



United Learning
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Kettering Buccleuch Academy
2019-2020



Knowledge Organiser 2

END OF YEAR ASSESSMENTS

February to July

Name:

Tutor Group:

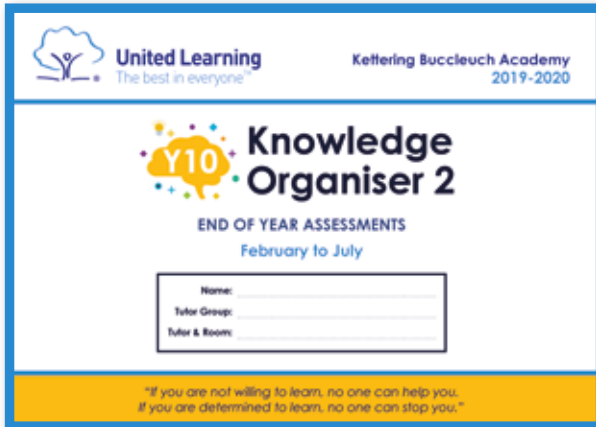
Tutor & Room:

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

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Your Knowledge Organiser and Self-Quizzing Book



Knowledge Organisers

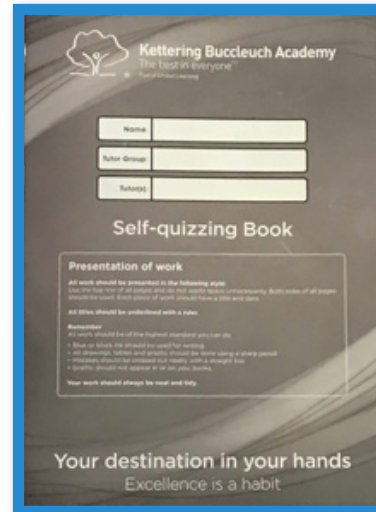
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 10 and subsequent years.

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

Self-Quizzing Book

This is the book that all Knowledge Organiser homework is to be completed in.

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



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

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

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 10 require.



How do I complete Knowledge Organiser homeworks?

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

STEP 1

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

Task description

Mr S. Cowley set this assignment for group 67eM43 - Mathematics

Set on Tue 02 Jul Due on Mon 15 Jul

You will be given a LOW STAKES TEST at the beginning of Monday's lesson on the following key words/definitions that you can find in your Year 7 Knowledge Organiser:

- Follow the simple instructions in your Knowledge Organiser to complete your homework.
- You will complete your homework in your Self Quizzing Book

10 words/definitions:

1. Multiple
2. Factor
3. Prime Number
4. LCM
5. HCF
6. Quotient
7. Denominator
8. Mixed Number
9. Numerator
10. Product

Important information

- This homework will take approximately 30 minutes
- Mr S. Cowley would like you to hand in this homework in class

STEP 2

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

Handwritten title: Mathematics KO Homework #1
Handwritten date: 2/7/19

STEP 3

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

Handwritten list of definitions and facts:

1. Multiple - a number in another number's times table
2. Factor - a number that divides exactly into another number
3. Prime Number - a number with exactly 2 factors
4. LCM - Lowest Common Multiple
5. HCF - Highest Common Factor
6. Quotient - the result obtained by dividing one quantity by another
7. Denominator - the integer on the bottom of the fraction
8. Mixed Number - a mixture of whole numbers and fractions
9. Numerator - the integer on the top of the fraction
10. Product - the multiplication of 2 or more numbers

STEP 4

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

Handwritten definition of Multiple: a number in another number's times table

STEP 5

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

Handwritten list of definitions and facts:

1. Multiple - a number in another number's times table
2. Factor - a number that divides exactly into another number
3. Prime Number - a number with exactly 2 factors
4. LCM - Lowest Common Multiple
5. HCF - Highest Common Factor
6. Quotient - the result obtained by dividing one quantity by another
7. Denominator - the integer on the bottom of the fraction
8. Mixed Number - a mixture of whole numbers and fractions
9. Numerator - the integer on the top of the fraction
10. Product - the multiplication of 2 or more numbers

From memory...

1. Multiple -

STEP 6

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

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

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

Can I write in paragraphs?

The **TIPTOP** rule

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

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

Furthermore
Whereas
Nevertheless
Alternatively
Consequently

But
Since
Yet
Therefore
Besides

Meanwhile
Nonetheless
However
Although
Moreover

Have I used the correct grammar?

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

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

Other things to consider:

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

I am proud of my work because...

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

Can I spell familiar words accurately?

Common contractions

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

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

Can I use different sentence types?

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

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

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

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

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when*.

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

Homophones

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

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

Basics:

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

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

"It's the afternoon!" replied the student.

Each person's speech is marked with speech marks e.g. *"Walk on the left" said Mr Mathews.*

Can I spell accurately?

1. Sound out the word
2. Think about how it looks
3. Think about a similar word
4. Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
5. Find the word in a list –
 - Key words list
 - Frequently used words list
 - Your own word bank
6. Look it up in a dictionary/ spellchecker
7. Ask a friend or teacher
8. To learn it: look, cover, write, check
9. Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

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

Note: Apostrophes are **NEVER** used to denote plurals

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

Literacy Fundamentals 2 of 2

Apostrophe for Possession

(To show that something belongs to another)

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

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

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

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

There/their/they're

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

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

Its

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

Your/you're

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

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

1. The Formal Elements

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

Additional Key Words

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

2. Techniques specific to: Drawing

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

3. Colour Theory

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

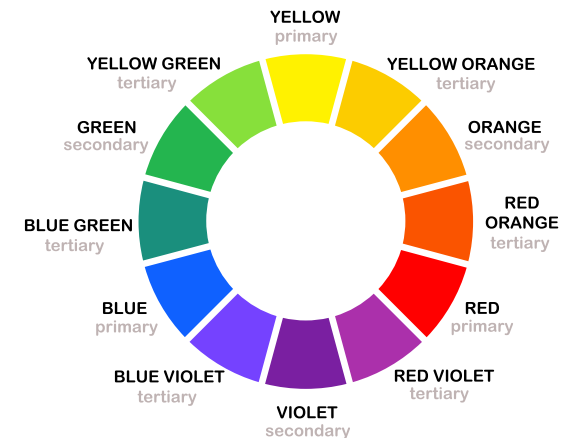
Warm Colours: Colours that give the feeling of warmth – red, orange, yellow.

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

Complementary colours: Opposite colours on the colour wheel.

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

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



4. Composition

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

Keywords specific to Painting

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

Keywords specific to Printmaking

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

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

Keywords specific to Photography

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

Additional Fine Art Key terms

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

Keywords specific to 3D Art and Design

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

Keywords specific to Sculpture

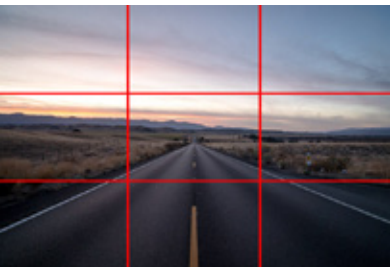
- **Sculptor:** An artist who works in 3D.
- **Carving:** The sculptor removes unwanted material to create the form. Materials such as a block of wood, stone, soap and other hard materials are used.
- **Modelling:** The sculptor creates a form by building it up. Clay, papier-mâché, and other soft materials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

Keywords specific to 3D Art and Design

- **Architectural Design:** The profession associated with any type of building design and construction.
- **Interior Design:** The design of any space inside a building.
- **Silver-Smith:** 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.



Enterprise Keywords

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

SWOT Analysis

Strengths

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

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

Weaknesses

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

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

Opportunities

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

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

Threats

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

- Changes in customer tastes
- New competitors entering the market

PEST Analysis

Political

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

Economic

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

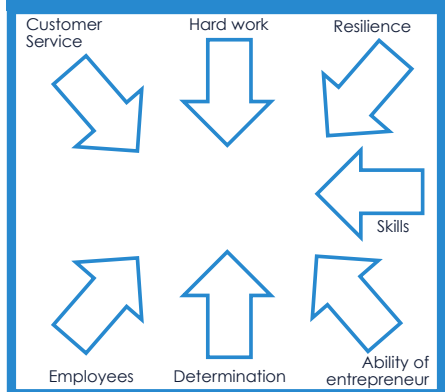
Social

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

Technological

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

Reasons for success of SMEs



**Business
Studies**
2 of 2

Maintaining Success of an SME

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

Methods of measuring success

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

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

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

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

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

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

1.5 Network Topologies

- **Internet Layer** – This layer of the protocol stack deals with routing of individual packets according to their destination IP address. The Internet Protocol (IP) lives here.
- **Link Layer** – The bottom layer of the protocol stack, it handles the interface between the internet layer and the physical hardware. Ethernet runs here.
- **Protocol** – An agreed set of rules for network communications.
- **SMTP** – Used for sending email. Simple Mail Transfer Protocol.
- **POP3** – Retrieves email. Post Office Protocol 3 – a common mail retrieval protocol.
- **HTTP** – An application layer protocol used between a browser and web server. Hypertext Transfer Protocol transmits HTML webpages.
- **HTTPS** – Secure version of HTTP, the traffic is encrypted between the browser and the web server for security.
- **FTP File Transfer Protocol** – Used to transfer files to and from a file server.
- **IP Internet Protocol** – In charge of routing packets of data around the internet or LANs and WANs.
- **TCP Transmission Control Protocol** – This sets up and maintains a reliable connection between two computers.
- **IPv4** – The older version of the Internet Protocol still in use, this uses addresses from 0.0.0.0 to 255.255.255.255 and they are running out!
- **IPv6** – The new version of the Internet Protocol. Uses 128 bits instead of 32, so it can have up to 80 octillion addresses. In theory it should never run out.
- **Packet** – The smallest piece of data that is transmitted across a network. They are managed by the Internet Protocol which routes them around the network.
- **SSL** – Secure Sockets Layer – this protocol provides security for network traffic, allowing conversations to be encrypted.

1.6 Systems Security

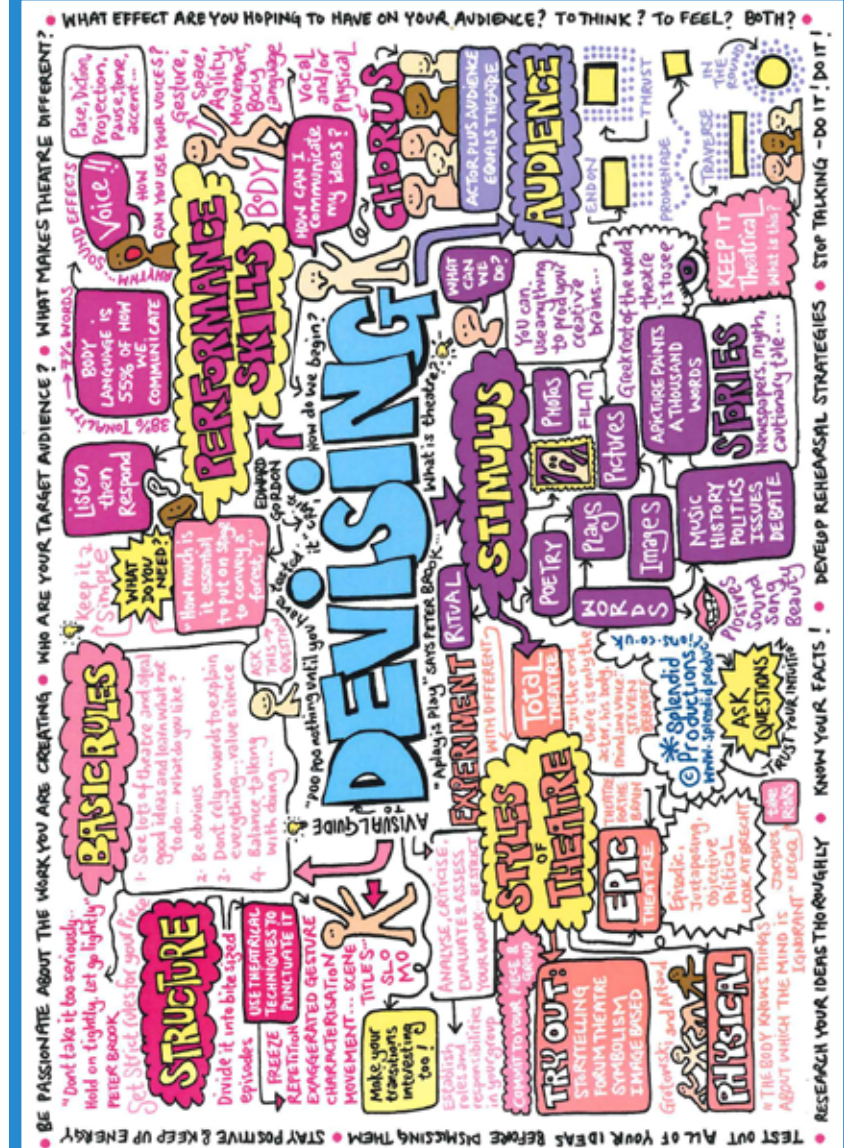
- **Social Engineering** – Is a form of techniques employed by cybercriminals designed to lure unsuspecting users into sending them their confidential data, infecting their computers with malware or opening links to infected sites.
- **Cyber attack** – An attack on a computer system to steal data, disrupt service or cause damage.
- **Cyber security** – Protection of computer systems against threats such as cyber attacks.
- **Phishing** – Sending fake emails to fool people into revealing personal information.
- **Vishing – Voice-phishing:** making telephone calls or setting up a phone system to capture personal information.
- **Smishing – SMS-phishing:** sending texts to capture personal information.
- **State-sponsored Cyber attack** – An attack on computer systems launched by a country's government. China is regularly accused of this.
- **Hacker** – An individual who breaks into or maliciously attacks computer systems for fun or profit.
- **Cybercriminal** – Anyone who commits a crime involving a computer, usually for profit.
- **Computer Misuse Act** – The UK law that makes hacking illegal.
- **Eavesdropping** – Secretly listening in to data being sent/received on network, to steal private data.
- **User Education** – The best defence against social engineering, this means training people to stay safe.
- **Network** – Firewalls and Intrusion Detection Systems that sit on the outside of your network, defending against cyber attacks.
- **Anti-Malware** – Software that protects against malicious software such as viruses and spyware.
- **Vulnerability** – A weakness in a computer program that is exploited by malware, it should be found by a vulnerability scan.
- **DDOS** – Distributed Denial of Service, a common type of cyber attack which simply floods a website with traffic, knocking it offline. Often uses a botnet.
- **Botnet** – A network of infected computers controlled by a hacker called a botmaster, often used to launch cyber attacks such as DDOS against a target.

Performance Style: Key Terms and Definitions

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

Devising

Drama
1 of 2



Performance Style: Key Terms and Definitions

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



Start of the exam - 15 minutes

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

Planning the answer:

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

Question 2 - 10 minutes - Language

Planning the answer:

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

When writing the answer:

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

Question 3 - 10 minutes - Structure

Planning the answer:

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

Question 4 - 20 minutes - Evaluation

Planning the answer:

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

When writing the answer:

1. Write an introduction stating how much you agree and give two reasons why – in your own words.
2. Write three 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 paragraph in a different way:
 - Verb: 'ing' / 'ed' word
 - Adverb: 'ly' word
 - Preposition/Place word: 'on' / 'next to' / 'near'
 - Adjectives: describing word
3. Vary your sentence starts.
4. Litter your work with techniques and to use ambitious vocabulary.
5. Use a range of punctuation and sentence types for effect.
6. Proofread each paragraph as you work
7. Complete a final proofread of your work (**5mins**).
 - Correct spelling errors.
 - Add missing words and punctuation.
8. Remember that it is okay to cross out and write a better word above a piece of dull or repeated vocabulary.

Start of the exam - 15 minutes

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

Question 1 - 5 minutes - True or False

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

Before you answer:

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

Answering the question:

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

Question 2 - 8 minutes - Summary

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

Question 3 - 12 minutes - Language

Planning the answer:

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

When writing the answer:

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

Question 4 - 20 minutes - Viewpoints

Planning the answer:

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

When writing the answer:

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

Question 5 - 45 minutes - Writing

Planning the answer: 10 mins

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

When writing the answer: 30mins

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

	Plot
Stave 1	<ul style="list-style-type: none"> Ebenezer Scrooge is at work in his counting house. Scrooge turns down his nephew, Fred's, invitation to his Christmas party & the request of two men who want money for charity. Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his own greedy life, he has to wander the Earth wearing heavy chains. Marley tries to stop Scrooge from doing the same. He tells Scrooge that three spirits will visit him during the next three nights. Scrooge falls asleep.
Stave 2	<ul style="list-style-type: none"> Scrooge wakes and the Ghost of Christmas Past appears to him Invisible to those he watches, Scrooge revisits his childhood school days; his apprenticeship with a jolly merchant named Fezziwig. He also visits Belle, who leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before returning to his bed.
Stave 3	<ul style="list-style-type: none"> Scrooge waits for the spirit to arrive and is surprised when it doesn't arrive, following a light to find a transformed version of his own room. With the Ghost sat on a pile of food. Scrooge sees the Cratchit family eat a tiny meal in their little home; Bob Cratchit's crippled son, Tiny Tim, whose kindness & humility warm Scrooge's heart and sees Fred's Christmas party. The ghost shows Scrooge two starved child-like figures; Ignorance & Want.
Stave 4	<ul style="list-style-type: none"> The Ghost takes Scrooge through a sequence of scenes linked to an unnamed man's death. He is shown a collection of business men who only want to know where the man's money is and then taken to a pawn shop, where people sell the stolen items of the man. He is shown two people who are happy as the dead man means their debt is delayed. He is also shown the Cratchits, and discovers that Tiny Tim has died. Scrooge begs to know the name of the dead man. In a churchyard, the spirit points to a grave and looks at the headstone & is shocked to read his own name. He is desperate to change his fate & promises to change his ways. He suddenly finds himself safely tucked in his bed.
Stave 5	<ul style="list-style-type: none"> Scrooge is delighted to learn it is still Christmas Day. He sends a turkey to the Cratchit house, gives money to the charity collectors & goes to Fred's party. He gives Bob a raise as well. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child.

Characters	
Ebenezer Scrooge	A selfish and isolated business man whose only concern is money before the visitation of four ghosts who support his redemption.
Fred	The upbeat and cheerful nephew of Scrooge, and represents the Christmas Spirit in human form.
Jacob Marley	Scrooge's ex partner whose suffering after death is a warning to Scrooge to change his ways.
Bob Cratchit	Scrooge's hard working clerk, who represents the struggle of the working poor.
Fezziwig	Scrooge's old boss who represents what an employer should be like.
Tiny Tim	Bob's youngest son, who is crippled up, moral and upbeat. He represents the most vulnerable.
Belle	Ex-fiancée, who represents everything that money has taken from Scrooge and the impact of greed.
Ghost of Christmas Past	A thing of contradictions; a combination of young & old, winter & summer, white haired & unwrinkled. The light shining from its head is symbolic of memory, enlightenment, guidance.
Ghost of Christmas Present	'A Jolly giant who bore glowing torch' – personifies everything that is generous & giving about Christmas, but also conceals current problems.
Ghost of Christmas Yet to Come	The silent final ghost, whose appearance is a little like the grim reaper – hooded and concealed – representing the mystery of the future.

Key Terms
Pathetic Fallacy
Syndetic Lists
Asyndetic Lists
Allegory
Gothic
Symbolism
Simile
Narrative Voice
Dialogue
Metaphor
Characterisation
Connotations

Themes
Social Responsibility
Family
Class
Christmas Spirit
Free will & Fate
Change
Time

Key Vocab
Redemption
Benevolent
Miser
Avarice

Key Quotations
'squeezing, wrenching, grasping, covetous old sinner'
'I wear the chain I forged in life...The chain was made up of cash boxes, ledgers, heavy purses'
'Are there no prisons? Are there no workhouses?'
'from the crown of its head there sprung a bright clear jet of light'
'a solitary boy neglected by his friends'
'Another idol has displaced me...A golden one'
'Bob held his withered little hand in his, as if he loved the child, and wished to keep him by his side, and dreaded that he might be taken from him'
'there sat a jolly Giant, glorious to see, who bore a glowing torch'
'The Phantom slowly, gravely, silently approached'
'I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future'
'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father'

English Literature
1 of 4

Contexts and Ideas

Poor Laws	The 1834 Act brought in The Work House to reduce the cost of looking after the poor. If people in poverty wanted help they had to go to the workhouse to get it. The poor were terrified about the prospect of the workhouse as the conditions were appalling and they would rather go to prison.
Dickens' Own Life	He was withdrawn from school and sent to work in a factory aged 12 following his father going into debtor's prison. He used this experience to reflect on the experience of the poor and was a social campaigner focused on changing attitudes.
Industrial Revolution	As a result of increased growth of industry, there were huge population moves from the country to the city. This resulted in overcrowding in housing and lowering of wages. Employers who were interested in profit rather than support.
Inequality	Victorian Society was divided into clear classes (upper, middle and working) and the upper weren't very supportive of the most needy – there were even tours of the slums. Many believed that the poor were that way due to laziness and an economist named Malthus claimed that the growth in population should be controlled by starvation and disease. There were some setting up the first charities
Supernatural	Dickens himself believed in mesmerism (where the energy could be manipulated to improve a hypnotised person's life), and spiritualism (contact with spirits and the dead) was another popular belief – even Queen Victoria was a fan. Ghost stories were increasingly popular with Victorian writers as well.

	Plot
Act 1	<ul style="list-style-type: none"> The Birling family gather in their drawing room in Brumley for an evening meal. Gerald presents Sheila with a ring, and they all celebrate their engagement. An Inspector arrives and announces that a girl has died in the infirmary. He reveals her name is Eva Smith, and questions Mr Birling. Mr Birling reveals that he sacked Eva Smith for striking and campaigning for higher wages. The Inspector then reveals that she changed her name to Daisy Renton and questions Sheila. Sheila reveals that she had Daisy sacked for laughing and looking better in a dress than she did. Sheila begins to become suspicious of Gerald.
Act 2	<ul style="list-style-type: none"> Gerald confesses that he met Daisy in the Palace Bar in the Summer and she became his mistress. Sheila breaks off the engagement and Gerald leaves. The Inspector begins to question Mrs Birling. Mrs Birling reveals that she turned down a Mrs Birling (Daisy/Eva) for support even though she was pregnant. Mrs Birling refuses to accept any responsibility for her refusal. She states that the baby's father should be responsible for her. Sheila and the audience work out that the father is Eric, but Mrs Birling is oblivious. Eric enters.
Act 3	<ul style="list-style-type: none"> Eric realises everyone knows that he was the father of Eva's child and describes meeting Eva in the Palace Bar when drunk. He forces her to have sex with him and they developed a casual affair. She refuses to marry him and he steals from the firm to support her when she is pregnant. Eva refuses to take the money. Eric discovers his mother turned her down and blames her. Inspector delivers his final speech, warning them that there are other 'Eva Smiths' and they need to change and leaves. Gerald returns and reveals that the police don't have an Inspector Goole. He also phones the infirmary and discovers there is no dead girl. Mrs Birling, Mr Birling and Gerald are relieved and happy, but Sheila and Eric say they are still guilty. Phone rings – a girl has died and an inspector is on his way to question them.

Priestley's "An Inspector Calls"

Characters	
Arthur Birling	Local industrialist and ex-Lord Mayor. Represents the capitalist approach and emergent middle class. Plays golf, social climber. Arrogant, pompous, selfish.
Sybil Birling	Her husband's social superior. Believes in personal responsibility and traditional roles. On the board of the local charity. Cold, supercilious, remorseless, prejudiced.
Sheila Birling	Begins the play as an obedient daughter, marrying to bring the businesses together. Becomes more compassionate and remorseful towards Eva and arguing with her parents. Naïve.
Eric Birling	Outsider who drinks too much and is very passive in the first half of the play. Regrets his actions towards Eva and begins to assert himself at the end of the play. Frustrated, reckless, immature.
Gerald Croft	Son of Lord and Lady Croft and fiancé of Sheila. Kept Eva as a mistress, and discovers that the inspector is not real. Pragmatic, evasive, aristocratic.
Inspector Goole	The antagonist of the play who represents the socialist ideals of the playwright. He controls the play and the action. He is an ambiguous character who represents their consciences.
Edna	The Birling's servant. She is a reminder of the working classes and a physical reminder of Eva on stage.
Eva Smith	Never appears on stage. Eva/Daisy/Mrs Birling represents the struggles of working class women and the impact of social injustice on their lives. Vulnerable.

World Wars	The play is written at the end of WW2, but set before WW1. Many people wanted change by 1945 – they had suffered two generations of loss. In addition, gender roles had changed.
Edwardian England	Although strictly speaking 1912 is not Edwardian, the period before WW1 is referred to that way. It was a time of strict social structures – both in classes (upper, working) and in gender roles. There was little state support (the first Welfare Act had only been passed the previous year very controversially).
Women	In the Edwardian era, women had very limited rights and opportunities. By the time the play was written in 1944, some women were now able to vote (suffragette movement), and many young women had experienced greater freedom during WW2.
Morality Plays	These were popular in the Middle Ages to teach the audience lessons based on the deadly sins. Characters who did not change were punished, but those who redeemed themselves could be saved. It focused on moving people from ignorance to enlightenment.
Socialism v Capitalism	Priestley was a socialist himself, and argued that the state should be helping the many. It was a time of contention as the growth of the communist in Eastern Europe was viewed with increasing suspicion by the capitalist west.
Titanic	The Titanic represented the excesses of the Edwardian Era. It also represented the gap between the classes. Mr Birling's belief in it is an example of dramatic irony and ensures that the audience know his views of the world should not be trusted.

Key Terms		Key Quotations	
Dramatic Irony		"clothes mean something different to women... a token of their self respect"	
Stage Directions		"If you don't come down hard on these people they'd soon be asking for the earth."	
Characterisation		"It was simply a piece of gross impertinence."	
Setting		"but these girls aren't cheap labour, they're <u>people</u> ."	
Tension		"fairy prince"	
Antagonist		"It's the only time I've ever done anything like that, and I'll never, never do it again to anybody"	
Mouthpiece		"There are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intertwined with our lives, with what we think and say and do. We don't live alone."	
Cyclical structure		"The famous younger generation who know it all."	
Foreshadowing		"if men will not learn that lesson, then they will be taught it in fire and blood and anguish."	
Fourth wall		"The lighting should be pink and intimate until the inspector arrives and then it should be brighter and harder."	
Themes		"Girls of that class"	
Responsibility		"I was in that state where a chap easily turns nasty."	
Social class		"you're not the kind of father a chap could go to when he's in trouble"	
Gender		"we are members of one body. We are responsible for one another"	
Appearance v Reality			
Generations			
Key Vocab			
Dynamic			
Patriarchy			
Oppressed			
Hypocritical			
Chauvinist	Evasive		
Prejudice	Naïve		
Scruple	Ambiguous		

English Literature
2 of 4

Contexts and Ideas

Ozymandias

Themes: Power of Nature, Decay, Pride

Tones: Ironic, rebellious

Content, Meaning and Purpose

- The narrator meets a traveller who tells him about a decayed statue that he saw in a desert.
- The statue was of a long forgotten ancient King: the arrogant Ozymandias, **'king of kings.'**
- The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.

Context

- Shelley was a poet of the 'Romantic period' (late 1700s and early 1800s). Romantic poets were interested in emotion and the power of nature.
- Shelley also disliked the concept of a monarchy and the oppression of ordinary people.
- He had been inspired by the French revolution – when the French monarchy was overthrown.

Language

- **'sneer of cold command'**: the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator.
- **'Look on my works, ye Mighty, and despair.'**: 'Look' = imperative, stressed syllable highlights commanding tone; ironic – he is telling other 'mighty' kings to admire the size of his statue and 'despair', however they should really despair because power is only temporary.
- **'The lone and level sands stretch far away.'**: the desert is vast, lonely, and lasts far longer than a statue.

Form and Structure

- A sonnet (14 lines) but with an unconventional structure... the structure is normal until a turning point (a volta) at Line 9 (..these words appear). This reflects how human structures can be destroyed or decay.
- The iambic pentameter rhyme scheme is also disrupted or decayed.
- First eight lines (the octave) of the sonnet: the statue is described in parts to show its destruction.
- Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.

London

Themes: Power, Inequality, Loss, Anger

Tones: Angry, Dark, Rebellious

Content, Meaning and Purpose

- The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty.
- The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty.
- The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality.

Context

- The poem was published in 1794, and time of great poverty is many parts of London.
- William Blake was an English poet and artist. Much of his work was influenced by his radical political views: he believed in social and racial equality.
- This poem is part of the 'Songs of Experience' collection, which focuses on how innocence is lost and society is corrupt.
- He also questioned the teachings of the Church and the decisions of Government.

Language

- Sensory language creates an immersive effect: visual imagery (**'Marks of weakness, marks of woe'**) and aural imagery (**'cry of every man'**)
- **'mind-forged manacles'**: they are trapped in poverty.
- Rhetorical devices to persuade: repetition (**'In every..'**); emotive language (**'infant's cry of fear'**).
- Criticises the powerful: **'each chartered street'** – everything is owned by the rich; **'Every black'ning church appals'** – the church is corrupt; **'the hapless soldier's sigh / Runs in blood down palace walls'** – soldier's suffer and die due to the decisions of those in power, who themselves live in palaces.

Form and Structure

- A dramatic monologue, there is a first-person narrator ('I') who speaks passionately about what he sees.
- Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city.
- First two stanzas focus on people; third stanza focuses on the institutions he holds responsible; fourth stanza returns to the people – they are the central focus.

The Prelude

Themes: Power of Nature, Fear, Childhood

Tones: Confident > Dark / Fearful > Reflective

Content, Meaning and Purpose

- The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature.
- At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore.
- He is now in awe of the mountain and now fearful of the power of nature which are described as **'huge and mighty forms, that do not live like living men.'**

Context

- Published shortly after his death, The Prelude was a very long poem (14 books) that told the story of William Wordsworth's life.
- This extract is the first part of a book entitled 'Introduction – Childhood and School-Time'.
- Like Percy Shelley, Wordsworth was a romantic poet and so his poetry explores themes of nature, human emotion and how humans are shaped by their interaction with nature.

Language

- **'One summer evening (led by her)'**: 'her' might be nature personified – this shows his love for nature.
- **'an act of stealth / And troubled pleasure'**: confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow.
- **'nothing but the stars and grey sky'**: emptiness of sky.
- **'the horizon's bound, a huge peak, black and huge'**: the image of the mountain is more shocking (contrast).
- **'Upreared its head'** and **'measured motion like a living thing'**: the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic.
- **'There hung a darkness'**: lasting effects of mountain.

Form and Structure

- First person narrative – creates a sense that it is a personal poem.
- The regular rhythm and enjambment add to the effect of natural speech and a personal voice.
- The extract can be split into three sections, each with a different tone to reflect his shifting mood:
 - Lines 1-20: (rowing) carefree and confident
 - Lines 21-31: (the mountain appears) dark and fearful
 - Lines 32-44: (following days) reflective and troubled
- Contrasts in tone: **'lustily I dipped my oars into the silent lake'** versus **'I struck and struck again'** and **'with trembling oars I turned'**.

My Last Duchess

Themes: Power, Pride, Control, Jealousy, Status
Tones: Sinister, Bitter, Angry

Content, Meaning and Purpose

- The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour.
- He can finally control her by objectifying her and showing her portrait to visitors when he chooses.
- He is now alone as a result of his need for control.
- The visitor has come to arrange the Duke's next marriage, and the Duke's story is a subtle warning about how he expects his next wife to behave.

Context

- Browning was a British poet, and lived in Italy. The poem was published in 1842.
- Browning may have been inspired by the story of an Italian Duke (Duke of Ferrara): his wife died in suspicious circumstances and it was rumoured that she had been poisoned.

Language

- **'Looking as if she was alive'**: sets a sinister tone.
- **'Will't please you sit and look at her?'** rhetorical question to his visitor shows obsession with power.
- **'she liked whate'er / She looked on, and her looks went everywhere.'**: hints that his wife was a flirt.
- **'as if she ranked / My gift of a nine-hundred-years-old name / With anybody's gift'**: she was beneath him in status, and yet dared to rebel against his authority.
- **'I gave commands; Then all smiles stopped together'**: euphemism for his wife's murder.
- **'Notice Neptune, though / Taming a sea-horse'**: he points out another painting, also about control.

Form and Structure

- Dramatic Monologue, in iambic pentameter.
- It is a speech, pretending to be a conversation – he doesn't allow the other person to speak!
- Enjambment: rambling tone, he's getting carried away with his anger. He is a little unstable.
- Heavy use of caesura (commas and dashes): stuttering effect shows his frustration and anger: **'She thanked men, – good! but thanked / Somehow – I know not how'**
- Dramatic Irony: the reader can read between the lines and see that the Duke's comments have a much more sinister undertone.

The Charge of the Light Brigade

Themes: Conflict, Suffering, Reality of War, Patriotism
Tones: Energetic, Tragic, Haunting

Content, Meaning and Purpose

- Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War
- Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley.
- Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner.
- It is a celebration of the men's courage and devotion to their country, symbols of the might of the British Empire.

Context

- As Poet Laureate, he had a responsibility to inspire the nation and portray the war in a positive light: propaganda.
- Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: **"Someone had blunder'd"**.
- This was a controversial point to make in Victorian times when blind devotion to power was expected.

Language

- **"Into the valley of Death"**: this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience.
- **"jaws of Death"** and **"mouth of Hell"**: presents war as an animal that consumes its victims.
- **"Honour the Light Brigade/Noble six hundred"**: language glorifies the soldiers, even in death. The 'six hundred' become a celebrated and prestigious group.
- **"shot and shell"**: sibilance creates whooshing sounds of battle.

Form and Structure

- This is a ballad, a form of poetry to remember historical events – we should remember their courage.
- 6 verses, each representing 100 men who took part.
- First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive.
- Dactylic dimeter (**HALF-a league / DUM-de-de**) mirrors the sound of horses galloping and increases the poem's pace.
- Repetition of **'the six hundred'** at the end of each stanza (epistrophe) emphasises huge loss.

Exposure

Themes: Conflict, Suffering, Nature, Reality of War, Patriotism
Tones: Tragic, Haunting, Dreamy

Content, Meaning and Purpose

- Speaker describes war as a battle against the weather and conditions.
- Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia.
- Owen wanted to draw attention to the suffering, monotony and futility of war.

Context

- Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem has authenticity as it is written by an actual soldier.
- Of his work, Owen said: "My theme is war and the pity of war".
- Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty: **"not loath, we lie out here"** shows that he was not bitter about his suffering.

Language

- **"Our brains ache"** physical (cold) suffering and mental (PTSD or shell shock) suffering.
- Semantic field of weather: weather is the enemy.
- **"the merciless iced east winds that knife us..."** – personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending).
- Repetition of pronouns **'we'** and **'our'** – conveys togetherness and collective suffering of soldiers.
- **'mad gusts tugging on the wire'** – personification

Form and Structure

- Contrast of Cold > Warm > Cold imagery conveys Suffering > Delusions > Death of the hypothermic soldier.
- Repetition of **"but nothing happens"** creates circular structure implying never-ending suffering.
- Rhyme scheme ABBA and hexameter gives the poem structure and emphasises the monotony.
- Pararhymes (half rhymes) (**"nervous / knife us"**) only barely hold the poem together, like the men.

Role Play

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

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

Role Play

Contrast/Balance

Mais – but
Cependant – however
Néanmoins – nonetheless
Ou bien/ou sinon – alternatively
Malgré – despite
Toujours – still
D'un côté...d'un autre côté – on one hand...on the other
Au lieu de – instead of...

Cause/effect

Alors – consequently
Ainsi – thus
Donc – so
Par conséquent – therefore/as a result
Jusqu'à – until

Addition

Et – and
Aussi – also
De plus – in addition to
En outre – furthermore
Encore – again
Suivant(e) – the following

Emphasis

surtout – above all
en particulier – in particular
particulièrement – notably/especially
considérablement – significantly
En fait/en réalité – in fact

Module 6

Les matières

le commerce
le dessin
le français
la biologie
la chimie
la géographie
la musique
la physique
la religion
la technologie
l'allemand (m)
l'anglais (m)
l'art dramatique (m)/le théâtre
l'EPS (f)/le sport
l'espagnol (m)
l'étude des médias (f)
l'histoire (f)
l'informatique (f)
l'instruction civique (f)
les arts ménagers
les maths

School subjects

business studies
art
French
biology
chemistry
geography
music
physics
religious studies
technology
German
English
drama
PE
Spanish
media studies
history
ICT
citizenship
home technology
maths

Un école bien équipée

le gymnase
le hall (assembly)
le terrain de basket
le terrain de sport
la bibliothèque
la cantine
la cour de récréation
la piscine
la salle de sport
les labos de science
les salles de classe
les vestiaires

A well-equipped school

sports hall
hall/auditorium
basketball court
sports ground
library
canteen
playground
swimming pool
gym
science labs
classrooms
changing rooms

Module 7

Les métiers

Je suis/Il/Elle est ...
Je veux être ...
Je veux travailler comme ...
avocat/avocate
ingénieur/ingénieure
électricien/électricienne
mécanicien/mécanicienne
musicien/musicienne
maçon/maçonne
patron/patronne
coiffeur/coiffeuse
programmeur/programmeuse
serveur/serveuse
vendeur/vendeuse
Je suis ...
indépendant(e)
intelligent(e)
motivé(e)
(bien) organisé(e)
actif/-ve
créatif/-ve
ambitieux/-euse
sérieux/-euse
travailleur/-euse
sociable
timide

Mes projets d'avenir

Je veux/J'espère/Je voudrais ...
passer mes examens
réussir mes examens
prendre une année sabbatique
voyager/visiter d'autres pays

faire un apprentissage/devenir
apprenti(e)
aller à l'université/continuer mes
études à la fac(ulté)
faire du bénévolat/du travail
bénévole
me marier
avoir des enfants
si
bien
mal
vraiment
plutôt
seulement
déjà
à part

Jobs

I am/He/She is a/an ...
I want to be a/an ...
I want to work as a/an ...
lawyer
engineer
electrician
mechanic
musician
builder
boss
hairdresser
programmer
waiter/waitress
salesperson
I am ...
independent
intelligent
motivated
(well) organised
active
creative
ambitious
serious
hard-working
sociable
shy

My plans for the future

I want/ I hope/ I would like ...
to take my exams
to pass my exams
to take a gap year
to travel/visit other countries
to do an apprenticeship/
become
an apprentice
to go to university/
continue my
studies at university
to do voluntary work
volunteer
to get married
to have children
if
well
badly
really
quite/rather
only
already
apart from

Module 8

Qu'est-ce qu'on peut faire pour aider?

On peut faire du bénévolat.
On peut parrainer un enfant.
On peut donner de l'argent à une association caritative.
On peut recycler.
Il faut agir.
Il faut lutter contre la faim.
Il faut signer des pétitions.
Il faut participer à des manifestations.
Il faut éduquer les gens.

Les problèmes environnementaux

Le plus grand problème environnemental, c'est ...
le changement climatique
le manque d'eau potable
la disparition des espèces
la destruction des forêts tropicales
la surpopulation
la pollution de l'air
la sécheresse
les inondations
les incendies

On détruit la planète.
C'est très inquiétant.
C'est catastrophique.

Faire du bénévolat

Tu peux/J'aimerais ...
travailler avec les personnes âgées
travailler avec les enfants
travailler avec les sans-abri/des SDF
travailler avec les animaux
participer à un projet de conservation
Je fais du bénévolat parce que ...
pour moi, c'est important d'aider les autres
pour moi, c'est important de participer à la vie en société
j'aime développer de nouvelles compétences
j'aime rencontrer de nouvelles personnes
c'est une expérience enrichissante pour moi

What can we do to help?

You can do voluntary work.
You can sponsor a child.
You can give money to a charity.
You can recycle.
You/We have to act.
You/We have to fight against hunger.
You/We have to sign petitions.
You/We have to take part in demonstrations.
You/We have to educate people.

Environmental problems

The biggest environmental problem is ...
climate change
the lack of drinking water
the extinction of species
the destruction of the rainforests
overpopulation
air pollution
drought
flooding/floods
fires

We are destroying the planet.
It's very worrying.
It's catastrophic.

Doing volunteer work

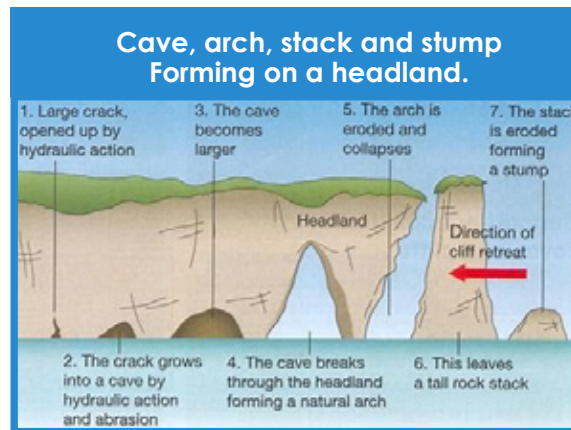
You can/I would like to ...
work with elderly people
work with children
work with homeless people
work with animals
participate in a conservation project
I do volunteer work because ...
for me, it's important to help other people
for me, it's important to participate in society
I like developing new skills
I like meeting new people
it's a rewarding experience for me

1. Coastal Processes:

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

2. Coastal Features:

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



3. Management methods at the coast:

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

4. Weathering Processes:

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

5. Hydrological cycle key words:

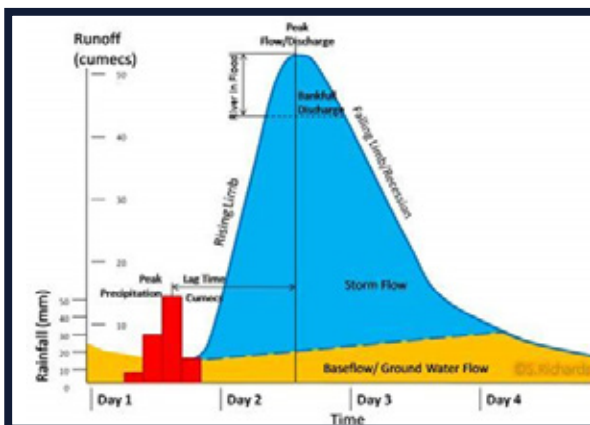
- **Precipitation:** Moisture falling from the atmosphere: rain, snow, sleet and hail.
- **Evaporation:** The process of turning from liquid into vapour (gas).
- **Transpiration:** The evaporation of water vapour from trees and plants.
- **Evapotranspiration:** The loss of water from a drainage basin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

6. Coastal Features:

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

7. Hydrographs:

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



8. River features:

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

9. River Management:

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

Role Play

Planning the answer:

auf der linken Seite - on the left side
auf der rechten Seite - on the right side
außerdem - also
eine Frau - a woman
ein Mann - a man
es gibt - there is
das Foto/Bild - the picture
gut - good
im Hintergrund - in the background
im Vordergrund - in the foreground
die Jungen - the boys
die Kinder - the children
die Mädchen - the girls
Man sieht... One sees..
meiner Meinung nach.... in my opinion
oben - on top

schlecht - bad
sie sehen....aus - they look like...
unten - on the bottom
das Wetter ist... the weather is...
Auf dem Foto gibt es/sieht man - on the photo there is/you can see.
Das Foto ist drinnen/draußen - the photo is inside/outside.
Es sieht aus wie Sommer - it looks like summer
Es könnte ein Geburtstagsfeier sein - it could be a birthday
Ich würde sagen, dass - I would say that
Sie sehen glücklich / traurig aus - they look happy/sad

'Wow' words and phrases

ohne Zweifel - without fail
sonst - else
trotzdem - despite
eigentlich - actually
zufällig - randomly
Ich habe die Nase voll. - I am sick and tired about

Ich habe vor ... - I am planning to
Ich habe Lust,... zu... - I have a mind to...
Ich plane, ...zu - I am planning to...
Ich versuche... zu - I am trying to...

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

Time Connectives

Addition

und - and
auch - also
außerdem - furthermore
zusätzlich - in addition to
weider - again
nachfolgend - the following

Cause/effect

infolgedessen - consequently
dadurch - thus
so - so
deshalb - therefore
demzufolge - as a result
bis - until

Emphasis

vor allen Dingen - above all
besonders - in particular
insbesondere - notably
hauptsächlich - especially
bedeutend - significantly
sogar - in fact

Contrast/Balance

aber - but
jedoch - however
nichtsdestotrotz - nonetheless
beziehungsweise - alternatively
trotz - despite
trotzdem - still
zum einen - on one hand...
on the other
stattdessen - instead of...

Module 7

Berufe	Jobs
der/die Anwalt/Anwältin	lawyer
der/die Apotheker(in)	chemist
der/die Arzt/Ärztin	doctor
der/die Bäcker(in)	baker
der/die Bankangestellte	bank clerk
der/die Beamte/Beamtin	civil servant
der/die Bibliothekar(in)	librarian
der/die Chef(in)	boss
der/die Dolmetscher(in)	interpreter
der/die Feuerwehrmann/-frau	firefighter
der/die Friseur/Friseuse	hairdresser
der/die Informatiker(in)	computer scientist
der/die Kellner(in)	waiter/waitress
der/die Klempner(in)	plumber
der/die Koch/Köchin	cook
der/die Kraftfahrer(in)	lorry driver
der/die Lehrer(in)	teacher
der/die Metzger(in)	butcher
der/die Polizist(in)	police officer
der/die Programmierer(in)	computer programmer
der/die Schauspieler(in)	actor/actress
der/die Sozialarbeiter(in)	social worker
der/die Tierarzt/Tierärztin	vet
der/die Verkäufer(in)	sales assistant
der/die Übersetzer(in)	translator
Ein Praktikum	A work experience
Beim Arbeitspraktikum musste ich...	For my work experience I had to...
Glücklicherweise musste ich keine...	Fortunately I didn't have to...
Telefonanrufe machen	make phone calls
Akten/Dokumente abheften	file files/documents
Formulare ausfüllen	fill in forms
E-Mails schreiben	write emails
Gäste bedienen	serve customers
Autos waschen	wash cars
Termine organisieren	organise meetings
Ich musste auch (keinen)...	I also did (not) have to...

Module 7

Berufsbilder	Job descriptions
Sie haben ausgezeichnete...	You have an excellent...
Sprachkenntnisse	knowledge of languages
Sie müssen...	You must...
zuverlässig sein	be reliable
Ihre Arbeit pünktlich abliefern	deliver your work on time
Sie brauchen eine gute Ausbildung.	You need a good education.
Ein Hochschulabschluss	A degree
Arbeitserfahrung	work experience
Ich interessiere mich für den Job	I'm interested in the job as
Ich würde gern eine Lehre machen	I would like to do an apprenticeship

Module 8

Eine Debatte	A debate
Meiner Meinung nach...	In my opinion...
Sie sind mir wichtig, weil	There are important to me because
Sie sind mir nicht wichtig, weil...	They aren't important to me because...
Du hast gesagt..., aber ich denke	You said..., but I think
Sprachen öffnen Türen	Languages open doors
Im Moment lerne ich (Spanisch)	At the moment I'm learning (Spanish)
mich um einen guten Job zu bewerben	apply for a good job
Ich lerne (Deutsch), um...	I'm learning (German) in order to...

Module 8

Sprachen bei der Arbeit	Languages at work
Ich möchte etwas... machen.	I would like to do something...
Er/Sie wurde gern etwas... machen.	He/She would like to do something...
ganz Anderes	completely different
Sinnvolles	meaningful
Aufregendes	exciting
Interessantes	interesting
Praktisches	practical
Neues	new
Ich möchte...	I would like to...
In (der Autoindustrie) arbeiten	work in (the car industry)
bei (BMW) arbeiten	work for (BMW)
eine Bustour durch (Amerika) machen	go on a bus tour through (America)
Arbeitserfahrung sammeln	accumulate work experience
als Lehrling arbeiten	work as an apprentice/trainee
als ehrenamtlicher Mitarbeiter arbeiten	work as a volunteer
Umwelt macht Schule	Setting environmental standards at school
Man könnte/sollte/würde den Müll trennen	We could/should/would sort the rubbish
Biomüll kompostieren	compost organic waste
eine Solaranlage installieren	install solar panels
Bienenvölker im Schulgarten halten	keep bee-hives in the school garden
eine Fahrradwoche organisieren	organise a bike week
Energie sparen	save energy
das Licht ausschalten	turn the light off
die Natur schützen	protect nature
Der Müll ist das wichtigste Problem.	Rubbish is the most important problem.
Man sollte weniger Auto fahren.	We should drive less.

KT3: Nazi Control and Dictatorship

1. This was a time when Hitler formed a legal dictatorship and put in place methods of propaganda and censorship to persuade and encourage all Germany people to support Nazi ideals

Key Events

2. **1933 January** Hitler becomes Chancellor.
3. **1933 February** Reichstag Fire.
4. **1933 March** Nazis win 288 seats.
5. **1933 March** Enabling Act passed.
6. **1933 July** Nazis become the only legal party in Germany.
7. **1934 June** Night of the Long Knives.
8. **1934 August** President Hindenburg dies.
9. **1934 August** Hitler combines the post of Chancellor and President and becomes Fuhrer.
10. **1934 August** German army swears allegiance to Hitler.
11. **1938** Over the course of the year, Hitler removes 16 army generals from their positions.

Key Concepts

12. **Removal** – From 1933 to 1934, Hitler removed all opposition and established himself as Fuhrer.
13. **Control** – There was an attempt to control and influence attitudes. This was done by propaganda and terror.
14. **Opposition** – The youth and the churches opposed the regime.

Key Words

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

KT3: Life in Nazi Germany, 1933-39

1. The lives of German citizens were changed after Hitler's appointment as Chancellor. For some, life was better under the Nazis but for others, it was much worse.

Key Events

2. **1933** Boycott of Jewish shops and businesses. Law for the Encouragement of Marriage. Sterilisation Law passed.
3. **1935** The Nuremberg Laws were passed.
4. **1935** Conscription introduced.
5. **1936** Membership of the Hitler Youth made compulsory.
6. **1938** Jewish children were not allowed to attend German schools. Lebensborn programme introduced. Kristallnacht.
7. **1939** The euthanasia campaign began. Designated Jewish ghettos established.

Key Concepts

8. **Anti-Semitism** – Persecution of the Jews grew continuously after 1933.
9. **Young** – The Nazis placed much emphasis on controlling the young as only then could they secure a 'thousand year Reich'. Youth organisations and education indoctrinated the German youth.
10. **Women** – The Nazis had traditional family values but even these were tested by the needs of war and the desire to ensure a growing Aryan population.
11. **Living Standards** – The Nazis did reduce unemployment but they did this by banning Jews and women from the workplace and by putting Germany on a war footing. Workers had limited rights.

History
2 of 2

Key Words

12. **Kinder, Kuche, Kirche:** Children, Kitchen, Church. This summed up the Nazi ideal of womanhood.
13. **The Motherhood Cross Award:** Given to women for large families.
14. **Lebensborn:** Where unmarried women were impregnated by SS men.
15. **Napola:** Schools intended to train the future leaders of Germany.
16. **Nazi Teachers League:** All teachers had to swear an oath of loyalty to the Nazis.
17. **Reich Labour Service:** A scheme to provide young men with manual labour jobs.
18. **Invisible unemployment:** The Nazi unemployment figures did not include women, Jews, opponents and unmarried men under 25.
19. **Autobahn:** Motorway.
20. **Rearmament:** Building up the armed forces in readiness for war.
21. **Volksgemeinschaft:** The Nazi community.
22. **Strength Through Joy:** An attempt to improve the leisure time of German workers.
23. **Beauty of Labour:** Tried to improve working conditions of German workers.
24. **Volkswagen:** People's car.
25. **Eintopf:** A one pot dish.
26. **Herrenvolk:** The master race or the Aryans.
27. **Nuremberg Laws:** Jews were stripped of their citizenship rights and marriage between Jews and non Jews was forbidden.
28. **Kristallnacht (Night of the Broken Glass):** A Nazi sponsored event against the Jewish community.

Key Words

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

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

Key Words

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

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

Key Words

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

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

Key Words

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

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

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

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

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

Validity: How believable the data and information collected is.

vLog: A video blog.

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

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

Workbook: A collection of worksheets.

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

Worksheet: One spreadsheet contained within a workbook.

Advantages of the Project Life Cycle

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

SMART stands for:

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**ime

Constraints:

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

Inputs & Outputs of Each Phase

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

Malware

Malware Type	Why/how it's used	How to mitigate
Adware	Generates revenue for its author; this is any software that shows adverts such as pop-ups.	Install, run and update a security software package. Do not run software/click links from unknown sources.
Bot	Takes control of a computer system; this is a type of malware that works without a user's knowledge. It can result in a 'botnet', which is a network of infected computer systems.	Check for and install any patches that are released from software vendors.
Bug	Connected to flaws in software; usually the result of human error during coding of the software.	Install, run and update a security software package. Do not run software/click links from unknown sources.
Ransomware	Holds data on a computer system to ransom; usually encrypts files and displays a message to the user. It spreads like a worm.	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 try to avoid a rootkit being installed.
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.	Install, run and update a security software package. Do not run software/click links from unknown sources.
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.	
Virus	Attempts to make a computer system unreliable; replicates itself from computer to computer.	
Worm	Standalone program that replicates itself to other computers; almost always cause harm to networks even if only by using bandwidth.	

Security/risk Management

Logical protection methods include:

- Firewalls
- Encryption
- Access rights
- Usernames and passwords

Physical protection methods include:

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

Planning Tools

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

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

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

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

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

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

Probability

All outcomes add up to 1

Example:

A bag contains red, white and blue beads.

Red = 4 white = 2 blue = 4

So:

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

Or as decimals:

$$0.4 + 0.2 + 0.4 = 1$$

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

		1	2	3	4	5	6	7
1	2	3	4	5	6	7	8	9
2	3	4	5	6	7	8	9	10
3	4	5	6	7	8	9	10	11
4	5	6	7	8	9	10	11	12
5	6	7	8	9	10	11	12	
6	7	8	9	10	11	12		

a.) What is the probability of getting a sum of 7?

$$P(7) = \frac{6}{36} = \frac{1}{6}$$

b.) What is the probability of getting a sum that is odd?

$$P(\text{odd}) = \frac{18}{36} = \frac{1}{2}$$

c.) What is the probability of getting a prime number or an even number?

$$P(\text{prime or even}) = \frac{32}{36} = \frac{8}{9}$$

Expected outcomes (Estimating)

Relative frequency: $\text{frequency} \div \text{total trials}$
 Expected outcome = $\text{probability} \times \text{number of trials (estimating)}$

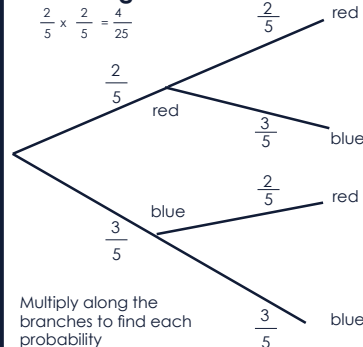
e.g. A biased spinner is spun 800 times. The probabilities it lands on each colour is below. The probability of it landing on red is the same as the probability of it landing on green. How many times would you expect yellow to come up?

Result	Red	Green	Brown	Yellow
Probability		0.48	0.2	

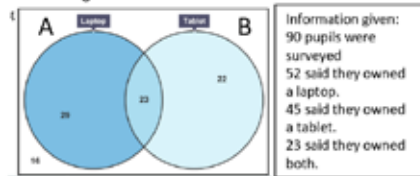
$$P(Y) = (1 - 0.48 - 0.2) \div 2 = 0.16 \div 2 = 0.08$$

$$\text{Estimate of/Expected yellow} = 0.08 \times 800 = 64$$

Tree diagrams



Venn Diagrams



Notation

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

Mutually exclusive events

Mutually exclusive events are events that CANNOT happen together.

Example: On the draw of a card you CANNOT get an ace and a king, these are MUTUALLY EXCLUSIVE. You CAN get a heart and a king, therefore these are NOT MUTUALLY EXCLUSIVE.

Capture and Recapture

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

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

N is the population size to be estimated.

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

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

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

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

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

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

$$N = 50$$

There are approximately 50 fish in the lake

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

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

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

P = Amount borrowed (principal)

r = Interest rate (as a decimal)

n = Years

I = Interest

Compound interest

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

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

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

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

P = Amount borrowed (principal)

r = Interest rate (as a decimal)

n = Years

V = future value

Surds – Simplify, Expand and Rationalise

• Simplify

$$\begin{aligned}\sqrt{50} &= \sqrt{25 \times 2} \\ &= \sqrt{25} \times \sqrt{2} \\ &= 5 \times \sqrt{2} \\ &= 5\sqrt{2}\end{aligned}$$

Look for square numbers
in order to simplify

• Expand

$$\begin{aligned}(3 + \sqrt{2})(3 - \sqrt{2}) \\ 9 - 3\sqrt{2} + 3\sqrt{2} - 2 = 7\end{aligned}$$

• Rationalise

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

Squares: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100..

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

Standard Form

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

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

Calculating in standard form

Dividing:
 $(8 \times 10^5) \div (2 \times 10^2)$
 $8 \div 2 = 4$ and $10^5 \div 10^2 = 10^3$
 $= 4 \times 10^3$

Multiplying:
 $(4 \times 10^5) \times (2 \times 10^2)$
 $4 \times 2 = 8$ $10^5 \times 10^2 = 10^7$
 $= 8 \times 10^7$

Adding and subtracting:
 Write the standard form out as ordinary
 numbers and +/- as applicable.

Example:
 $(3 \times 10^4) + (5.6 \times 10^3)$
 30 000
 + 5 600
 35 600
 Then put back in s.f. : 3.56×10^4

Bounds and Error Intervals

The **lower bound** is the smallest value that would round up to the estimated value.

The **upper bound** is the smallest value that would round up to the next estimated value.

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

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

Degree of accuracy = nearest 10kg $\div 2 = 5$ kg

Lower bound = 70kg - 5kg = 65 kg,

Upper bound = 70 + 5kg = 75kg

This can be written as an **ERROR INTERVAL** --> $65\text{kg} \leq x < 75\text{kg}$

Calculations with bounds (limits)

Example:

A model boat travels 3.9
metres in 7.3 seconds. Both
measurements are correct to
1.dp. Find the upper bound
of the speed of the boat in
metres per second.

$3.95 \div 7.25 = \underline{0.5 \text{ m/s to 1.dp}}$

Operation	Rule
Adding	Upper bound + upper bound = upper bound Lower bound + lower bound = lower bound
Subtracting	Upper bound - upper bound = upper bound Lower bound - lower bound = lower bound
Multiplying	Upper bound x upper bound = upper bound Lower bound x lower bound = lower bound
Dividing	Upper bound \div lower bound = upper bound Lower bound \div upper bound = lower bound

Recurring Decimal

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

Convert $0.\dot{5}4$ to a fraction.

$$\begin{aligned}x &= 0.5454545454 \dots \\ 100x &= 54.5454545454 \dots \\ 99x &= 54\end{aligned}$$

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

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

Write $0.08\dot{5}$ as a fraction.

$$\begin{aligned}x &= 0.08555555 \dots \\ 100x &= 8.555 \dots \\ 1000x &= 85.555 \dots \\ 900x &= 77\end{aligned}$$

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

Statistics

Types of averages

Mean:

the total sum of all values ÷ total number of values

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

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

ODD AMOUNT IN LIST

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

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

EVEN AMOUNT IN LIST

There will be two in the middle, add them and Divide by two: $5, 8, 12, 15$ $8+12 = \frac{20}{2} = 10$

Mode: Most common value.

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

MEASURE OF SPREAD: RANGE = biggest - smallest

Ratio

Change of ratio within a question

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

12 red counters are added.

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

Work out the number of counters originally in the bag.

WORKING:

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

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

-MATCH THE BLUE PARTS RED : BLUE

1 : 3

x2 x2

Original ratio 2 : 6

New ratio 4 : 6

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

1 part = 6 counters

2:6 = 8 parts in total, therefore:

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

Drawing Pie Charts

Formula:

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

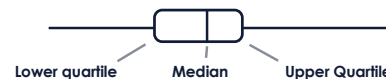
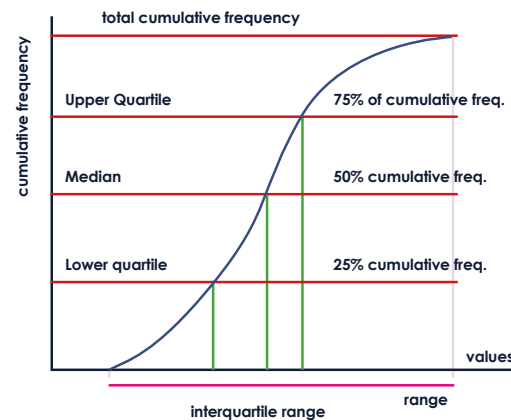
Frequency

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

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



Cumulative Frequency Diagrams and Box Plots



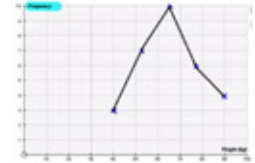
Interquartile range = upper quartile - lower quartile

Frequency Polygons

1. Plot frequency at the mid-point

2. Join with straight lines

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



Averages from a grouped frequency table

Estimating the mean:

$\frac{\sum f w}{\sum f} = \frac{MP \times f(\text{estimated total sum of values})}{f(\text{number of values})}$; where, w is the midpoint of the group.

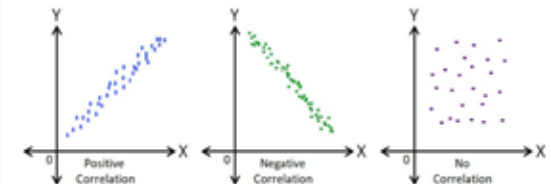
Median group: find which group the $\frac{n+1}{2}$ th value lies.

Where, n is the total frequency.

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

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

Scatter graphs - correlations



Year 10 – Term 3 – Film

- **Leitmotif:** A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can undergo considerable thematic and harmonic transformation such as SEQUENCING depending on the contexts within the VISUAL NARRATIVE.
- **Mickey-Mousing:** A technique frequently used in cartoons and animated films where the music attempts to represent every little physical movement on screen.
- **Cue Sheet:** A detailed listing of musical cues matching the visual action of a film so that composers can time their music accurately to match the visual images.
- **Sequencing:** Where a melodic idea (often a LEITMOTIF) is repeated growing louder and louder and consistently rising either a tone or a semitone higher during each repetition. Sequencing is often used by film music composers to build tension and create a mood of suspense.
- **Cue:** A section of music that is timed to fit a specific portion of visuals.
- **Diegetic Music:** Music that is included in the film, and that the characters would be able to hear. This might include source music from the set such as a car radio or a band in a nightclub, or sound effects such as guns in the distance or screeching car brakes.
- **Non-diegetic Music:** Music which has been composed to accompany events on screen but that the characters can't hear, but the audience can (e.g. music to accompany a car chase or to highlight the emotions of a conversation between two characters). Also referred to as UNDERSCORE or INCIDENTAL MUSIC.
- **Hit Point:** An exact point during a cue when music or sound effects match a moment on screen.
- **Motif (Motive):** A short thematic strand of only a few notes.
- **Synchronisation:** The process of marrying up music and film. Usually handled within a sequencer, sometimes communicating externally with a video recorder using timecode.
- **Storyboard:** A planning tool (similar to a CUE SHEET) used by film soundtrack composers to plan the music to different scenes within a film.
- **Theme:** A main tune, melody or theme within a film soundtrack, representing a particular character, ideas or object in the story and often returning in the background or in altered form.
- **Visual Narrative:** The process of describing a story or storyline using visual images. MUSICAL NARRATIVE is therefore the process of describing a story or storyline using music and sound.
- **Soundtrack:** The music and sound recorded on a motion-picture film. The word SOUNDTRACK can often mean a commercial recording of a collection of music and songs from a film sold individually as an audio CD or via digital download.

Year 10 - Term 5 - Musical Forms and Devices

Devices:

- **Repetition** – exact repeat of a musical idea
- **Contrast** – a change in the music
- **Anacrusis** – a note before the first beat
- **Imitation** – when another part copies a musical idea
- **Sequence** – a repeated idea but at a different pitch
- **Ostinato** – a repeated pattern or phrase
- **Syncopation** – off-beat
- **Dotted rhythms** – lengthening a note by half of its value by placing a dot after it
- **Drone** – a long held note
- **Pedal** – a held or repeating note against which harmonies change
- **Canon** – 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** – balanced melody
- **Motifs** – short melodic or rhythmic ideas
- **Chord progressions** – a series of related chords
- **Modulation** – changing key

Musical Forms:

Binary (A, B)

Ternary (A, B, A)

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

Variation (T, V1, V2, V3)

Strophic (A, A, A)

Minuet and Trio (M, T, M)

Key words:

- **Accidental** – changes the pitch of the note
- **Cadence** – two chords played one after the other to produce the end of a phrase
- **Interval** – the distance between two notes
- **Unison** – all parts singing the same notes
- **Accented** – when emphasis is placed on a note
- **Chromatic** – music goes up or down in semitones
- **Sotto voce** – hushed voice/soft voice/under the voice
- **Suite** – a collection of short musical movements
- **Diminution** – making the note values shorter
- **Subdominant** – the 4th note of a scale and its chord

Clefs:



Treble Clef (used by the violin)



Bass Clef (used by the cello)



Alto Clef (used by the viola)

Important Musical Periods & Composers:

The Baroque Era (1600-1750)

Bach, Handel, Vivaldi, Corelli, Lully, Purcell

The Classical Era (1750-1810)

Haydn, Mozart, Beethoven

The Romantic Era (1810-1910)

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

Year 10 - Term 5 and 6 - Music for Ensemble

Texture:

- **Monophonic** - single melodic line for an instrument or voice or when instruments/voices are unison
- **Homophonic** - one main melody plus harmonic accompaniment of chords (inc. broken chords)
- **Polyphonic Texture** - number of melodic lines heard independently of each other

Textural Devices:

- **Unison** (2 or more musical parts sound at the same pitches at the same time - can be in octaves) (monophonic)
- **Chordal** - parts move together producing a series or progression of chords (homophonic)
- **Melody and accompaniment** - the tune is the main focus of interest and importance, and it is 'accompanied' by another part/parts which support the tune (homophonic)
- **Canon or imitation** - the melody is repeated exactly in another part while the initial melody is still being played (polyphonic)
- **Counter melody** - a new melody played at the same time as a previous melody
- **Layered** - when more parts are added on top of each other

- **Sforzando (sfz)** - a sudden, forced accent on a note or chord
- **Colla voce** - when the accompaniment has to follow the vocal part, without strictly sticking to the tempo
- **Recitative** - a vocal style that imitates the rhythms and accents of the spoken language
- **Declamatory writing** - a type of vocal writing, similar to recitative in that it has speech-like quality
- **Sforzando (sfz)** - a sudden force accent on a note or chord
- **Basso Continuo** - continuous bass line
- **Rhythm Section** - underlying rhythm, harmony and pulse of the accompaniment
- **Pentatonic** - a 5 note scale
- **Improvisation** - music is made up on the spot
- **Stanza** - another word for a verse
- **Swing style** - dotted rhythm feel to the beat
- **Call and Response** - music sung or played by the leader and responded to by the rest of the group
- **Blues scale** - minor pentatonic scale + flattened 5th
- **Blues notes** - flattened 3rds, 5th, 7th notes
- **Riffs** - short repeated musical pattern

Duet - 2 performers

Trio - 3 performers

Quartet - 4 performers

Quintet - 5 performers

Sextet - 6 performers

Septet - 7 performers

Octet - 8 performers

Jazz and Blues Trios

Vocal Ensembles - duets, trios, backing vocals

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

String Quartet - Mvt 1 (sonata form)

Mvt 2 - slow (ABA or T&V)

Mvt 3 - moderate dance (minuet and trio)

Mvt 4 - fast sonata or rondo form

12-bar Blues structure

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

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

Components of Fitness

Health-related Fitness

1.	Muscular Endurance	The ability to use voluntary muscles repeatedly, without getting tired.
2.	Muscular Strength	The amount of force a muscle can generate when it contracts to overcome resistance.
3.	Body Composition	The ratio of fat to fat-free mass (vital organs, muscle, bone) in the body.
4.	Flexibility	A range of movements possible at a joint.
5.	Cardiovascular Fitness	The ability to exercise the body for long periods of time, without getting tired.
6.	Speed	How quickly a movement can be performed or a distance can be covered.

Skill-related Fitness

7.	Balance	The ability to maintain centre of mass over a base of support.
8.	Coordination	The ability to use two or more body parts at the same time.
9.	Power	Strength x Speed.
10.	Agility	A measure of how quickly you can change the position of your body, while keeping your body under control.
11.	Reaction Time	The time it takes to respond to a stimulus.

Exercise Intensity

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

Training Sessions

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

Principles of Training

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

Methods of Training

Flexibility of Training

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

Strength, Muscular Endurance and Power training

BTEC of 2	1.	Circuit training	<ul style="list-style-type: none">- Different stations/exercises used- Use different muscle groups to avoid fatigue	
	2.	Free weights	<ul style="list-style-type: none">- 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
			Training for endurance	High reps and low loads
			Training for strength endurance	50-60% of 1 RM and 20 reps
			Training for elastic strength	75% of 1RM and 12 reps
			Training for maximum strength	90% of 1RM and 6 reps
	3.	Plyometrics	Develops explosive power and strength, eg. lunging, jumping, incline press-up.	

PE BTEC
1 of 2

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

Methods of Training Aerobic Training

1.	Continuous training	Training at a steady pace for a minimum of 30 minutes.
2.	Fartlek training	Running at different speeds or over different terrains.
3.	Interval training	Individual performs a work period followed by a rest or recovery period.
4.	Circuit training	<ul style="list-style-type: none"> - Different stations/exercises used - Use different muscle groups to avoid fatigue What can be varied Number of stations; time spent at each station; number of circuits; rest period between exercises; number of sessions per week.

Methods of Training Speed Training

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

PE BTEC
2 of 2

Fitness Tests

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

The skeleton has 5 main functions:

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

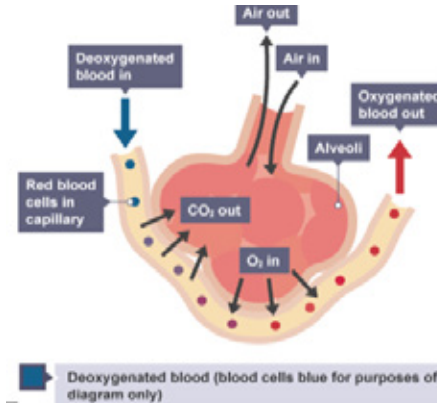
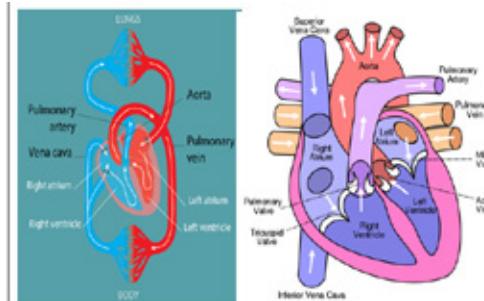


Types of Synovial Joints:

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

Types of joint movement:

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



Cardiac values:

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

Gaseous Exchange:

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

Lung Volumes:

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

Aerobic and Anaerobic exercises:

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

Anaerobic respiratory system:

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

Aerobic respiratory system:

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

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

Christianity

Baptism	The sacrament through which people become members of the Church. Baptism involves the use of water as a symbol of the washing away of sin. It is a rite of initiation.
Believers' baptism	Initiation into the Church, by immersion in water, of people old enough to understand the ceremony/rite and willing to live a Christian life. This form of baptism contains many similarities to the baptism of Jesus.
Catholic Agency for Overseas Development (CAFOD)	A Christian charity that provides emergency and long-term aid to the developing world.
Christian Aid	A Christian charity that provides emergency and long-term aid to the developing world.
Christmas	The Feast Day commemorating the birth of Jesus (25 December in most Churches).
Easter	The religious season celebrating the Resurrection of Jesus from the dead. It starts on Easter Day and finishes with the feast of Pentecost.
Eucharist	Literally 'thanksgiving'. Another name for Holy Communion and a service in which the sacrificial death and resurrection of Jesus are celebrated, using bread and wine. Thanks are given to God for his creation of the world, for the life, death and resurrection of Jesus and for the bread and wine which many Christians refer to as Jesus' Body and Blood.
Evangelism	Preaching the gospel to convert people to the Christian faith.
Food banks	This relates to Christian charities collecting donated food to distribute to the poor in Britain.
Holy Communion	Another name for the Eucharist in which the sacrificial death and resurrection of Jesus are celebrated using bread and wine.
Infant baptism	Initiation of babies and young children into the Church, where promises are taken on their behalf by adults. The infant is freed from sin and introduced to the saving love of God and the support of the Christian community.
Informal worship	Worship which has no set structure. It is usually spontaneous and sometimes charismatic in nature.
Iona	An island off the west coast of Scotland founded by Columba in the 4th century. It is used by Christians today as a centre for pilgrimage and religious retreat.
Liturgical worship	A church service which follows a set structure or ritual.
Lourdes	A town in France, where the Virgin Mary appeared to Bernadette in a series of visions, and now a place of pilgrimage, where it is claimed that miraculous healings have taken place.
Lord's Prayer	The prayer taught to the disciples by Jesus; also known as the 'Our Father'.
Mission	Literally 'sent out'. It refers to the duty of Christians to spread the gospel (the good news about Jesus).
Non-liturgical worship	A service which does not follow a set text or ritual. This type of worship is sometimes spontaneous or charismatic in nature.
Persecution	Throughout the centuries and still in some parts of the world, Christians face punishment and even death for adherence to their faith.
Pilgrimage	A journey by a Christian to a holy site, e.g. Lourdes, Iona. Pilgrimage is itself an act of worship and devotion.

Christianity

Prayer	Communicating with God through words of praise, thanksgiving or confession, or requests for his help or guidance. Listening to and speaking to God.
Private worship	A believer giving God praise and worship on his or her own.
Reconciliation	A sacrament in the Roman Catholic and some Anglican Churches.
Sacrament	The outward and visible sign of an invisible and spiritual grace. Baptism and the Eucharist are recognised as sacraments by most Christians.
Set prayers	These are prayers written throughout the centuries by Christian holy men and women, which many Christians use. The Lord's Prayer is an example of a set prayer.
Street pastors	A Christian organisation consisting of people who work mainly at night on city streets, caring for those who need help.
Tearfund	A Christian charity that provides emergency and long-term aid to the developing world.
Worship	Offering to God the praise that he is due. This may be done in public or in private worship.

Buddhism

Anatta	No fixed self, no soul.
Anicca	Impermanence, instability, not permanent.
Ascetic	A life free from worldly pleasures (especially sexual activity and consumption of alcohol), often with the aim of pursuing religious and spiritual goals.
Buddha-nature	In Mahayana Buddhism this refers to the fundamental nature of all beings, which means that all beings can attain Buddhahood.
Dependent arising	The belief that everything in existence is because other things are. The idea that everything is interconnected and that everyone affects everyone else.
Dhamma	Universal law; ultimate truth; the teachings of Buddha.
Dukkha	Suffering; ill; everything leads to suffering; unsatisfactoriness.
The Eightfold Path	The fourth Noble Truth. Magga. The Middle Way. The way to wisdom; mental training and the way of morality. Eight stages to be practised simultaneously.
Enlightenment	Wisdom or understanding enabling clarity of perception; this allows a Buddhist to be freed from the cycle of rebirth.
The Four Noble Truths	Dukkha, Samudaya, Nirodha, Magga (suffering, the cause of suffering, the end of suffering, the path to the end of suffering a.k.a. the eightfold path!).

Buddhism

The Four Sights	Gautama's four encounters with illness, old age, death and a holy man.
Jataka	The Jataka Tales are stories about the previous lives of the Buddha.
Kamma	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.
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	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.
Paticcasamupada	The concept of dependent arising.
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.
Samadhi	Meditation, the spiritual experience leading to the highest form of consciousness.
Samudaya	The causes of suffering (the Second Noble Truth).
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.
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. DEFINING CRIME AND DEVIANCE

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

B. FUNCTIONALISM & CRIME

Anomie	When society breaks down and there is normlessness.
Social Cohesion	Social unity, which gives a sense of belonging to society.
Boundary maintenance	Durkheim's idea that crime reminds people not to cross boundaries of society.
Strain Theory	The pressure society puts on people to achieve culturally defined goals e.g. the "American dream"

C. STRAIN AND CRIME

Culturally defined goals	Goals are determined by the values within culture e.g. economic success
Response 1: Conformity	Individual accepts the goals of success and can achieve it
Response 2: Innovation	Individual accepts the goals of success but they lack the opportunities to succeed through legal means so turn to crime.
Response 3: Ritualism	Individual makes their own "easier" goals but they accept legitimate means rigidly.
Response 4: Retreatism	Individual rejects the goal of success and they reject legitimate means to achieve it e.g "drop-outs".
Response 5: Rebellion	Individual rejects the conventional goals of success and the means to achieve them, and replace them with alternative goals and means.

D. MARXISM ON CRIME

Materialism	Belief in the value of possessions and physical comfort e.g. cars, houses.
Consumerism	The need to buy products.
Reasons for more working class in prison	1. Blue collar crimes are easier to see 2. Victims to pity = longer sentences. 3. Cost of lawyers.

E. CRIME AND SOCIAL CLASS

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

F. INTERACTIONISM & CRIME

Becker	Interactionist who says labelling leads to criminal and deviant behaviour.
Deviant Career	The process by which individuals come to see themselves as deviant.
Labelling	The process of attaching a characteristic or definition to a person or group. E.g. thief.
Master status	A status which overrides all of an individual's other statuses e.g. "junkie" not "daughter".

G. FEMINISM & CRIME

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

H. GENDER AND CRIME

Gender Socialisation	Learning to behave according to their "gender" e.g. socially acceptable behaviour for boys and girls.
Lack of Opportunity	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 it has been amplified (there is more of it).
Moral panic	When the media exaggerate an issue or group causing panic.
Folk devil	Group identified as threat to society.

J. ETHNICITY AND CRIME

Institutional racism	The way the organisation works is discriminating against an ethnic group (can be unintentional).
Canteen Culture	This is when lower ranks of the police force have racist, sexist and homophobic attitudes.
MacPherson Report (1999)	Report into investigation on Stephen Lawrence murder finding the Metropolitan Police institutionally racist.

K. 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. What is stratification?	
Social stratification	The way that society is divided into layers (strata).
Ascribed status	Status is given at birth e.g – royal titles.
Achieved status	Status is earned based on hard work.
3 Examples of Social Stratification	1. Caste system in traditional India. 2. Feudalism in Medieval Europe. 3. Social class in the UK.
Social mobility	The ability to move up or down the social strata.
Closed system	No social mobility.
Open system	Ability to move social strata.
Davis & Moore (1945)	Stratification is necessary to fill most functionally important jobs with talented people.

B. Social Class	
Karl Marx	Identified two main social classes; bourgeoisie and proletariat.
False Class Consciousness	When proletariat are unaware that they're being exploited.
Lumpen – Proletariat	Drop-outs and criminals of society.
Weber's Four Social Classes	1. Property owners. 2. Professionals. 3. Petty Bourgeoisie. 4. Working class.
Market Situations (Weber)	The idea that different social classes have different life chances as a result of the labour market.
Status vs Class (Weber)	Status (Power) and Class (Wealth) are different as people can have status without being property owners. i.e – aristocrats.

C. Life Chances		
Gender	Life Chances	People's chances or having positive or negative outcomes in their life. E.g – education, employment, health, housing.
	Glass Ceiling	Invisible barrier to promotion for women.
	Sex Discrimination Act 2010	Made it illegal to discriminate based on sex and marital status.
Ethnicity	Institutional racism	The idea that an institution or company disadvantages ethnic minorities.
	Race relations Act 2010	Made it illegal to discriminate based on ethnicity.
Age	Ageism	Age discrimination.
	Equality act 2010	Protecting against age discrimination at work and access to services.
	Other	Life chances can also be affected by disability, sexuality and religion.

D. Affluent workers	
Embourgeoisement Thesis (1950s)	Affluent working class families become middle class in norms and values.
Devine (1992) Revisited	Criticised Goldthorpe's (1969) Luton study. Interview 62 people. Found working class lifestyles hadn't changed much.
Inter – generational mobility	Movement between the generations of a family when a child has a different social class to parents.
Intra – generational mobility	Movement of an individual between social classes through their lifetime. E.g – through promotion.

Sociology
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E. Wealth, Income & Poverty	
Wealth	Ownership of assets e.g – houses and land.
Income	Flow of resources received annually/monthly.
Absolute poverty	When their income is insufficient to obtain the minimum to survive.
Relative poverty	When income is well below average so they are poor, relative to society.
Social Exclusion	When people are shut out from everyday activities.
Low Incomes	Below 60% of the median after housing costs.
Subjective poverty	Based on whether people see themselves as in poverty.
Environmental poverty	Measuring deprivation in terms of conditions such as adequate housing and air pollution.
Townsend (1979)	Created a deprivation index including 12 items to measure relative to deprivation and found 23% of the UK population lived in poverty.

F. Explanations of poverty	
Cycle of deprivation	Idea that people are 'trapped' in poverty as they develop values which stop them from being free.
Murray (1996) and the New Right	UK's underclass is growing rapidly as a result of welfare reform taking away incentive to work.
Globalisation	Global economic recession between 2008-2010 led to increased unemployment, rising fuel and food prices.

Social Stratification
AQA GCSE Sociology
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G. Power and Authority	
Power	Is based on either coercion or authority.
Authority	When people willingly agree to do something because they see it as right.
Coercion	Threat or use of force to ensure people obey.
Traditional Authority	Authority based on custom and tradition e.g – Monarchy in Britain.
Rational-legal authority	Authority based on people following set laws or rules, and obeying those enforcing them.
Charismatic Authority	Obedying a leader who they believe have extraordinary qualities and inspire them.
Walby (1990) on power	6 Patriarchal Structures – Paid employment, household, culture, sexuality, male violence against women, the state.

H. Power and the State	
Democracy	People vote for leaders rational-legal authority.
Dictatorship	Power in hands of dictator, censoring media to benefit them.
Proportional representation	Seats allocated according to total number of votes for each party.
Pressure Groups	Groups who lobby (influence) governments to make decisions.
Pluralist view on State Power	Idea that no single group dominates decision making, state is neutral.
Conflict view on State Power	Those in powerful positions come from certain groups and make decisions to benefit them.
Trade union	Organisation looking after the welfare and wellbeing of workers.

Infectious Disease (Paper 1)	
Pathogen	A micro-organism that causes disease.
Antibiotic	A medicine that kills bacteria only.
Immune	When a person can no longer be infected by a disease. Their white blood cells can make the correct antibodies.
Specific	Targets only one substance.
Toxin	Chemicals produced by bacteria, damages tissues.
Antibody	Protein produced by white blood cells, attach to antigens.
Antitoxin	Chemicals produced by white blood cells.
Antigen	Proteins on the surface of cells used for recognition by white blood cells.
Placebo	A medicine containing no active drug.
Double-blind	A test where no-one (doctors or patients) knows who is in which group.
Control group	A group used for comparison.
Monoclonal	<i>Identical and produced from a single type of white blood cell.</i>
Culture	<i>A group of bacteria.</i>
Physical defence	<i>Prevents entry of micro-organisms to a plant.</i>
Hybridoma	<i>A fused lymphocyte and tumour cell.</i>

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

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

Biology (separate science words shown in RED italics - there are also some in inheritance & ecology!)

Rates of Reaction (Paper 2)

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

CHEMISTRY

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

Generating Electricity (Paper 1)

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

PHYSICS

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

Nuclear Radiation (Paper 1)

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

Role play

Me gustaría + INF - I would like + inf

Quiero + INF - I want + inf

_____ **empieza(n) a las** _____ - ____ starts at _____

_____ **termina(n) a las** _____ - ____ finishes at _____

_____ **abre(n) a las** _____ - ____ opens at _____

_____ **cierro(n) a las** _____ - ____ closes at _____

_____ **dura(n) una hora/ una semana** - ____ lasts an hour/week

_____ **cuesta(n) _____ euros** - ____ costs _____ euros

_____ **está en** _____ - ____ is in _____

¿Me puede(s) ayudar con _____? Can you help me with _____?

¿Me puede(s) reservar _____? Can you reserve _____?

¿Cuánto dura(n) _____? How long does _____ last?

¿Cuánto tiempo pasas en _____? How long are you in _____?

¿Qué opinas de _____? What do you think about _____?

¿Qué planes tienes para _____? What plans do you have _____?

¿Cuándo es _____? When is the _____?

¿Cuánto cuesta(n) _____? How much do _____ cost?

¿Dónde está(n)? Where are _____?

WOW structures

Passive structure:

Se dice (it is said that)

Reported speech

Me dijo que "..." (he/she told me that...)

Subjunctive triggers:

Es+ adj+ que (e.g. es preocupante que exista tanta... It's worrying that so much...exists)

Espero que (e.g. espero que me salga bien el examen... I hope the exam goes well)

Antes de que.. (e.g. Antes de que termine los estudios... Before I finish my studies)

Si hubiera podido, hablar + past participle

(e.g. si hubiera podido, habría pasado tres semanas allí... I could have, I would have spent three weeks there...)

Listing/ introducing thoughts and ideas:

Sueño con... I dream of...

Me muero por.. I'm dying to..

Fue (adj) por varios motivos, por ejemplo, vi..., visité.. y luego compré...

(it was ... for various reasons, for example, I saw... I visited... and then I bought...)

Lo + adj+ es... (lo fascinante es...)

Fancy reasons:

..ya que me provoca felicidad (given that it provokes happiness)

..puesto que me ayuda a ser mejor (given that it helps me to be better)

Answer booster	Solid answer	Aiming higher	Aiming for the top
Verb structures in past	El año pasado fui a - Last year I went to Cuando era joven - When I was younger Cuando tenía...años - When I was years old	Hice muchas cosas como... - I did many things like... Antes pensaba que - Before I used to think that Solía hacer varias actividades - I used to do various activities	Decidí ir a - I decided to go to Siempre he sido muy activo - I've always been very active No me interesó la actividad - the activity didn't interest me Acabo de + inf - I have just + inf
Verb structures in present	Voy - I go Hago muchas cosas - I do a lot of things Salgo con mis amigos - I go out with my friends	No hay ni ____ni ____ - There isn't a ____ or a ____ Lo quiero - I want it Tampoco tiene... - It doesn't have ... either	Suelo jugar - I tend to play Lo hago desde dos años - I have done it for 2 years Lo practico un montón - I practise it loads
Verb structures in future	El año que viene voy a + inf - Next year I am going to... Voy a ir a - I am going to go to Voy a tener - I am going to have Visitaré sitios interesantes - I will visit interesting places Cuando sea mayor - When I am older	En un mundo ideal + <u>conditional</u> - In an ideal world + <u>conditional</u> 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 + <u>conditional</u> - If I could + <u>conditional</u> Si tuviera dinero + <u>conditional</u> - If I had money + <u>conditional</u> Aunque sea <u>desalentador</u> , me gustaría hacerlo - Even though it is daunting, I would like to do it
Idioms	¡Es la leche! - It's awesome ¡Lo pasé bomba! - I had a fantastic time	Nos llevamos como el perro y el gato - We fight like cat and dog Es pan comido - It is a piece of cake	Tengo que ponerme las pilas - I have to pull my socks up No tiene ni pies ni cabeza - It is nonsensical

	Past	Present	Future
Opinions in three tenses	Me gustó _____ porque fue _____ - I liked _____ because it was _____ En el pasado me gustaba _____ porque era _____ - In the past I used to like _____ because it was _____ Siempre me ha gustado+ inf - I've always liked + inf...	Me gusta _____ porque es _____.- I like _____ because it is _____ Me apasiona _____ ya que es _____ - I am passionate about _____ as it's _____	¡Va a ser interesante!- It is going to be interesting! Me gustaría _____ porque sería _____ - I would like to _____ because it would be _____

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

Module 6 Extended

¿ Las comidas	Meals
la comida / el almuerzo	lunch
la merienda	tea (meal)
comer / almorzar	to have lunch / to have ... for lunch
merendar	To have tea / to have ... for tea
tomar	To have (food / drink)
entre semana...	During the week...
algo dulce / ligero / rápido	Something sweet / light / quick
ser goloso/a	To have a sweet tooth
tener hambre	To be hungry
tener prisa	To be in a hurry
tomar un desayuno fuerte	To have a big (lit. strong) breakfast
¿Has probado...?	Have you tried...?
Es un tipo de bebida / postre.	It's a type of drink / dessert.
Es un plato caliente / frío	It's a hot / cold dish
Contiene(n)...	It contains / They contain...
Fue inventado/a / introducido/a...	It was invented / introduced...
¿Qué le pasa?	What's the matter?
No me encuentro bien.	I don't feel well
Me siento fatal.	I feel awful.
Estoy enfermo/a / cansado/a.	I am ill / tired.
Tengo catarro.	I have a cold.
Tengo diarrea.	I have diarrhoea.
Tengo dolor de cabeza.	I have a headache.
Tengo fiebre.	I have a fever / temperature.
Tengo gripe.	I have flu.
Tengo mucho sueño.	I am very sleepy.
Tengo náuseas.	I feel sick.
Tengo quemaduras de sol.	I have sunburn.
Tengo tos.	I have a cough.
Me duele(n)...	My ... hurt(s).
Me he cortado el/la...	I've cut my...
Me he hecho daño en...	I've hurt my
Me he quemado	I've burnt my...
Me he roto...	I've broken my...
La boca / la cabeza	mouth / head
La espalda / la garganta	back / throat
La mano / la nariz	hand / nose
La pierna / la rodilla	leg / knee
Los dientes / las muelas	teeth
Los oídos / las orejas	ears
Los ojos	eyes
¿Desde hace cuánto tiempo?	how long for?
Desde hace...	for...
un día / un mes	a day / a month
Una hora / una semana	an hour / a week

Module 7

¿En qué trabajas?	What is your job?
Soy... / Es...	I am... / He/She is...
Me gustaría ser...	I would like to be...
Es un trabajo...	It's a ... job
artístico / emocionante	artistic / exciting
exigente / importante	demanding / important
fácil / difícil	easy / difficult
manual / monótono	manual / monotonous
variado / repetitivo	varied / repetitive
con responsabilidad	with responsibility
con buenas perspectivas	with good prospects
con un buen sueldo	with a good salary
tengo que... / suelo...	I have to... / I tend to...
contestar llamadas telefónicas	answer telephone calls
enseñar / vigilar a los niños	teach / supervise the children
hacer entrevistas	do interviews
preparar platos distintos	prepare different dishes
reparar coches	repair cars
servir comida y bebida	serve food and drink
viajar por todo el mundo	travel the world
Mis prácticas laborales	Work experience
Hice mis prácticas laborales en...	I did my work experience in...
una agencia de viajes / una granja	a travel agency / a farm
una tienda benéfica / solidaria	a charity shop
la empresa de mi madre	my mum's company
archivaba documentos	I filed documents
ayudaba...	I helped...
cogía el autobús / el metro	I caught the bus / underground
empezaba/terminaba a las ...	I started / finished at...
hacía una variedad de tareas	I did a variety of tasks
iba en transporte público	I went by public transport
llevaba ropa elegante	I wore smart clothes
Aprendí...	I learned
muchas nuevas habilidades	lots of new skills
a trabajar en equipo	to work in a team
Un año sabático	A gap year
Si pudiera tomarme un año sabático...	If I could take a gap year...
Si tuviera bastante dinero...	If I had enough money...
aprendería a esquiar	I would learn to ski
buscaría un trabajo	I would look for a job
enseñaría inglés	I would teach English
ganaría mucho dinero	I would earn a lot of money
haría un viaje en Interrail	I would go Interrailing

Revision

Mis ratos libres	My free time
las actividades de ocio	leisure activities
Tengo muchos pasatiempos.	I have lots of hobbies.
A la hora de comer...	At lunchtime...
Cuando tengo tiempo...	When I have time
Suelo...	I tend to / I usually
descansar	rest
salir con amigos	go out with friends
usar el ordenador	use the computer
me ayuda a relajarme	it helps me to relax
me hace reír	it makes me laugh
Los modelos a seguir	Role models
Admiro a...	I admire...
Mi inspiración es...	My inspiration is...
...es un buen modelo a seguir...	...is a good role model
Un buen modelo a seguir es alguien que...	A good role model is someone who...
¿Cómo es tu zona?	What is your area like?
está situado/a en un valle	it is situated in a valley
se puede...	You / One can...
hacer un recorrido en autobús	do a bus tour
disfrutar de las vistas	enjoy the views
viajar en el AVE	travel on the AVE high-speed train
Se pueden...	You / One can
probar platos típicos	Try local dishes
practicar deportes acuáticos	Do water sports
Los pros y los contras de la ciudad	The pros and cons of the city
es tan fácil desplazarse	it's so easy to get around
hay transporte público	there is public transport
hay tantas diversiones	there are so many things to do
el centro es tan ruidoso	the centre is so noisy
¿Qué harías?	What would you do?
Renovaría...	I would renovate...
Mejoraría	I would improve
Construiría	I would build
Invertiría en	I would invest in
¿Qué va a tomar?	What are you going to have?
de primer / segundo plato...	for starter / main course...
de postre...	for dessert...
Voy a tomar...	I'm going to have...
¿Qué me recomendaría?	What do you recommend?
el menú del día	the set menu
la especialidad de la casa	the house speciality
está buenísimo/a / riquísimo/a	it's extremely good / tasty
¡Que aproveche!	Enjoy your meal!