy stored in chemical bonds e.g. food, fuel, glycogen in muscles.	Potential difference	Energy transferred per unit of charge.	
Displaced	Moved out of position.	store		Resistance	The opposition in an electrical component to the movement of electrical charge through it.	
	The principle that the total	Gravitation	The energy stored by	Component	Working parts of a circuit.	
Conservation	energy of a system stays the same, that energy cannot be created or destroyed	al potential store	an object lifted up against gravity.	Diode	An electrical device that allows current to flow in one direction only.	
Internal energy	(only stored or transferred). The total kinetic energy and potential energy of the	Kinetic store	Energy which an object possesses by	LED	Light emitting diode - gives out light when a current flows through this component in the right direction.	
	particles in an object. The energy particles have	31016	being in motion.	Variable resistor	A resistor where the value of the resistance can be changed.	
Kinetic energy	due to their movement. Related to temperature.	Elastic potential store	Energy stored in squashed, stretched or twisted materials.	LDR	Light dependent resistor - resistance decreases as light intensity increases.	
Potential energy	The total energy related to the position of particles within a substance.		The spreading out/	Thermistor	An electrical device whose resistance decreases as its temperature increases.	
	The transfer of energy through	Dissipation		Series circuit	A circuit with only one branch/pathway.	
Conduction	a material by kinetic energy passing from one particle to another by vibration.		the surroundings. A lubricant is anything		The charge flow divides into two or more paths.	
Specific heat	The amount of energy needed to raise the	Lubricant	which reduces the friction between two surfaces.	Alternating current	An electric current that continuously changes its direction.	
capacity	temperature of 1 kg of substance by 1°C.		The amount of energy transferred each	Direct current	Movement of charge through a conductor in one direction only.	
Specific latent heat	The amount of energy needed to melt or vaporise 1 kg of a substance without	Power	second, measured in watts (W).	Directly proportional	A relationship where if the quantity of one variable doubles, the other variable doubles.	
	changing the temperature.	Efficiency	A measure of how much energy is transferred into a	Earth/Earthed	A material is earthed if the electrons have a pathway to the ground. Charge always wants	
Insulator	charge or energy to pass through it easily.		PHYSICS	Static electricity	to flow to the Earth. Friction transfers electrons between insulators. Creates a field.	
Pressure	Caused by the collision of particles with a surface.	(Separate science key words shown in <i>RED italics</i>)		Electric field	The area around a charged insulator in which a force would be experienced by another charged object.	

Spanish 1 of 2

Role Play

_____ starts at_____

Me gustaría + INF - I would like + inf

Quiero+ INF - I want + inf	
Empieza(n) a las	-

termina(n) a las _____ - ____ finishes at_____

abre(n) a las ____ - ____ _ opens at ____

_ Cierra(n) a las _____ - ____ closes at _____

_ dura(n) una hora / una semana- ____ last an

Hour / week

_____ cuesta(n)_ _____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?

Answer booster	Solid Answer	Aiming higher	Aiming for the top	
Verb structures in past	El año pasado fui a- Last year I went to Cuando era jóven - When I was younger Cuando tenía años - when I was Years old	Hice muchas cosas como - I did many things like Antes pensaba que - Before I used to think that Solía hacer varias actividades - I used to do various activities	Decidí ir a - I decided to go to Siempre he sido muy activo- I've always been very active No me interesó la actividad - the activity didn't interest me Acabo de - inf - I have just + inf	
Verb structures in present	Voy - 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 doen'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	íEs la leche! - It's awesome íLo pasé bomba! - I had a fantastic time	Nos llevamos como el perro y el gato - We fight like cat and do g Es pan comido - It is a piece of cake	Tengo que ponerme las pilas - I have to pull my socks up No tiene ni pies ni cabeza - It is nonsensical	
	Past	Present	Future	

	Past	Present	Future
Opinions in three tenses	Me gustóporque fue I likedbecause 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 like+inf	Me gusta porque es • 1 like because it is Me apasiona ya que es • 1 am passionate about as it's	iVa a ser interesante! - It is going to be interesting! Me gustariaporque sería I would like to because it would be

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

Module 1

¿Qué haces en verano verano?	
hago natación/esquí/windsurf	I go swimming/skiing/windsurfing
hago una barbacoa	I have a barbeque
monto a cabello / en bici	I go horseriding/cycling
nado em el mar	I swim in the sea
¿Adónde fuiste de vacaciones	? Where did you go on Holiday?
hace dos semanas/mene/años	
fui de vacaciones a	I went on holiday to
¿Con quién fuiste?	Who did you go with?
¿Qué hiciste?	What did you do?
Lo mejpr fue cuando	The best thing was when
Lo peor fue cuando	The worst thing was when
Hice/descansé/fui/compré	I did/rested/went/bought
Lo pasé bomba / fenomenal.	
Lo pasé bien/mal/fatal.	I had a good/bad/awful time.
Hizo buen/mal tiempo	it was good/bad weather
Hizo calor/frío/sol/viento.	It was hot/cold/sunny/windy.
Me alojé/Me quedé en	I stayed in
¿Cómo era el pueblo?	What was the town/village like?
Lo bueno/Lo malo	The good thing/The bad thing
del pueblo	about the town/village
de la ciudad	about the city
era que era	was that it was
demasiado/muy/basante	
animado/a	lively
pintoresco/a	picturesque
turístico/a	touristic
Tenía	it had
muco ambiente/tráfico	lots of atmosphere/traffic
mucho que hacer	lots to do
much contaminación/gente	lots of pllution/people
muchos espacios verdes	lots of green spaces
mucos lugares de interés	lots of places of interest
Planes	Plans
Quiero it/visitor/ver/quedarme	I want to go/visit/see/stay
Me gustaría	
Si Pudiera	if I could

lleger / salir / estar ir en coche / adando hacer una visita guiad ver los edificios pasar todo el día en.. asistir a clases Las actividades extrae te ayudan a... olvidar las presiones del colegio desarrollar tus talentos hacer nuevos amigos te dan... una sensación de logr

¿Cómo es tu insti?

My instituto tiene...

En mi instituto hay.../

Lo bueno / malo es qu

Lo mejor / peor es que

Lo que más me gusta

Las normas del insti

Tengo que llevar ..

(No) Llevo ...

No se debe...

severas

disciplina

Está prohibido..

No se permite ...

Tenemos que llevar.

La norma más importo

respetar a los demás

necesarias / demasia

para fomentar la buer

para fastidiar a los alu

sacar buenas / malas

Voy / Vas / Vamos a..

¿Qué vas a hacer?

Las normas son...

más confianza El año / trimestre / vero pasado ... participé en un event

Module 2

Je es/son	What is your school like? In my school there is/ My school has The good / bad thing is that The best/worst thing is that what I like most is / are School Rules
	I have to wear
	We have to wear
	I (don't) wear
	It is forbidden
	You are not allowed
do che	You/one must not
ante es	The most important rule is
	to respect others
	The rules are
ob	necessary / too strict
na	for promoting good disipline
mnos	for annoying the pupils
notas	to get good / bad grades
	What are you going to do?
	find are you going to do.
	I'm going / you're / We're
	arrive / go out / be
	go by car / walk
la	do a guided tour
iu	
	see the buildings
	spend the whole day in
	attend lessons
escolares	Extra-curricular activities
	they help you to
	forget the pressures of school
;	develop your talents
	make new friends
	they give you
0	a sense of achievement
	more confidence
ano	Last year / term / summer
С	I took part in an event

Module 3

¿Qué aplicaciones usas?

Uso ... para .. ver mis series favoritas organizar las salidas con mis amigos La tengo desde hace ... meses. I've had it for ... months Es una aplicación buena para...It's a good app for ... te permite llevar contigo miles allows you to take thousands de libros cuesta muco menos fastidia porque no hay Los libros electrónicos / Los e-books. son fáciles de transportar son más ecológicos

no ocupan espacio Una desventaja es.. el uso de batería ¿Te llevas bien con tu familia? Do you get on well with

(No) me llevo bien con.. porque.. me apoya me acepta como soy nunca me critica tenemos mucho en común Me diverto con. Me peleo con... Nos llevamos superbién. Nos llevamos como el perro y el gato. Un buen amigo es alguien que. te apoya te escucha te conoce bien te acepta como eres te quiere mucho te da consejos te hace reír

what apps do you use?

I use ... (in order) to... watch my favourite series organise to go out with my friends of books with you costs a lot less is annoying because Electronic books / E-books.

are easy to transport are more environmentallyfriendly don't take up space one disadvantage is... the battery use your family?

I (don't) get on well with. because... he/she supports me she/she accepts me as I am he/she never criticises me we have a lot in common I have a good time with .. I argue with... We get on really well. We fight like cat and dog

A good friend is someone who... supports you listens to you knows you well accepts you as you are likes / loves you a lot gives you advice makes you laugh

Personal Hygiene:

• Bacteria: Bacteria are microscopic, single-celled organisms that are the most common cause of food poisoning.

• Cross-contamination: The transference of bacteria or other microorganisms from one substance or object to another, with harmful effect.

• **PPE:** Personal protective equipment.

• Hand washing: The use of hot water and soap to kill bacteria and remove dirt. Vigorously scrub hands for 45 seconds to 2 minutes.



Knife Techniques

• **Bridge:** Make a bridge with your hands, slip the knife carefully into the bridge and gently cut the item in two.

• Claw: Place your fingers in a wall with your thumb behind and claw the tips of your fingers in, rest the blade of the knife against your knuckles and gently slice the item.

• Chop: Rough, small, squarish cut.

• Slice: Long, thin, ribbon cut.

- Jardiniere: Long, rectangular sticks (Batons). E.g. Thick chips.
- Chiffonade: Long, thin, strip slices of herbs or leaves. E.g. Basil, spinach.
- Segment: Cutting into parts. E.g. Orange segments.
- Concasse: A large, rough chop.
- Julienne: Very thin, match-stick slices.
- Brunoise: Very small, square dice.
- Paysanne: $\frac{1}{2}$ inch cubes or triangles.
- Filleting or trimming: Removing fat, rind, nerves and veins and portioning into fillets or other cuts.

Food storage and cooking

temperatures:

Freezing: -15'c to -18'c. Bacteria are dormant



• Danger zone: 5'c to 63'c. Bacteria grow

Hot holding: 63'c to
75'c, No growth.

• Cooked food temperature: 75'c. Most bacteria die at 75'c.

• Dry storage: Room temperature in kitchen cupboards

Food Science

 Gelatinization: When starch granules are heated in a liquid, causing them to swell and burst (Around 60°c), which results in the liquid thickening. E.g. Using flour to thicken a sauce.

• **Coagulation:** The transformation of proteins from a liquid state to a solid form. Once proteins are coagulated, they cannot be returned to their liquid state. E.g. A fried egg.

• Caramelization: The oxidization of sugar resulting in a brown colour and nutty flavour. E.g. Friend onions or caramel sauce.

• Dextrinization: The break down of starch into sugars called dextrins (disaccharides), resulting in a golden brown colour. E.g. Baked bread or toast.

 Enzymic browning: The spoilage of fruits and vegetables when exposed to oxygen. Results in negative affects to colour, taste, flavour and nutritional value. E.g. When you take a bite out of an apple and leave it exposed to oxygen, affer a while it turns brown.

Hospitality & Catering

Cooking Techniques

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

Simmering: Keeping a liquid just bellow boiling point, small bubbles around the edge of the pan.

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

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

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

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

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

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

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

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

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

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

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

Fruits and Vegetables

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

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

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

Dairy and Alternatives

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

Oils and Spreads

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

Foods high in fat, salt and sugar

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

Water

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

Hospitality & Catering 2 of 4



8 tips for eating healthy:

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

The structure of the hospitality and catering industry

Types of establishment

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

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

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

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

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

Types of suppliers

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

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

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

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

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

Styles of service

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

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

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

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Hospitality & Catering $3 \circ f 4$



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

Large hotel structure: See right diagram.

The kitchen brigade

Job Roles

Bar

Head bar person Barmen/maids

Kitchen

Head chef

Sous chef

Chefs de partie

Commis chef

Kitchen porter

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

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

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

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

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

The kitchen briaade

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

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

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

Commis chef: Chef in training.



Hotel Manager

Restaurant

Manager

Supervisors

Waiters

Wine waiter

Receptionist

Types of contract: Full time: Over 36 hours a week. Permeant job and works all year. Requires a contract, potentially with Housekeeping set or rotating shifts. Entitled to sick, holiday and Housekeeper maternity pay. chambermaids Part time: 4-16 hours a week. Permeant job and works all year. Requires a contract, potentially Front-of-house staff with set or rotating shifts. Entitled to sick, holiday (in proportion to the amount of hours worked) and Porter/concierge maternity pay. Temporary: Employed for a set amount of time. Requires a contract and entitled to sick and holiday pay for the duration of their contract. After two years their position becomes permanent Casual/agency: No contract or set hours. No entitlement to sick, holiday or maternity pay. Paid Annual Leave All workers are entitled to 28 days paid leave annually. no legal right for employees to be given Bank and Public Holidays, Most hospitality staff would work these days. To calculate holiday entitlement, Multiply the full-time entitlement (28 days) by the number of days worked and divide by the number of days full-time staff work. Entitlement for 3 days a week: 28 x 3/5 = 16.8 days

The structure of the hospitality and catering industry

Employers want workers for the busiest periods of business.

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

Busy days of the week: Friday, Saturday, Sunday and pav dav.

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

Uniform: Provided by the employer or reimbursed. Working hours: Meal Pension Minimum waae Training Equal opportunities Health and Safety

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

Employers needs

Employers needs (Full an part time)

Role	Yearly pay (gross)
Hotel manager	£40,187
Restaurant manager	£33,940
Head chef	£33,521
Bar manager	£28,163
Sous chef	£26,278
Pastry chef	£24,464
Duty manager	£22,215
Waiting staff	£21,974
Bar staff	£21,236
Chef de partie	£21,106
Commis chef	£16,276

Pay

Tips:

Most establishments divide between the workers, don't count towards minimum waaes but vou should pay tax on them Other remuneration

- Meals
- Acommodation
- Uniform
- Bonuses

Compulsory Rest Breaks

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

Adult workers are entitled to at least 20 minutes uninterrupted rest if their working day is longer than 6 hours

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

Legislation that protects workers

Hospitality & Catering

<u>Key Terms</u>

Consumer: A direct user of a good or service

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

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

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

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

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

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

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

Need: Something a consumer has to have to survive

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

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

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

The economic problem

What should be produced?

How should it be produced?

Whom should it be produced for?



Land: Natural resources of an economy, such as farmland

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

Capital: Relates to the human-made aids to production

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



How to make an economic choice

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

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

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

goods and Market ec	way of bringing together buyers and sel d services conomy: An economy where scarce resc by the forces of supply and demand	60 _ 50 •
Primary Se the land a Secondary or construc	ector: Extraction of basic materials and g and sea y Sector: Activities concerned with manu	goods from 0 30 - 10 - 10 - 10 - 10 - 10 - 10 - 10
	Price elastic	Price inelast
	Demand Curve	Demand Cur
		<u>\</u>
	Q 🔪	<u>θ</u>
	Price (£)	Price (£)
	Gi evi evi duantity Demanded	Quantity Demanded



Demand curves

mand Curve





Shifts of the demand curve



A complete movement of the existing demand curve either upwards or downwards, the causes of which are non price ones such as changes in incomes, marketing, tastes, population, policies, economic situation, price expectations, and the actions of D2 subsitutes and complements

Perfectly price elastic Demand Curve



Quantity Demanded

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

Price inelastic Demand Curve



Quantity Demanded

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

Economics 2 of 3



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