Year 10 - Knowledge Organiser #1

Mid-Year Assessments
September to January/February

Kettering Buccleuch Academy 2019-2020

Name:	
Tutor Group:	
Tutor and Room:	

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

Year 10 Knowledge Organiser #1 - Contents

Your Knowledge Organiser and Self Quizzing Book

Knowledge Organisers	Self Quizzing Book
Year 10 - Knowledge Organiser #1 **Mid-Year Assessments** **September to January/February** KNOWLEDGE IS POWER Name: Tutor Group: Tutor and Room: *"If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you."*	Kettering Buccleuch Academy The best in everyone Name Tutor Group Tutor(s) **Self-quizzing Book** **Your destination in your hands** Excellence is a habit
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.	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 <u>must</u> bring your Knowledge Organiser and Self Quizzing Book to every lesson and place it on your desk at the beginning of each lesson.

You <u>must</u> 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 <u>NOT</u> a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 10 require.

How do I complete Knowledge Organiser homeworks?

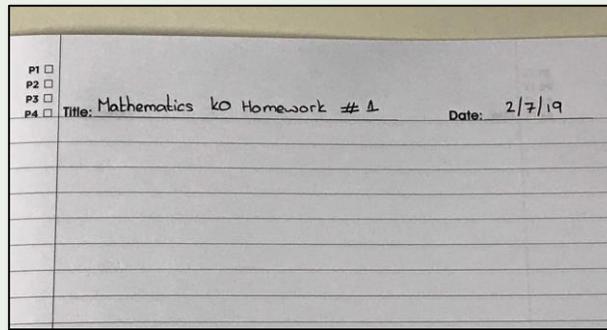You will be set a MINIMUM of 2 Knowledge Organiser homeworks in every subject each half term

Step 1

Check SMHW and identify what words/definitions/facts you have been asked to learn.
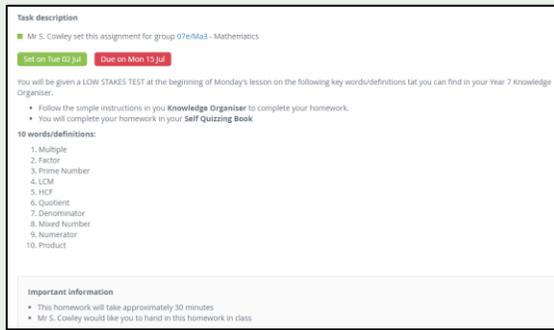
Step 2

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

Step 3

Write out the keywords/definitions/facts you have been set from SMHW in FULL.
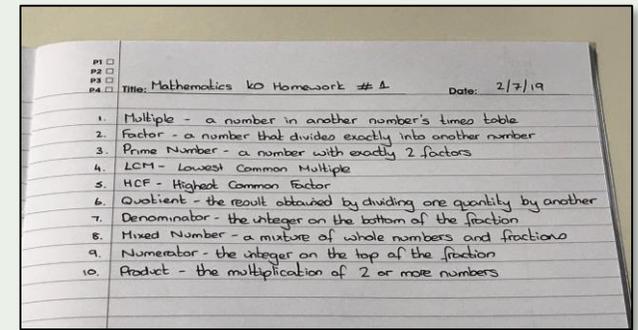
Step 4

Cover the definitions in your SELF QUIZZING BOOK, apart from the first. Read it, Cover it, Say it in your head, check it….REPEAT until confident.
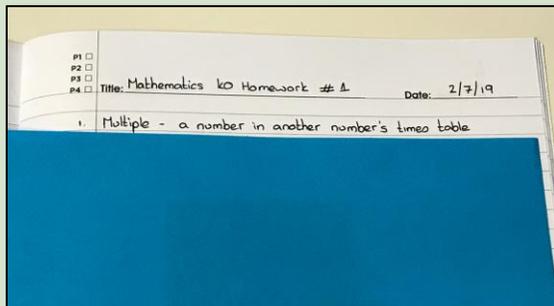
Step 5

Cover up ALL the definitions/facts and write them out from memory in your SELF QUIZZING BOOK.
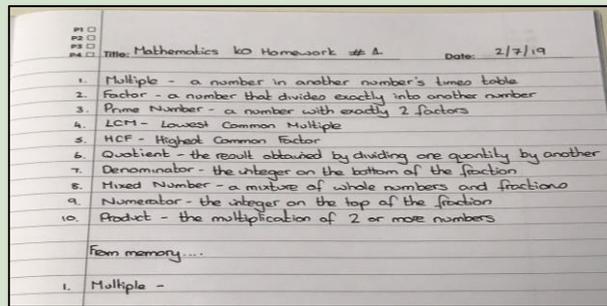
Step 6

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

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

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

Can I write in paragraphs?

The **TIPTOP** rule

You move onto a new paragraph when you change **ti**me, **pl**ace, **to**pic or **p**erson.

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	○ But	○ Meanwhile
○ Whereas	○ Since	○ Nonetheless
○ Nevertheless	○ Yet	○ However
○ Alternatively	○ Therefore	○ Although
○ Consequently	○ Besides	○ Moreover

Have I used the correct grammar?

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

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

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

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 a**nd **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	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/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
	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. **b**ig **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits)
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

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.

3. Colour Theory

- **Colour:** When light is reflected of 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.
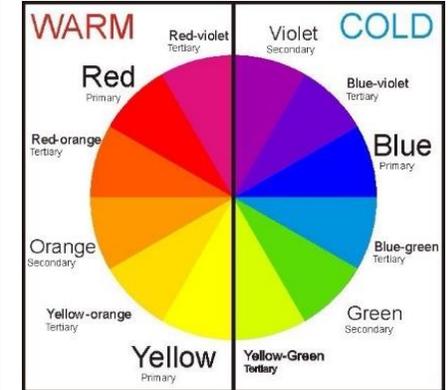
- **Shade:** When Black is mixed with a colour to make it darker

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

2. Techniques specific to: Drawing

- **Hatching:** Drawing Lines that are close together, the closer they are the darker they will appear, while lines further apart will suggest highlights.

- **Cross Hatching:** Drawing lines that cross over each other, the more lines that cross the darker the area

- **Blending:** Gradually blend and build tone onto your pages. Blending colours together and showing graduated tone

- **Stippling:** Applying small dots to your work the closer the dots the darker the tone appears

- **Scumbling:** Building up small scribbled lines, vary the direction of the line to add interest

4. Composition

- **Composition:** the arrangement/layout of shapes/objects on the page

- **Proportion:** The size and shape of one object in comparison to another

- **Foreground, mid-ground, background**: The areas at the front middle or back of a drawing or painting.

- **Focal Point:** The part of the artwork which stands out and draws the eye.

- **Perspective:** The way of showing that objects appear to get smaller and closer together the further away they are from the viewer.

Keywords specific to Painting

- **Mark making**: The different line, patterns and textures we create in a piece of art

- **Chiaroscuro**: The contrast of light and dark in a drawing or painting

- **Medium**: The media used to create the artwork

- **Realism**: Painted realistically.

- **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**: This use of paint

Key Words 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.

Key Words 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 viewers 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

| Key terms specific to **3D Art and Design**	Key Terms specific to **Sculpture**	Key Professions specific to **3D Art and Design**
• **Sculpture**: A three-dimensional, fine art piece – designed purely for aesthetics – not function	• **Sculptor**: An artist who works in 3D	• **Architectural Design**: The profession associated with any type of building design and construction
• **Maquette**: A small scale model to illustrate how a 2D sculpture design would look if realized 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.	• **Interior Design**: The design of any space inside a building.
• **Model Box**: A scale model of a theatre set, exhibition space, interior or architectural design	• **Modelling**: The sculptor creates a form by building it up. Clay, papier-mâchê, and other soft materials are modelled into a sculpture. Modelling with clay is generally the first process for creating a cast metal sculpture.	• **Silver-Smith**: A designer that works with precious metals and gems to create jewellery
• **Plastic materials**: Clay, papier-mâché, textiles – malleable materials	• **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.	• **Automotive Design**: The profession associated with the design of motor vehicles
• **Resistant Materials**: Wood, metal plastic – Sheet materials that need to be cut with hand and/or power tools	• **Freestanding Sculpture**: A piece that is finished on all sides. It can stand-alone. Designed and made to be viewed from all angles	• **Ceramicist**: An artist or designer that works solely with clay
• **Armature**: A rigid framework, often wood or steel, used to support a sculpture or other large work while it is being made.	• **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
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 in the image but either one third from the top, bottom or from one side of the image

- **Leading lines**: The viewers eyes are naturally drawn along vertical and parallel lines
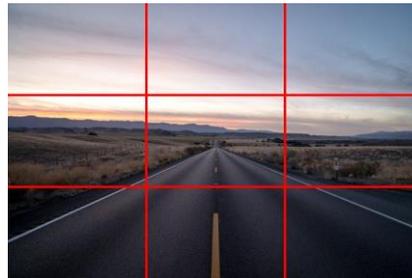
- **Shutter speed**: How long the cameras shutter is kept open

- **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
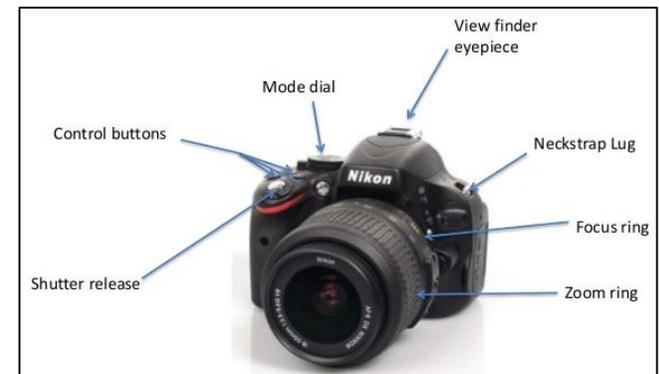
Enterprise	Entrepreneurial activity (can also mean a business or company)
Entrepreneur	Someone who creates a business, taking on financial risks with the aim of making a profit from the business
Consumer	Someone who buys and uses goods and services
Obsolete	Out of date or not used anymore
E-commerce	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 taken by one business
Economy	The system by which a country's money and goods are produced and used

Convenience	A product or service's ability to fit in well with a customer's lifestyle or routine, the ease with which it can be used and/or its easy to reach location
Viable	Able to work properly or successfully
Market research	The process of gathering information about the market and customers' needs and wants in order to help inform business decision, including product design and marketing
Focus group	A group of people who discuss their views on a product, service advertisement or idea, either face-to-face or online
Target market	A particular group of consumers at which a business aims its products and services
Sample	A portion of the population asked for their opinions in order to draw conclusions about the behaviour of the whole population
Generation Y (also known as Millennials)	The people born shortly before the 21st century, usually defined as born between 1980 and 2000
Data	Information, particularly statistics, that can be collected and analysed
Biased	Unbalanced or inclined to agree with a particular judgement or ideas rather than presenting the evidence fairly
Ethics	Moral principles or standards that guide the behaviour of a person or business
Source	A place, person or thing, such as a book or report, that can provide information to be used in research
Chamber of commerce	A local association that promotes the interest of businesses in a county or region
Trade association	Organisation founded and funded by businesses that operate in a specific industry
Analysis	The process of looking at data to identify patterns or trends
Incentive	Something such as a payment or gift that encourages someone to do something
Valid	Having a solid or accurate basis of facts
Segmentation	The process of breaking something into smaller parts
Demographics	Relating to the structure of a population
Axes	The reference lines on a graph
SWOT analysis	A study undertaken by a business to identify the strengths and weaknesses, opportunities and threats

Market share	The proportion of sales in a market that are taken by one business
Profit	The amount of revenue left over once costs have been deducted
Social objectives	Likely to be non-financial, such as to reduce the carbon emissions of a business or improve the quality of life for a local community
Income stream	The source of regular income that a business receives. This could be through the money it receives from customers, or other seas such investment income
Viable	Capable of working or succeeding
Income statement	A financial statement showing the amount of money earned and spent in a particular period and resulting profit and loss
Stakeholder	Anyone who has an interest in the activities of a business, such as its workers, its suppliers, the local community and the government
Break-even point	The point where revenue received meets all of the costs of the business
Credit	The amount of money that a financial institution or supplier will allow a business to use, which it must pay back in the future at an agreed time
Overheads	Fixed costs that come from running an office, shop or factory, which are not affected by the number of specific products or services that are sold
Insolvent	A business that is unable to pay its debts and/or owes more money than it is owed
Consumables	Items that get 'used up', such as pens, paper, staples and other items that a business has to replace regularly
Trade credit	A credit arrangement that is offered only to businesses by suppliers
Overdraft	A facility offered by a bank that allows an account holder to borrow money at short notice
Cheque	A written order to a bank to pay an amount of money from an account holder's account to a specified person
Venture capital	Money to invest in a business is sourced from individuals, or groups of people, who wish to invest their own money into new businesses
Return on investment	The amount of money that an investor gets back in return for investing a business
Shareholders	Investors who are part-owners of a company
Share capital	Money to invest in a business is raised by the business issuing shares that it then sells to those who wish to invest in the company
Credit check	A check on the financial status of a business or individual to ensure that the business or the individual has a reliable credit history and does not have any existing outstanding debts
Security	When the lenders asks the borrow to put up an asset, such as a house, or a valuable item owned by the business
Asset	Any item of value that a business owns, such as its machinery or premises
Guarantor	A named person who guarantees to pay the repayments on a loan should the person who has taken out the loan not be able to make the payments
Retained profit	Money that a business keeps, rather than paying out to its shareholders

GCSE Computer Science | OCR J276

1.1 Systems architecture

- **The purpose of the CPU**
  - Central Processing Unit [CPU]
- **Von Neumann architecture**
  - Memory Address Register [MAR]
  - Memory Data Register [MDR]
  - Program counter [PC]
  - Accumulator [ACC].
- **Common CPU components and their function**
  - Arithmetic Logic Counter [ALU]
  - Control unit [CU]
  - Cache [temporary store]
- **Function of the CPU**
  - Fetch / execute instructions stored in memory
- **How common characteristics of CPUs affect their performance:**
  - Clock speed
  - Cache size
  - Number of cores.
- **Embedded systems:**
  - Purpose
  - Examples of embedded systems.
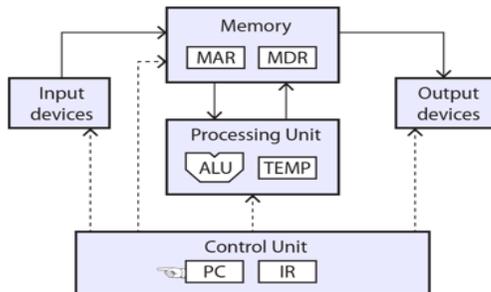
1.2 Memory

- **Random Access Memory [RAM]**
  - Volatile
  - Stores data and instructions in use.
- **Read Only Memory [ROM]**
  - Non-volatile
  - Stores start up instructions.
- **Virtual Memory**
  - How it works
  - The need for virtual memory
  - How to prevent the need for virtual memory.
- **Flash memory**
  - How it is constructed
  - Appropriate use.

1.3 Storage

- **Secondary Storage**
  - The need for secondary storage
  - Data capacity
  - Calculation of data capacity requirements.
- **Common types of storage**
  - Optical (including different types of optical storage)
  - Magnetic
  - Solid State.
- **Suitable storage devices / media for a given application**
  - Compare using the following characteristics:
    - Capacity
    - Speed
    - Portability
    - Durability
    - Reliability
    - Cost
  - Advantages / disadvantages of each.

GCSE Computer Science | OCR J276

1.4 Wired & Wireless networks

- **Types of network**
    - Local Area Network [LAN]
    - Wide Area Network [WAN]
- **Factors that affect the performance of networks:**
    - Bandwidth
    - Latency
    - Error rate
    - Transmission media

- **Different roles of computers in a network:**
    - Client-server network (central server)
    - Peer-to-peer network (all PCs equal)

- **Hardware needed to connect standalone computers into a Local Area Network:**
    - Wireless Access Points
    - Router
    - Switch
    - Network Interface Card (NIC)
    - Transmission Media
        - Fibre optic, ethernet, coaxial

- **The Internet**
    - Definition
    - Domain Name Server [DNS]
    - Web hosting (benefits / drawbacks)
    - The Cloud (benefits / drawbacks)
    - Virtual networks

1.5 Network topologies, protocols & layers

- **Topologies**
    - Star (central router)
    - Mesh (all nodes connected)
    - Partial mesh (most nodes connected)
- **Wi-Fi:**
    - Frequency & channels
    - Encryption
- **Ethernet**
    - Definition

- **IP addressing & MAC addressing**
- **Protocols:**
    - Transmission Control Protocol / Internet Protocol [TCP/IP]
    - Hyper Text Transfer Protocol [HTTP]
    - Hyper Text Transfer Protocol Secure [HTTPS]
    - File Transfer Protocol [FTP]
    - Post Office Protocol [POP]
    - Internet Message Access Protocol [IMAP]
    - Simple Mail Transfer Protocol [SMTP]
- **The concept of layers**
    - TCP/IP stack
        - Network, Internet, Transport, Application
- **Packet Switching**
    - What is a packet?
    - How are packets routed?
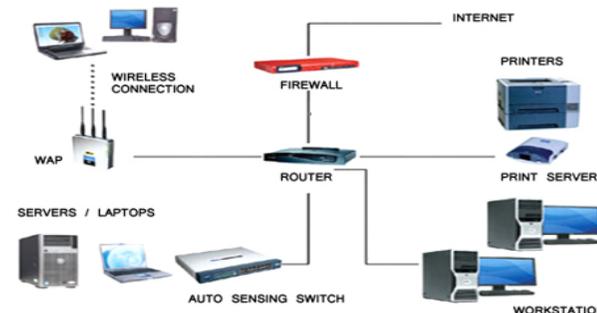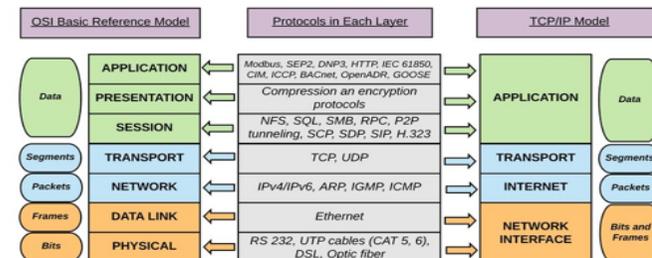
Performance Style: Key Terms and Definitions	Devising

- **Comedy**: A performance where there is a happy ending, with the intention of amusing and entertaining the audience.

- **Epic Theatre**: Feature of Epic Theatre include episodic scenes, a lack of tension, breaking the theatrical illusion through devices such as direct audience address, use of songs, projections and narration.

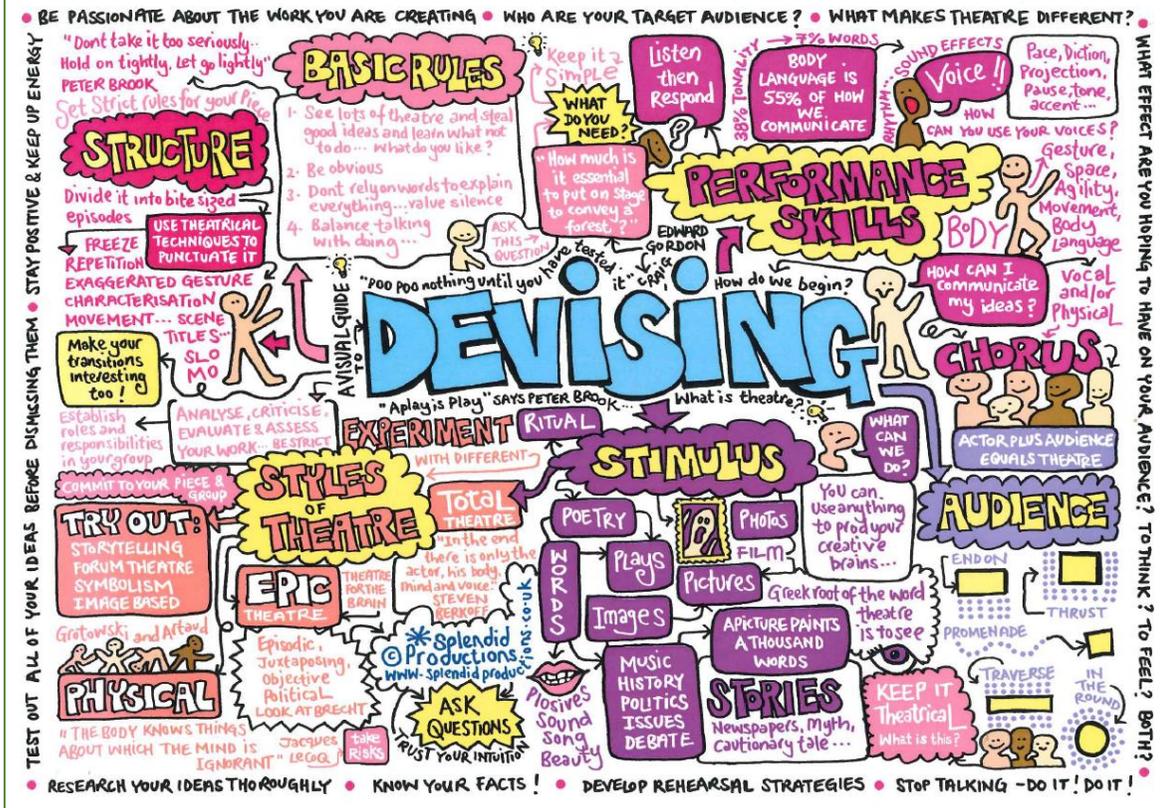- **Expressionism**: A term for theatre design and performance style which places greater value on emotion than realism. The trademark Expressionist effects were often achieved through distortion.

- **Form Theatre**: In the process the actors or audience members could stop a performance, often a short scene in which a character was being oppressed in some way. The audience would suggest different actions for the actors to carry out on stage in an attempt to change the outcome of what they were seeing.

- **Melodrama**: A Melodrama is a dramatic work that exaggerates plot and /or characters in order to appeal to the emotions.

- **Metatheatre**: Comedy and tragedy, at the same time, where the audience can laugh at the protagonist while feeling empathetic simultaneously.

- **Naturalism/Naturalistic**: A performance that attempts to replicate nature and present events and characters on stage as in real life. Naturalism attempts to hold up a mirror to nature and give the illusion of characters as actual people in real-life situations using everyday language.

- **Physical Theatre**: Performances which incorporate dance elements into a dramatic theatre performance.

- **Realism**: realism in theatre describes a decision by the creative team to present the audience with an accurate depiction of the real world, rather than a stylized interpretation.

- **Style**: Style refers to the way the actors perform, the visual characteristics of the setting and costumes, and the choice of conventions used,

- **Stylised**: Stylisation is the conscious process of emphasizing and often exaggerating elements of the design or characteristics of a role.

- **Symbolism/Symbolic**: Using symbols to suggest and communicate meaning to the audience.

- **Theatre in Education**: Often abbreviated to T.I.E. The use of theatrical techniques to educate, covering social issues or topics on the school's syllabus.

Stanislavski	Brecht

Stanislavski

ENGAGING WITH THE WORLD OF THE STAGE RATHER THAN THE AUDIENCE ● COMMUNION ● PUBLIC SOLITUDE ● RUSSIA ● NEMIROVICH – DANCHENKO

ANTON CHEKHOV ● "WHEN YOU ACT IN THE PRESENT YOU DON'T NOTICE HOW YOUR FEELINGS ARISE"

STANISLAVSKI

KONSTANTIN 1863 → 1938

Creator of The System
Co-founder of The Moscow Arts Theatre

Director ● Practitioner ● Actor

THE MAGIC IF — "What would you do here... Today... Now? WHAT IF?"

GIVEN CIRCUMSTANCES — Explore the script to discover what happens, what are the life circumstances? The Given Circumstances of the Character.

TRUTH — "It is not important that you play well or ill; it is important that you play truly, that you play truth FULLY"
"You can move in one RHYTHM and feel another"

Inner AND Outer
4TH WALL
USE BODY PHYSICAL RHYTHM
Brain Heart Breath — Inner / Outer
Live in the moment RIGHT NOW

RELAXATION — "THERE IS NO SYSTEM ONLY NATURE" — complete freeing of the muscles
Tension Blocks Response
Subtext
Inner AND Outer CREATIVE STATE
"At times of great stress it is especially necessary to achieve a complete freeing of the muscles"

"THE FOUNDATION of The System"

TEMPO RHYTHM

USE: Improvisation ● Silent study ● Magic If ● Emotion Memory

OBJECTIVE and Super Objective — What are you trying to achieve? In scene? In Play?

UNITS ● Divide play into bite size pieces

METHOD OF PHYSICAL ACTION — "THE LANGUAGE OF THE BODY IS THE KEY THAT CAN UNLOCK THE SOUL" — "THE NATURE OF ACTION IS STRUCTURE"
Here are the fundamental principles:
1: Know what happens in the play first — FACTS & given circumstances.
2: THEN, work out physically what happens & what you might do, believe in the truth of your actions RAISE your creative energy.

"THE ACTION IS THE LANGUAGE"

EMOTION MEMORY — Deepen your feelings & reactions by recalling experiences of a physical, mental & emotional nature

CIRCLES OF ATTENTION — The more focused you are on stage... the more focused your audience! RAISE OF YOUR ATTENTION

BRIGHT WHITE LIGHT ● INNER MONOLOGUE ● OBSERVATION OF LIFE ● CONCENTRATION

REAL-T (you) plus DRAMATIC-I THIRD BEING
Psycho-Physical

THROUGH LINE

Splendid Productions @ddics www.splendidproductions.co.uk — Kerry

Brecht

THEATRE TO CHANGE THE WORLD ● HALF CURTAIN ● STORYTELLING ● AGIT PROP ● PROVOKE DISCUSSION ● THEATRE FOR THE COMMON MAN

RELEVANCE TO AUDIENCE ● VARIETY ● SOCIAL POLITICS ● EPISODIC THEATRE = THEATRE IN EPISODES

BRECHT

Bertolt 1898 to 1956
PLAYWRIGHT ● POET ● DIRECTOR ● PRACTITIONER

A VISUAL GUIDE TO "ACTING IN QUOTATION MARKS"

GESTUS or GEST — "An Attitude of an aspect of an Attitude expressible in word or actions"
GESTUS makes it clear to the audience... CLARIFIES... CHARACTER... STORY... SCENES
Show Gestus
USING: Song, Word, Action or Word and Action

ATTITUDE is the Key Word

DIALECTICS — From Socrates → Hegel → Karl Marx
THESIS + ANTITHESIS = SYNTHESIS
1: Everything is made of opposites
2: Gradual changes lead to TURNING POINTS
3: Change moves in spirals not circles
THE WAY THINGS ARE AND THE WAY THINGS CHANGE
BASICS

EPIC THEATRE — ERWIN PISCATOR FIRST USED THIS TERM — Epic thoughts that extend beyond the footlights — THEATRE FOR THE BRAIN not THE HEART — Making your audience THINK

MONTAGE — Depends upon Juxtaposing Ideas, Images, Scenes → BACK TO BACK — To Provoke Thought — SEE HOW IT WORKS HERE

SONG and MUSIC — COLLABORATOR — Use of music to Punctuate a scene or create a MONTAGE EFFECT

THINK — Brecht began with didactic LEHRSTÜCKE or teaching plays. Then moved towards a balanced technique.

SPASS = FUN — means "FUN" in German — Joy and Play — POLITICS CAN BE BORING... USE COMEDY AND SONG... Tickle then SLAP — POW

V-EFFEKT — THE VERFREMDUNGSEFFEKT — Strangemaking — TO MAKE THE FAMILIAR STRANGE — Techniques to make the actor and audience THINK — TO ASK WHY?

NO 4TH WALL — Brecht worked with school friend CASPER NEHER — **NO ILLUSION** — Simplicity!!

DESIGN

ARCHETYPE — NOT STEREOTYPE!!

LOOK AGAIN LOOK HARDER — Moments of CONTRAST — You could use: CHORUS, REPETITION, SONG, FREEZE, SLOW-MO, 3RD PERSON

Splendid Productions — Kerry Frampton made this — www.splendidproductions.co.uk

THEATRE ● NOT... BUT... ● CONTRADICTION ● OBJECTIVITY ● INTERRUPTING ACTION

Start of the exam – 15 minutes	**Question 3 – 10 minutes - Structure**	**Question 5 – 45 minutes - Writing**

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.

Question 1 – 5 minutes LEARN

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.

Question 5 – 45 minutes - Writing

Planning the answer: 10mins

1. Plan before 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: 30mins

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)**.
   1. • Correct spelling errors.
   2. • 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.

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

| **English Language 1 of 2** | **Page 15** | **Year 10: September to January** |

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 an 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 <u>only</u> the true statements
2. Choose a <u>maximum</u> 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)**.
   1. • Correct spelling errors.
   2. • 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.

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

Macbeth – William Shakespeare	**A Christmas Carol** – Charles Dickens
Summary: A brave Scottish general named Macbeth receives a prophecy from a trio of witches that one day he will become King of Scotland. Consumed by ambition and spurred to action by his wife, Macbeth murders King Duncan and takes the Scottish throne for himself. He is then wracked with guilt and paranoia. Forced to commit more and more murders to protect himself from enmity and suspicion, he soon becomes a tyrannical ruler. The bloodbath and consequent civil war swiftly take Macbeth and Lady Macbeth into the realms of madness and death	**Summary:** **A Christmas Carol** recounts the story of Ebenezer Scrooge, an elderly miser who is visited by the ghost of his former business partner Jacob Marley and the spirits of **Christmas** Past, Present and Yet to Come. After their visits, Scrooge is transformed into a kinder, gentler man.
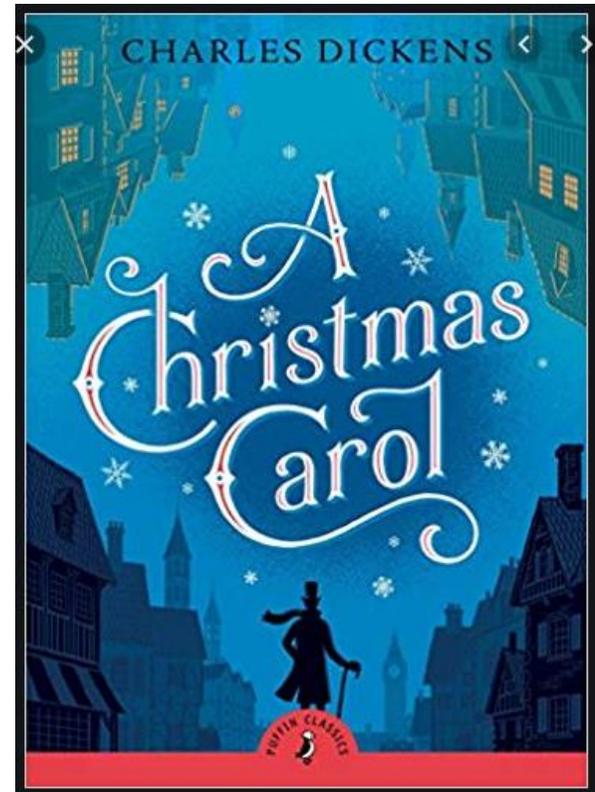
MACBETH plot summary:

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

Key Characters	Context and Literary Tradition	Key Themes
- Macbeth: A loyal warrior who becomes <u>duplicitous</u> as he becomes obsessed with the witches' prophecies of power. - Lady Macbeth: Macbeth's wife who drives his <u>ambition</u> in the beginning but loses her control by the end. - Banquo: Macbeth's close friend and ally who also receives <u>prophecies</u> from the witches - Fleance: Banquo's son who represents <u>innocence</u> and justice. - Duncan: King of Scotland at the beginning of the play who is portrayed as a strong and <u>respected</u> leader. - Malcolm: Duncan's oldest son and next in line to the throne. Joins the English army to defeat Macbeth at the end of the paly. - Donalbain: Duncan's youngest son disappears (to Ireland) after Duncan's murder, but never returns. - Macduff: A <u>brave</u> warrior who is loyal to Duncan and is consistently suspicious of Macbeth. - The Three Witches (Weird Sisters) – Portrayed as forces of nature that seem to know the future and are fascinating to Macbeth.	**The 5 Acts:** 'Macbeth' is a typical tragedy. The first part builds up the turning point (Duncan's murder), and the second part deal with the consequences of this, which leads to the main character's downfall. **Soliloquy:** A soliloquy is when a character speaks their true thoughts and feelings aloud, normally alone on stage, regardless of any listeners. **Tragic Conventions:** Macbeth is one of Shakespeare's Tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia); the character has something the audience can identify with which outweighs their flaws so we care about them. **Dramatic irony** is **defined** as when an audience watching a play understands what's going on in a situation while the characters are unaware of what is happening. **The Real Macbeth:** Macbeth is loosely based on true events in feudal Scotland in the 11th Century and would have been known to King James. King James inherited the throne through his ancestors Banquo and Fleance who appear in the play. **Role of women:** Women were expected to follow social expectations with their behaviour towards men. They were meant to obey all men, not be violent and be religious. Lady Macbeth reverts these expectations in the play to manipulate Macbeth in getting what she wants. **Superstition and witchcraft:** At the time Shakespeare was writing, many people believed that witches were real, so the Weird Sisters would have seemed believable and frightening to an audience in the 1600s. **Succession and Order:** To inherit the throne, you did not have to be a direct decent. Anyone could take the throne through a rebellion against the monarch. Current monarchs would have to name their successor before they died. This would often help avoid such rebellions. King James also believed in The Divine Right of Kings meaning that any attempt to depose a king went directly against God and would be judged harshly. This is reflected in Macbeth's failure as a King.	- Ambition - Kingship - Fate and Free - Will - Good and Evil - Revenge - Supernatural - Appearance and Reality Nature - Light and Darkness - Guilt - Sleep - Gender **Stylistic features & relevant terms** Meter Blank Verse Rhymed Verse Prose Iambic Pentameter Soliloquy Dramatic Irony Concealment Gender Tragedy Tragic Flaw Prophecy Imagery Symbols Metaphor Sounds Pathetic Fallacy Regicide

A Christmas Carol Plot Summary

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

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

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

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

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

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

| A Christmas Carol - Dickens | Key Themes |

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

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

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

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

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

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

Key Characters

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

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

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

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

Structure and Form

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

Role 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 for the top
Verb structures in past	**L'année dernière, je suis allé -** Last year I went to **Quand j'étais jeune -** When I was younger **Quand j'avais…ans -** When I was …. years old	**J'ai fait plein de choses comme…-** I did many things like.. **Avant, je pensais que -** Before I used to think that **Je faisais beaucoup d'activités -** I used to do various activities **J'ai toujours voulu –** I've always wanted	**J'ai décidé d'aller à-** I decided to go to **J'ai toujours était sportif -** I've always been very active **Les activités ne m'ont pas intéressé-** the activity didn't interest me **Je viens de + inf -** I have just + inf
Verb structures in present	**Je vais -** I go **Je fais beaucoup de choses-** I do a lot of things **Je sors avec mes amis -** I go out with my friends	**Il y a ni de….ni de…** There isn't a___ nor a_____ **Je le veux -** I want it	**J'ai l'habitude de jouer -** I tend to play **Je le/la fait depuis deux ans -** I have done it for 2 years **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 ideal +conditional -** In an ideal world + conditional **Dans un monde ideal, je serais riche -** In an ideal world I would be rich **Quand j'aurai…ans -** When 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

Openers / Connectives / Extenders

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

Unit 4

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

Unit 5

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

Unit 6

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

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

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

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

The demographic transition model (DTM):
A model used to show the change of birth rates and death rates over time; reflecting the **population pyramid** of a country.
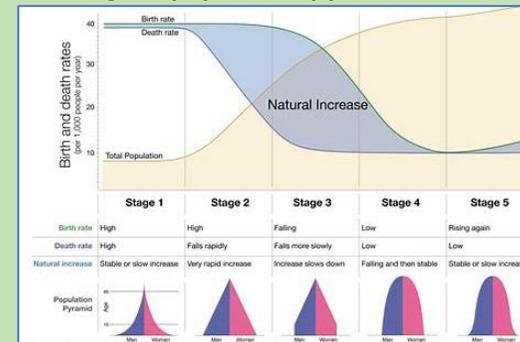
4. How to measure development:
- **Gross National Income:** The sum of money made by a country per year. (Per capita: Divided per person).
- **Birth rate:** The number of live births per 1000 per year.
- **Death rate:** The number of deaths per 1000 per year.
- **Literacy rate:** The % of people who can read and write.
- **Life expectancy:** Average expected number of years that an individual will live to
- **HDI:** Human development Index (life expectancy, literacy rate and GNI).

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

6. Supporting countries to develop:
- **Aid:** Help

- **Emergency aid:** Help given for short term, often after natural disasters or outbreaks of diseases.

- **Development aid (long term aid):** Help given for a longer time, often focusing on areas of need e.g. health, education.

- **International aid:** Aid sent from abroad. E.g. UK sending international aid to Nigeria.

- **Bilateral aid:** Help given from one country to another. E.g. UK sending aid to India.

- **Multilateral aid:** Help given when organisations work together. E.g. The Disaster Emergency Committee who collected donations from countries to support after Nepal's earthquake.

- **Self help schemes:** Schemes that provide training and materials to encourage people to improve their own standards of living.

- **Appropriate technology:** Providing communities with resources that are appropriate for their level of development. E.g. A water pump to an LIC.

- **Remittances:** The money sent home – often from migrants.

- **Debt relief:** The partial or total wiping off of any debts paid (has been given to many Highly Indebted Poor Countries –HIPCS – globally e.g. Ghana, Ethiopia and Haiti).

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

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

9. Shell in Nigeria:
- **TNC:** Trans-national corporation: A company that works in many countries around the world.

- **Investment:** Money that is put into a country to support with business etc.

- **Quality of life:** the standard of health, comfort, and happiness experienced by an individual or group.

- **Standard of living:** the level of wealth, comfort, material goods and necessities available to a person.

- **Direct employment:** Works for a specific company.

- **Indirect employment:** May work for one company but supplies other companies with materials or services.

10. Changing UK Economy:
- **Rural:** Countryside.

- **Urban:** Town or city.

- **Deindustrialisation:** The loss/movement of industry away from an area/country.

- **Post industrial:** The movement from secondary industries to tertiary and quaternary based services.

- **Globalisation:** The increased interconnectivity between countries around the world.

- **Infrastructure:** the basic services and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society

- **Science Park:** an area devoted to scientific research or the development of science-based or technological industries (quaternary)

- **Business Park:** A mixed use development, often containing companies, light industries and retail.

Role play

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

	Answer booster	Solid answer	Aiming higher	Aiming for 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** – everyday 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** – I 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 hätte, würde ich**-- - if I had time I would **Wenn ich die Wahl/genug Geld hätte , 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/didnt 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 thinks it's---- **Mir gefällt es/ Mir gefällt es nicht** – I like it/don't like it **Meiner Meiniung nach,** – in my opinion **Ich denke,dass** --- I think that---	**Es wird------sein** – it will be **Ich freue mich drauf** – I'm looking forward to it. **Es wäre toll!** – it will be great!

Openers / Connectives / Extenders

zuerst	first of all	obwohl	although	infolgedessen	although	nachdem	after
dann	then	nochmal	again	deshalb	therefore		
zum Schluß	finally	einerseits	on the one side	zum Beispiel	For example	trotzdem	nevertheless
,um..zu	In order to...	anderseits	on the other side	Auf der einen Seite	on the other hand	jedoch	however

Module 4

Zu Hause	At home
der Flur	hall
die Küche	kitchen
das Arbeitszimmer	study
das Badezimmer	bathroom
das Esszimmer	diningroom
das Schlafzimmer	bedroom
das Wohnzimmer	sitting room
Ich wohne (seit vier Jahren) …	I have been living … (for four years).
am Stadtrand	on the outskirts / in the suburbs
auf dem Land	in the countryside
das Einfamilienhaus	detached house
die Doppelhaushälfte	semi-detached house
das Reihenhaus	terraced house
der Wohnblock	block of flats
im zweiten Stock	on the second floor
im Untergeschoss	in the basement
im Erdgeschoss	on the ground floor
der Dachboden	loft, attic
simsen	to text
eine SMS schicken / senden	to send a text
soziale Netzwerke nutzen	to use social networks
im Fotos hochladen	to upload photos
Musik herunterladen	to download music
sich mit Freunden unterhalten	to chat with friends
Ein großer Vorteil ist, dass …	A big advantage is that
Der größte Vorteil ist, dass …	biggest advantage is that
Ein großer Nachteil ist, dass …	A big disadvantage is that …
Der größte Nachteil ist, dass …	The biggest disadvantage is that …
Das Gute daran ist, dass …	The good thing about it is that …
Das Beste daran ist, dass …	The best thing about it is
Schlecht daran ist, dass …	What's bad is that

Module 5

Ich fahre …	I travel …
mit dem Zug / Bus / Auto / Rad	by train / bus / car bike
mit der U-Bahn / S-Bahn /	by underground / urban railway /
Straßenbahn	tram
Ich fliege mit dem Flugzeug.	I travel by plane.
Ich fliege.	I fly.
Ich gehe zu Fuß.	I go on foot. / I walk.
Ich möchte … reservieren.	I would like to reserve …
ein Einzelzimmer	a single room
zwei Doppelzimmer	two double rooms
ein Zimmer mit Aussicht	a room with a view
Gibt es WLAN im Hotel?	Is there Wi-Fi in the hotel?
Um wie viel Uhr ist das Frühstück / Abendessen?	What time is breakfast / dinner?
Wie viel kostet das Zimmer?	How much is the room?
Fahrkarten kaufen	Buying train tickets
Einfach oder hin und zurück?	Single or return?
Wann fährt der nächste Zug ab?	When does the next train leave?
Er fährt um 12:51 Uhr vom Gleis 22 ab	It leaves at 12:51 from platform 22.
Wann kommt er an?	when does it arrive?
Fährt der Zug direkt oder muss ich umsteigen?	Does the train go direct or do I need
Ferienunterkunft	Holiday accommodation
die Jugendherberge(n)	youth hostel
der Campingplatz(–plätze)	campsite
Ich war total unzufrieden.	I was totally dissatisfied.
Ich werde nie wieder in diesem Hotel übernachten.	I will never stay in this hotel again.
Es gab keine Klimaanlage.	There was no air conditioning.
Es gab Renovierungsarbeiten.	There were renovation works.
Es gab viel Lärm.	There was a lot of noise.

Module 6

Das Wetter	The weather
Es ist …	It is …
sonnig	sunny
trocken	dry
regnerisch	rainy
windig	windy
wolkig	cloudy
neblig	foggy
frostig	frosty
stürmisch	stormy
wechselhaft	changeable
Es …	It's …
friert	freezing
hagelt	hailing
regnet	raining
schneit	snowing
Die Temperaturen liegen zwischen (15) und (18) Grad.	Temperatures lie between (15) and (18) degrees.
Die Temperatur ist hoch / niedrig.	The temperature is high / low
Ich mache (nicht) gern …	I (don't) like …
Pauschalurlaub	a package holiday
Erlebnisurlaub	an adventure holiday
Strandurlaub	a beach holiday
Urlaub auf Balkonien	a staycation / a holiday at home
Meine Stadt	My town:
Ich wohne in einer Stadt / in einem Vorort, wo …	I live in a town / suburb where …
man (Lebensmittel) kaufen kann	you can buy (groceries)
ich überall zu Fuß hinkomme	I can get everywhere on foot
ich mich nie langweile	I never get bored
es oft zu laut ist	it is often too noisy
es zu viel Verkehr / Müll gibt	there is too much traffic / rubbish
Es gab weder Freibad noch Tennisplatz.	There was neither an open-air pool nor a tennis court.

KT1: The Weimer Republic, 1918-29	
1.	This was the name given to Germany after the Kaiser had abdicated in November 1918. This was a time of despair and hope for Germany. At first, the country faced lots of chaos but under Gustav Stresemann, there was some stability.

Key Events

2.	1918 World War One ended. The Kaiser abdicated and Germany became a country without a monarch (a Republic).
3.	**1919 January** Spartacist Uprising
4.	**1919 June** Signing of the Treaty of Versailles
5.	**1919 August** Weimar Constitution finalised
6.	**1920** Kapp Putsch
7.	**1923** French occupation of the Ruhr and hyperinflation
8.	**1924** Dawes Plan
9.	**1925** Locarno Pact
10.	**1926** Germany joins League of Nations
11.	**1928** Kellogg Briand Pact
12.	**1929** Young Plan

Key Concepts

13.	The Weimar Republic faced much opposition, It was disliked by the left wing who wanted Germany to be like Communist Russia and it was disliked by the right wing who wanted the monarchy back
14.	The Treaty of Versailles caused many problems for Germany. The German people disliked the politicians for signing it and it caused political problems and economic problems.
15.	Gustav Stresemann helped to bring about recovery in Germany after 1924. He solved economic problems by making friends with other countries. However, historians have very different views about the extent of this recovery.
16.	The Golden age was the period from 1924-29 and it saw significant changes in the culture, the standard of living and the position of women.

Key Words

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

KT2: Hitler's Rise to Power	
1.	Hitler sets up the Nazi Party in 1920 and becomes Chancellor in January 1933. This happens for a variety of reasons – Hitler's strengths, inbuilt problems of the Weimar Republic, and the weaknesses of others.

Key Events	
2.	**1919 Hitler joins the German Worker's Party**
3.	**1920 Hitler sets up the Nazi Party**
4.	**1921 Hitler introduces the SA**
5.	**1923 The Munich Putsch**
6.	**1925 Mein Kampf published**
7.	**1926 Bamberg Conference**
8.	**1928 Nazis win 12 seats in Reichstag**
9.	**1929 Death of Stresemann and Wall Street Crash**
10.	**1930 Nazis win 107 seats in Reichstag**
11.	**1932 July Nazis win 230 seats in Reichstag**
12.	**1932 November Nazis win 196 seats in Reichstag**
13.	**1933 January Hitler becomes Chancellor**

Key Concepts	
13.	**The Munich Putsch** is a significant event. Although a failure, Hitler gained publicity, he wrote Mein Kampf and he realised that if he was to win power, he needed to do this by votes and not by force.
14.	**Stable Stresemann** caused problems for the popularity of the Nazi Party. When times were good, voters were not attracted to the Nazi policies.
15.	**The Wall Street Crash** was a major turning point in the fortunes of the Nazi Party. The Nazi message did not change but people were now prepared to hear it.
16.	**Political Deal** - At a time when Nazi popularity at the polls was decreasing, Hitler was handed power by political elites who feared a Communist take over and Civil War.

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

LO1: Tools & Techniques

Phases of the Project Life Cycle
Initiation – Planning – Execution – Evaluation

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

Advantages of the Project Life Cycle

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

LO2: Planning

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

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

Data dictionary: A description of the structure, contents and format of a spreadsheet or database. The relationships within the database are also included.
Asset log: A list of all the resources used in a project
Iterative process: A process of repeatedly carrying out a process.

Types of data to use in testing:

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

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

Data: Raw facts and figures before they have been processed
Information: Processed data that has a meaning

Formula: Information = data +[structure]+[context]+meaning

Methods used to collect data

- Questionnaires
- Email
- Sensors Interviews
- Consumer panels
- Loyalty schemes
- Statistical reports

> Know the advantages & disadvantages for each one

Data types

Data type	Description
Text	Any character
Alphanumeric	Any combination of letters, symbols, spaces or numbers
Integer	Whole numbers
Real	Any number, with or without decimal places
Currency	Show data in the form of money. It can be used to show currency symbols (e.g. £ or €) and have decimal places to show the full currency details
Percentage	A number format that includes decimal places and a % sign
Fraction	A number format, usually included in spreadsheet software, that enables actual fractions to be input and manipulated
Decimal	A number format that shows an exact number using a decimal point and numbers after the decimal point
Date/time	A date or time – there are different format of date and time that can be used. Which one is chosen will depend on how the date/time is to be stored and processed
Limited choice	Restricts the choice by a user; can be used on an information-gathering document
Object	An additional component, usually found in a spreadsheet
Logical/Boolean	There are only two choices, i.e. true or false

Information used to support data collection

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

Storage Methods
The Cloud – Hard disk drive – Solid state drive – Optical dirve – Flash memory

Use of data

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

L04: LO4: Understand the factors to be considered when collecting and processing data and storing data/information

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 keep 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 results in a "botnet" which is a network of infected computer systems.	
Bug	Connected to flaws in software; usually the result of human error during coding of the software.	Check for an install any patches that are released from software vendors.
Ransomware	Holds data on a computer system to ransom; usually encrypts files and displays a message to the user. It spreads like a worm to connected computers.	Install, run and keep update a security software package. Do not run software / click links from unknown sources.
Rootkit	Designed to remotely access a computer system; allows a remote cyber attacker access to steal/modify data and/or configuration on a computer system.	Difficult to detect as they are not usually detected by security software; regular software update, keeping security software up to date and not downloading suspicious files are the only ways to trying to avoid a rootkit being installed.
Spyware	Collected data from infected computers; usually hidden from the user and installed without the user's knowledge.	
Trojan horse	Standalone malicious program designed to give full control of a PC to another PC; can be hidden in valid programs.	Install, run and keep update a security software package. Do not run software / click links from unknown sources.
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.	

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

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

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

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

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

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

Current relevant IT legislation:

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

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

Hacking

3 main types of hacking:

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

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

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

Impacts of a cyber-security attack

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

Impacts of a cyber-security attack

- **Data destruction**: data is destroyed by a cyber-security attacker
- **Data manipulation** – data is edited
- **Data theft** – steals data from a person

Consequences of a Cyber-security attack

- Financial loss
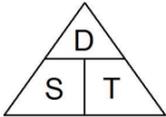- Loss of reputation

Prevention measures

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

L06: Understand the different methods of processing data and presenting information
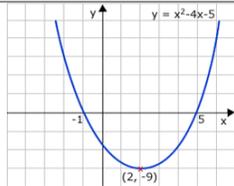
**Distribution channel**: The methods that can be used to share information by individuals

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

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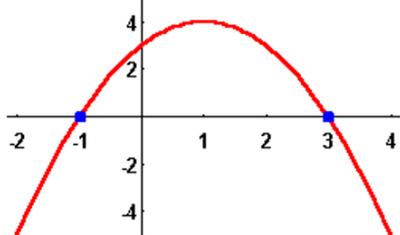
1. Equation of line	**Horizontal/ vertical/ diagonal?**	**Sketch**
x = ?	Vertical	Example
y = ?	Horizontal	Example
y = x	Diagonal	
y = -x	Diagonal	
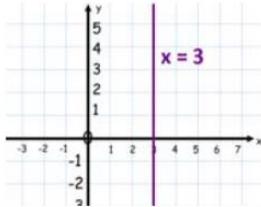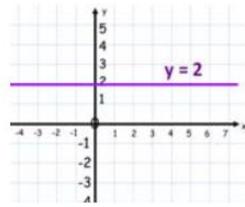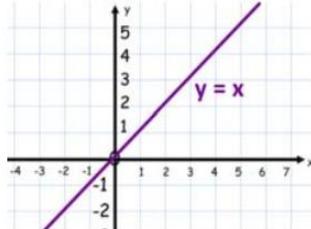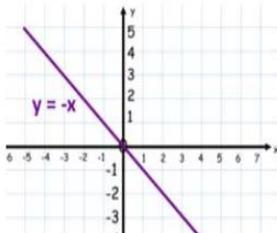
Graphs

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

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

Two lines are Perpendicular, if their gradients multiply to make -1

Rearranging/Make y the subject

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

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

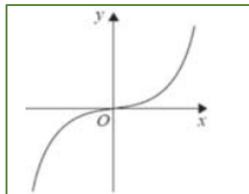Make x the subject of $y = \frac{2x-1}{z}$

Multiply both sides by z
$$yz = 2x - 1$$
Add 1 to both sides
$$yz + 1 = 2x$$
Divide by 2 on both sides
$$\frac{yz + 1}{2} = x$$
We now have x as the subject.

Further Graphs

$y = x^3$
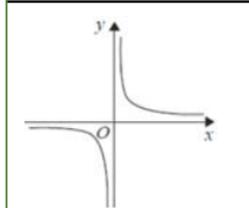
$y = \dfrac{1}{x}$

Further Conversions

km → m	× 1000
km² → m²	× 1000²
km³ → m³	× 1000³
m → cm	× 100
m² → cm²	× 100²
m³ → cm³	× 100³
cm → mm	× 10
cm² → mm²	× 10²
cm³ → mm³	× 10³

Simultaneous Equations

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

$$5x + 2y = 9$$
$$10x + 3y = 16$$
Multiply the first equation by 2.

$$10x + 4y = 18$$
$$10x + 3y = 16$$
Same Sign Subtract (+10x on both)
$$y = 2$$

Substitute $y = 2$ in to equation.

$$5x + 2 \times 2 = 9$$
$$5x + 4 = 9$$
$$5x = 5$$
$$x = 1$$

Solution: $x = 1, y = 2$

1st 10 Square Numbers

1, 4, 9, 16, 25, 36, 49, 64, 81, 100…

1st 10 Cube Numbers

1, 8, 27, 64, 125, 216, 343, 512, 729, 1000…

1st 10 Prime Numbers

2, 3, 5, 7, 11, 13, 17, 19, 23, 29…

The Fibonacci Sequence (1st 10)

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89…

Directly Proportional

$y \propto x$

$y = kx$ for a constant k
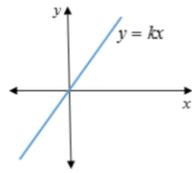
Inversely Proportional

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

$y = \dfrac{k}{x}$ for a constant k
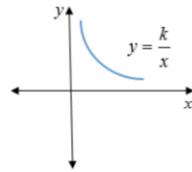
Solving Quadratic Equations by Factoring

$$ax^2 + bx + c = 0$$

ok ↓   ok ↓   need this to be 0

Let's solve the equation $1x^2 - 7x = 18$

−18   −18

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

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

Now let's factor the left hand side

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

Now set each factor = 0 and solve for each answer.

$x - 9 = 0$ or $x + 2 = 0$

$x = 9$ or $x = -2$

Diameter = 2 x r = **2r**

Circumference = π x d = **πd**

Circumference = π x 2 x r = **2πr**

Area = π x r x r = **πr²**

$Arc\ Length = \dfrac{\theta}{360°} \times 2\pi r$

$= \dfrac{30°}{360°} \times 2 \times \dfrac{22}{7} \times 7cm$

$= 3.667\ cm$

$Area\ of\ Sector = \dfrac{\theta}{360°} \times \pi r^2$

$= \dfrac{30°}{360°} \times \dfrac{22}{7} \times 7^2$

$= 12.83\ cm^2$

- $a^2 + 2ab + b^2 \longrightarrow (a+b)^2$

  Example: $25x^2 + 90x + 81$ $(5x + 9)^2$

- $a^2 - 2ab + b^2 \longrightarrow (a - b)^2$

  Example: $9x^2 - 42x + 49$ $(3x - 7)^2$

- $a^2 - b^2 \longrightarrow (a+b)(a - b)$

  Example: $x^2 - 64$ $(x + 8)(x - 8)$
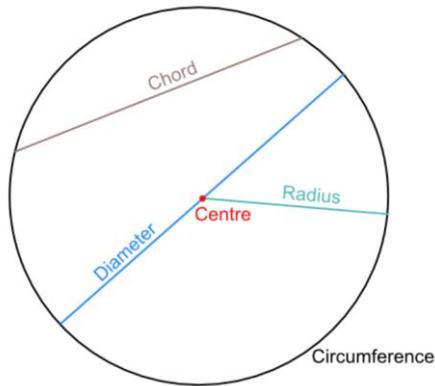
Quadratic formula

$$x = \dfrac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Quadratic form
ax² + bx + c = 0

Year 10 – Term 1-3 – Rhythms of the World:
Indian Classical, Punjabi Bhangra, Eastern Mediterranean and Middle Eastern and Arabic Folk Rhythms, West African Drumming, Calypso and Samba

- **Articulation** How smoothly or "spikily" something is played e.g. Legato means played smoothly often shown by slurs, Staccato means played short and sharp often shown by dots above or below a note, Accents (>), Sforzandos (Sfz or Sf) and Tenuto (meaning held or sustained shown by a line above a note) are also means of articulation

- **Bass Pan** The largest Steel Pan within a Steel Band ensemble playing the lowest pitch and playing the bass note, often the root of the chord often using dotted rhythms.

- **Bouzouki** A stringed instrument that has three or four pairs of strings. It is most often used as a melody instrument and often plays distinctive slides and tremolos in thirds in Greek folk music.

- **Cadence** A progression of (at least) two chords that concludes a phrase, section or piece of music. Cadences can be defined as Perfect, Plagal, Imperfect and Interrupted.

- **Call and Response** A succession of two different phrases where the second phrase is heard as a direct commentary on or response to the first.

- **Cello Pan** The second largest Steel Pan within a Steel Band ensemble playing the chords, melody or bass. The Cello Pan is also known as the Guitar Pan and often plays the third and fifth notes of a chord on offbeats.

- **Chaal** The rhythm on which Punjabi Bhangra is based consisting of a repeated eight note pattern in 4/4 metre.

- **Compound Time** 6/8, 9/8 and 12/8 are compound time signatures.

- **Conga** A pair of tall, narrow single-headed drums played with the hands on a stand which the musician has to stand to play used in Calypso and Samba.

- **Cross-Rhythms** The effect produced when two "conflicting" rhythms are heard together.

- **Cuica** A Brazilian friction drum used in Samba music with a large pitch range, produced by changing the tension on the head of the drum.

- **Dhol** A type of drum used in Bhangra music (smaller than the Dholak) and played with the hands, often slung from the shoulder.

- **Djembe** A skin-covered African hand drum shaped like a large goblet made out of single tree trunk hollowed out. The skin is made from goatskin and rope is used to tighten the skin to tune the drum to the appropriate pitch. The Djembe is played with the hands and can produce three different tones – the Bass Tone, the Slap Tone and the Tone. Drummers often create effects by dampening the sound or striking the wooden part of the drum.

- **Dotted Rhythms** A dot after a note increases its value by half again. A dotted crotchet lasts for one and half crotchets, a dotted quaver lasts for one and half quavers.

- **Double Seconds** The second smallest Steel Pan within a Steel Band.

- **Dynamics** The loudness or softness of a sound or section/piece of music.

- **Guitar Pan** The second largest Steel Pan within a Steel Band ensemble playing the chords, melody or bassoon offbeats.

- **Harmony** The sounding of two or more long musical notes at the same time.

- **Improvise** Composing or creating previously unprepared music "on the spot" or during a performance.

- **Irregular Metres** Time signatures where there are an odd number of beats per bar e.g. 5/8 or 7/8, often used in Eastern Mediterranean and Middle Eastern folk music.

- **Melody** musical term for The "tune" – the most memorable part of a song or piece of music.

- **Metre** The rhythmic structure, the patterns of accents heard regularly recurring measures of stressed (accented) and unstressed (unaccented) beats at the frequency of the music's pulse. Metre is notated at the beginning of a composition with a time signature.

- **Microtonal** A type of Harmony used in Arabic folk music and Punjabi Bhangra where the intervals between notes of a scale (or mode) are smaller than a semitone, often a "quarter tone" giving 24 notes in an octave. Microtonal music can sound "strange" or "exotic" to 'Western ears' who are used to hearing 12 intervals per scale.

- **Mode** A seven-note scale with a fixed pattern of tones and semitones between the notes, different from conventional major and minor scales. Arabic folk music uses a system of melodic modes called Maqam with Microtones.

- **Ornament(s) (-ation)** Ornaments or embellishments are musical flourishes that decorate or ornament a rhythmic or melody line.

- **Ostinato** A rhythmic ostinato is a short, constantly repeated rhythmic pattern. A melodic ostinato is a short melodic phrase repeated throughout a composition, sometimes slightly varied or transposed to a different pitch.

- **Parallel Melodies** Two or more melodies being performed at the same time the same musical interval apart.

- **Pitch** How high or low a note is. The pitch of a note can be measured by a unit called Hertz.

- **Polyrhythm(s**) When two or more rhythms with different pulses are heard together.

- **Pulse** The underlying beat in a piece of music.

- **Raga** A type of scale, mode and melody used in Indian Classical music each with a particular mood and associated with a particular time of day. Also the name given to a complete piece/performance of Indian Classical music.

- **Repinique** A small drum used in Samba bands and Samba music, similar to a snare drum but taller, that is usually played with one stick and the bare hand. It has a more metallic tone than the snare drum and can be used to play solo cues in call and response patterns.

- **Rhythm** A series of notes of different lengths that create a pattern which usually fits with a regular beat or pulse.

- **Simple Time** Where the beat is a whole note e.g. a crotchet or minim beat – 2/4, 3/4,4/4 and 2/2 are all simple time signatures.

- **Sitar** An important instrument in Indian Classical music which has a long neck and has between four and seven metal strings. Most of the strings are plucked with a metal plectrum. The Sitar player plays the melody as well as some of the drone notes based on a raga which is often improvised. The Sitar is played in a sitting position with crossed legs.

- **Son Clave** A rhythm used in Samba music originating from Son music played by the Claves, but in Samba used as a rhythmic ostinato. There are two main variants of Son Clave, known as 2:3 and 3:2.

- **Steel Pan** Steel Pans are made by cutting oil drums into different sizes and then beating the tops into concave bowls. Each individual note is then beaten into a small area of the bowl. Small rubber-headed sticks are used to strike each note. These days, Steel Bands consist of a number of different-sized Steel Pans, and a rhythm section of Latin-American percussion instruments. Each pan or pair of pans has its own name according to its pitch-range.

- **Structure (Phrasing)** The way a piece of music is built up and ordered into different sections e.g. introduction, verse, chorus, ending/coda etc. A musical phrase can be used to describe smaller sections of the music.

- **Surdo** A bass drum used to make the beat of Samba music. Surdos keep a steady beat and alternate between higher and lower pitches. A smaller Surdo often plays an important role within the ensemble.

- **Syncopation** A way of changing a rhythm by making some notes a bit early, often so they cross over the main beat of the music on the "weaker beats".

- **Tabla** A pair of small drums used in Indian Classical music and Punjabi Bhangra placed side by side on the floor in front of the player. Their main role is to keep the time, but they sometimes interact with the soloist and have short solos. Some strokes (bols) are open (allowed to ring and vibrate) and others are closed (dampened).

- **Tala** Indian classical music is based on rhythm patterns called Talas - a repeating rhythm pattern usually played by the Tabla. Usually one piece of music is based on a single Raga and a single Tala. There are over 300 different Talas, or rhythmic cycles, in Indian classical music and like Ragas, they all have names. Each Tala has a certain number of beats, or mātrās, per cycle (called the avartan). And each cycle is divided into a number of sections called vibhāgs. The most popular Tala is called Tintal (Teental) and has 16 beats per cycle.

- **Talking Drum** The most famous is the TALKING DRUM, called so because the PITCH can be altered by tightening or loosening a cord around the body of the drum and the changes have been likened to the sound of the human voice. Talking Drums are usually played with sticks.

- **Tanpura** A stringed instrument similar to the Sitar used in Indian Classical music, but it has fewer strings (usually four) and no frets. Unlike the Sitar, it plays very simple and repetitive music – frequently performing the drone part within a raga as a form of musical accompaniment.

- **Tempo** The speed of the underlying beat in a piece of music. Sometimes the tempo is written at the beginning of the music and is called a Metronome Marking.

- **Tenor Pan** The smallest and highest pitched Steel Pan in a Steel Band and usually plays the melody.

- **Texture** The number of different parts - in its simplest form "thick" texture is a lot of sound and "thin" texture is a few sounds. Much rhythmic music played by ensembles has a thick Polyphonic texture where rhythms interweave with other creating a thick web of sound although if all members of the group are playing the same rhythm at the same time, then texture will be Monophonic. Homophonic- Melody and Accompaniment textures feature in Punjabi Bhangra, Greek folk music and Steel Pan Calypso music.

- **Timbales** Shallow single-headed drums with metal casing used in Samba music. The player uses a variety of stick strokes, rim shots and rolls to produce a wide range of percussive expression during solos and at transitional sections of music.

- **Timbre/Sonority** Each instrument's unique "tone colour" or "tone quality". Timbre/Sonority is the quality of a musical note, sound or tone that distinguishes different types of sound production such as voices and musical instruments, string, wind, brass and percussion instruments.

- **Tonality** The character of a piece of music is related to its key centre or tonality. Tonal music is in a major or minor key, atonal music is not related to a tonic note and therefore has no sense of key and modal music is based on a seven-note scale.

- **Triplets** Three notes played in the space of two.

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 movement possible at a joint
5	Cardiovascular Fitness	The ability to exercise the body for long periods of time, without getting tired
6	Speed	How quickly a movement can be performed or a distance can be covered

Skill-related Fitness

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

Exercise Intensity

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

Training Sessions

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

Principles of Training

1	F.I.T.T	• Frequency – how often you train • Intensity – how hard you train • Time – how long you train for • Type – what training method you use
2	Progressive Overload	Making training steadily harder, to gradually improves 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 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 e.g. bouncing or bobbing
3	PNF stretching	- Used to develop mobility, strength and flexibility - Performed with a partner or an object

Strength, Muscular Endurance and Power training

1	Circuit training	- Different stations/ exercises used, - Use different muscle groups to avoid fatigue	
2	Free weights	- Use of barbells or dumb-bells to perform dynamic exercises - Alternate between upper and lower body /push and pull exercises	
		Training for strength	Low reps and high loads
		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 e.g. lunging, jumping, incline press-up	

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

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

Methods of Training		
Speed Training		
1	Hollow sprints	A series of sprints separated by a 'hollow' period of jogging or walking
2	Acceleration sprints	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

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 performers 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 Dynamometre	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 result - 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

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Overall Health

Physical
Good posture

Muscular strength & flexibility

Absence of conditions such as osteoporosis and osteoarthritis

Social
Cooperation with other people in teams and groups

A sense of belonging

Making new friends throughout one's life

Mental
Feelings of satisfaction and happiness

Good levels of self-esteem

Absence of illnesses such as depression

Aesthetic appreciation of the beauty of performance

HEALTH, FITNESS and COMPONENTS OF FITNESS

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

Cardiovascular fitness
The ability of the heart, lungs and blood to transport oxygen

Flexibility
The range of motion (ROM) at a joint
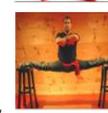
Muscular endurance
The ability to use voluntary muscles repeatedly without tiring

Muscular strength
The amount of force a muscle can exert against a resistance

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

Fitness
"the ability to meet the demands of the environment"

Agility
The ability to change the position of the body quickly and control the movement

Balance
The ability to maintain the body's centre of mass above the base of support

Coordination
The ability to use two or more body parts together

**Power**
The ability to perform strength performances quickly

Reaction time
The time taken to respond to a stimulus

Speed
The ability to put body parts into motion quickly

Principles of training

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

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

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

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

FITNESS TESTING

Body composition
Skin Fold Calliper

Cardiovascular fitness
Multi Stage Fitness Test
12 Minute Cooper Run
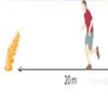
Flexibility
Sit and Reach

Muscular endurance
60 Second Press up Test

Muscular strength
1 Rep Max Test
Hand Grip Dynamometer

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

Reliability
"requires that the test should produce similar results each time the test is taken"
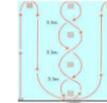
Agility
Illinois Agility Test

Balance
Stork Test

Coordination
Alternate hand throw test

Power
Vertical Jump Test

Reaction time
Ruler Drop Test

Speed
30 metre sprint test

Training thresholds

Maximum heart rate = 220 – age

Effects of warm up and cool down

The warm up

Pulse raising activity
- The pulse raiser will increase deep muscle temperature, loosen joints and increase respiratory and cardiac rates. Stroke volume increases, allowing for greater oxygen delivery to the muscles that will work during the performance.

Stretching and mobility exercises
- Stretching and mobility exercises increase the range of motion at the joints, increase the extensibility of the muscle and help to reduce the risk of soft tissue injuries, such as sprains and strains.

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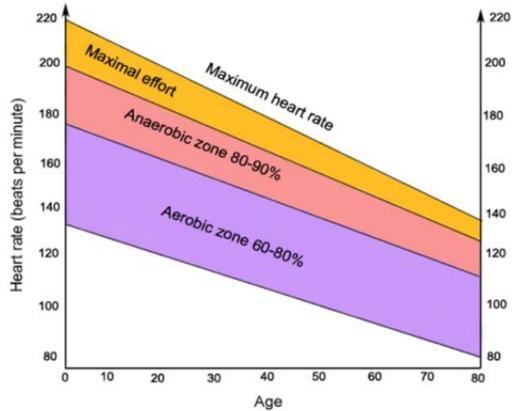- Sport specific activities involving drills and practices that develop the core skills of the performance. This causes an increased coordination of antagonistic pairs of muscles, an increased feeling of confidence and increased coordination between players in team sports.

The cool down

Light jog
- The light aerobic work allows for the respiratory and cardiac levels to reduce gradually. Core muscle temperature is maintained while capillaries are flushed with oxygenated blood. Lactic acid and other toxins are removed from the worked muscle more efficiently.

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

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

Balanced Weight

Weight Gain

Weight Loss
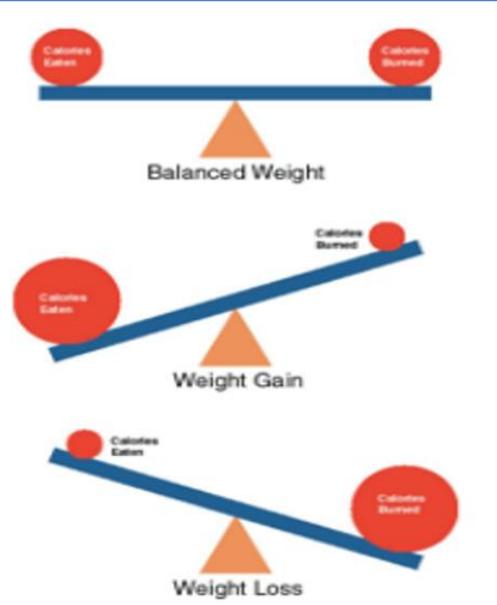
Methods of training

Continuous training develops cardiovascular fitness
- A minimum of 20 minutes sub-maximal work.
- Target heart rate range between 60–80% maxHR. Aerobic work.
- Swimming, running, cycling, walking or a combination of these disciplines.
- Disadvantage – some participants find longer sessions to be boring.

Fartlek (speed play) training develops a range of components and is used by games players
- A continuous form of training.
- Changes in speed, incline and terrain are used to provide changes in exercise intensity.
- Aerobic and anaerobic work can be done in the quantities that suit the performer
- Disadvantage – some urban areas have little variety of incline and terrain.

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

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

Plyometric training develops speed, coordination and power
- High intensity exercise involving explosive movements.
- The muscle is lengthened and then rapidly shortened to develop the explosive capability of the muscle.
- Suitable for well-trained athletes.
- Very effective for developing power.
- Disadvantage – can cause injury if athlete is not in excellent condition.

Flexibility training develops flexibility
- Essential training for all athletes in all sports and activities.
- Time is measured by the length of hold and the recovery period between holds.
- Intensity is measured as a percentage of Range of Motion.
- Disadvantage – underused by many athletes.

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

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

• **Polygamy:** The practice of one man having several wives.	• **Single parent family:** Family unit in which child(ren) and one parent, either mum or dad, live together.
• **Procreation:** Having a child; seen as a duty in many religions.	
• **Remarriage:** Marriage for the second time, after divorce.	• **Vows:** Promises made by bride and groom during marriage ceremony.

Christianity

- **Ascension**: The event 40 days after the Resurrection, when Jesus returned to God, the Father, in heaven.

- **Atonement**: Literally 'at-one-ment', it refers to the reconciliation between God and humanity that was sealed by the sacrificial death of Jesus.

- **Catholic**: The tradition within the Christian Church which is led by the Pope.

- **Christ**: The leader promised by God to the Jews. The word literally means 'Anointed One' in Greek; the Hebrew equivalent is Messiah. Christians believe Jesus to be the Christ.

- **Christmas**: The Feast Day commemorating the birth of Jesus (25 December in most Churches).

- **Church**: The Holy People of God, also called the Body of Christ, among whom Christ is present and active.
  - Members of a particular Christian denomination/tradition.
  - A building in which Christians worship.

- **Creation**: Christians believe that the world is God's loving creation.

- **Crucifixion**: The execution and death of Jesus on Good Friday.

- **Easter**: The religious season celebrating the Resurrection of Jesus from the dead.

- **Evil**: The opposite of good. A force that is seen in many traditions as destructive and against God.

- **The Father**: The first Person of the Trinity, the creator and sustainer of the universe.

- **Grace**: The unconditional and generous love that God shows to people who do not deserve it.

- **Heaven**: The state after death of being with and enjoying eternity with God

- **Hell**: The place of eternal suffering or the state after death of separation from God for those who want no relationship with him.

- **Holy Spirit**: The third person of the Holy Trinity, Christians believe that the Holy Spirit is present and inspires them.

- **Incarnation**: Literally 'in flesh', or 'enfleshed', the doctrine that God took the human form as Jesus.

- **Jesus**: First century Jewish teacher and holy man, believed by Christians to be the Son of God.

- **Judgement**: When God decides whether each person should receive eternal life or eternal punishment.

- **Just**: This refers to the nature of God as one who treats each individual human being fairly and equally.

- **Law**: This refers to the law of God, revealed in the Bible, which Christians are called to obey.

- **Lord's Prayer**: The prayer taught to the disciples by Jesus; also known as the 'Our Father'.

- **Omnipotent**: The belief that God is 'all powerful'.

- **The Oneness of God**: The belief that God is 'One'.

Christianity
• **Original sin**: Christian belief that nature is basically flawed, so humans have a tendency to go against God's will. Believed to be passed down from Adam and Eve by literalist Christians.
• **Orthodox**: Popular Christian tradition in some parts of Eastern Europe, the two main Orthodox Churches – Greek and Russian.
• **Protestant**: The Churches that 'protested' against and broke away from the Catholic Church during the Reformation. Services are generally based more closely on the Bible than those of other denominations.

• **Reconciliation**:
    • The process of restoring harmony after relationships between people has broken down.
    • A sacrament in the Roman Catholic and some Anglican Churches.

• **Resurrection**: The event celebrated on Easter Day of Jesus rising from the dead, an event recorded in all four gospels and the central belief of Christianity.   • The form that many Christians believe the afterlife will take, referring to either physical or spiritual bodies.
• **Salvation**: Saving the soul and deliverance from sin and admission to heaven brought about by Jesus.
• **Sin**: Behaviour which is against God's laws and wishes/against principles of morality which people freely choose.
• **The Son**: The second Person of the Trinity, Jesus, in whom God became incarnate.
• **Son of God**: A title used for Jesus, the second person in the Trinity; denotes the special relationship between Jesus and God.
• **Sources of wisdom and authority**: Christians believe that the Bible, religious leaders and statements of belief, e.g. the Apostles' Creed, should be respected as giving deep religious truths.
• **Trinity**: The belief that there are three Persons in the One God. The Father, Son and Holy Spirit are separate, but are also one being.
• **Word**: St John's Gospel 1 describes God creating the world through his Word and links this to Jesus in the statement: 'The Word was made flesh and dwelt among us'.

CRIME AND DEVIANCE AQA GCSE SOCIOLOGY (9-1)

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 a 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 opportunities to succeed through legal means so turn to crime.
Response 3: Ritualism	Individual makes their own "easier" goals but they accept legitimate means rigidly.
Response 4: Retreatism	Individual rejects the goals of success and they reject legitimate means to achieve it e.g. "drop-outs"
Response 5: Rebellion	Individual rejects the conventional goals of success and the means to achieve them, and replace them with alternative goals and means

D. 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 by 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 individuals other status' 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.

H. ETHNICITY AND CRIME

Institutional racism	The way the organisations works is discriminating against an ethnic group (can be unintentional)
Canteen Culture	This is when lower ranks of 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

I. AGE AND CRIME

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

Social Stratification AQA GCSE SOCIOLOGY (9-1)

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 and 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 e.g. aristocrats

3. LIFE CHANGES

Life Chances		People's chance of having positive or negative outcomes in their life e.g. education, employment, health, housing
Gender	Glass ceiling	Invisible barrier to promotion for women
	Sex Discrimination Act 2010	1975. 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, religion

4. AFFLUENT WORKERS

Em-bourgeoisie Thesis (1950s)	Affluent working class families become middle-class in norms and values
Devine (1992) Revisited	Criticised Goldthrope'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 over their lifetime e.g. through promotion

5. WEALTH, INCOME AND POVERTY

Wealth	Ownership of assets e.g. houses and land.
Income	Flow of resources revived 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 every day 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 o measure relative deprivation and found 23% of the UK population lived in poverty.

6. 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, and rising fuel and food prices.

7. 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	Obeying 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

7. 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

Cell Biology - studied in Year 9 (Paper 1)

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

Biology
(*separate science key wordsshown in* RED italics)

Organisms & disease – studied in Year 9 (Paper 1)

Tissue	A group of cells working together
Organ	A group of tissues working together
Epidermis	Tissue that covers a plant
Glandular	Tissue that produces chemicals
Xylem	Tissue that carries water & ions
Phloem	Tissue that carries sugar solution
Epithelium	Tissue that covers animal organs
Mesophyll	Tissue that carries out photosynthesis
Atrium	The top chamber(s) in the heart
Ventricle	The bottom chamber(s) in the heart
Artery	A vessel carrying blood away from the heart
Vein	A vessel carrying blood back to the heart
Plasma	This carries CO_2 and other molecules in the blood
Trachea	Takes air into the lungs
Stent	Holds arteries open
Correlation	When 2 data sets follow the same pattern
Benign	A type of tumour that does not spread
Malignant	A type of tumour that can invade other tissues
Transpiration	The evaporation of water from the stomata
Translocation	The movement of sugar in a plant

Reactions in Biology (Paper 1)

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

Atomic structure & bonding – studied in Year 9 (Paper 1)

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

The periodic table – studied in Year 9 (Paper 1)

Group	Vertical column
Period	Horizontal row
Alkali metals	Elements in Group 1
Halogens	Elements in Group 7
Noble gases	Elements in Group 0
Acid	Substance that dissolves in water to produce H^+ ions
Base	Substance that can neutralise an acid
Alkali	Soluble base that contains OH^- ions
Neutralisation	Reaction between an acid & a base
Acidic	Solution with pH lower than 7
Neutral	Solution with a pH of 7
Alkaline	Solution with a pH above 7
Filtrate	Solution produced after filtering
Excess	More than is required
Insoluble	Will not dissolve
Mendeleev	A scientist who developed an earlier version of the periodic table
Transition metals	*The metals between group 2 & 3. Form ions of different charges & coloured compounds*

Chemical Changes (Paper 1)

Exothermic	Energy is released to the surroundings
Endothermic	Energy is taken in from the surroundings
Activation energy	The minimum amount of energy that colliding particles must have for them to react.
Reactivity	How likely an atom is to lose or gain an electron
Displacement	When a more reactive element replaces a less reactive element in a compound
Ionic equation	A symbol equation showing the changes to <u>ions/atoms</u> in a reaction
Molten	A term used to describe a liquid substance (eg rock, glass or metal) formed by heating
Solution	Solid dissolved in a liquid
Electrolysis	Decomposition of an electrolyte using electricity
Electrolyte	A substance which, when molten or in solution, will conduct an electric current.
Anode	In electrolysis, the site of oxidation (usually the positive electrode)
Cathode	In electrolysis, the site of reduction (usually the negative electrode)
Half equation (**HT**)	A symbol equation showing the oxidation and reduction of atoms/ions
Chemical cell	*A cell containing chemicals that react to produce electricity*

Quantitative Chemistry (Paper 1)

Formula	A combination of symbols that indicates the chemical composition of a substance.
Mass	The amount of matter an object contains. Mass is measured in kilograms (kg)
Conservation	Nothing lost or gained (e.g. atoms)
Mole (**HT**)	A number of atoms/ions/particles. The mass of one mole of a substance in grams is numerically equal to its relative formula mass.
Relative formula mass	The relative formula mass (M_r) of a compound is calculated by adding together the relative atomic masses (A_r) of the atoms in a compound.
Concentration	The mass of a substance per volume (g/cm^3)
Avogadro's constant (**HT**)	1 mole of any substance contains 6.0×10^{23} number of particles
Atom economy	*How much of the reactants ends up in the desired product*
Percentage yield	*How much of the theoretical yield you have obtained in a reaction*
Titration	*An experimental way of determining an unknown concentration*
Burette	*Apparatus used in titration to measure out variable volumes (drop wise)*

Energy transfers & particle model – studied in Year 9 (Paper 1)

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

Changes in energy stores– studied in Year 9 (Paper 1)

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

PHYSICS
(separate science key words shown in RED italics)

Electricity (Paper 1)

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

Role play

Me gustaría + INF- I would like + inf

Quiero+ INF- I want + inf

_____ empieza(n) a las _____- ____ starts at____

_____ termina(n) a las _____- ____finishes at____

_____ abre(n) a las _____- ____ opens at____

_____ cierra(n) a las _____- ____ closes at____

_____ dura(n) una hora/ una semana- ___ 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?

Answer booster	Solid answer	Aiming higher	Aiming for the top
Verb structures in past	El año pasado fui a- Last year I went to Cuando era jóven- When I was younger Cuando tenía...años- When I was .... years old	Hice muchas cosas como...- I did many things like.. Antes pensaba que- Before I used to think that Solía hacer varias actividades- I used to do various activities	Decidí ir a- I decided to go to Siempre he sido muy activo- I´ve always been very active No me interesó la actividad- the activity didn´t interest me Acabo de + inf - I have just + inf
Verb structures in present	Voy - I go Hago muchas cosas- I do a lot of things Salgo con mis amigos - I go out with my friends	No hay ni____ni_____- There isn´t a___ or a_____ Lo quiero- I want it Tampoco tiene...-It doesn´t have ... either	Suelo jugar- I tend to play Lo hago desde dos años- I have done it for 2 years Lo practico un montón- I practise it loads
Verb structures in future	El año que viene voy a +inf - Next year I am going to... Voy a ir a- I am going to go to Voy a tener- I am going to have Visitaré sitios interesantes- I will visit interesting places Cuando sea mayor-When I am older	En un mundo ideal +conditional -In an ideal world + conditional En un mundo ideal sería rico - In an ideal world I would be rich Cuando tenga...años - When I am... years old He decidido que voy a ir- I´ve decided that I am going to go	Si pudiera +conditional - If I could +conditional Si tuviera dinero +conditional - If I had money +conditional Aunque sea desalentador, me gustaría hacerlo - Even though it is daunting, I would like to do it
Idioms	¡Es la leche!- It´s awesome ¡Lo pasé bomba!- I had a fantastic time	Nos llevamos como el perro y el gato- We fight like cat and dog Es pan comido- It is a piece of cake	Tengo que ponerme las pilas- I have to pull my socks up No tiene ni pies ni cabeza- It is nonsensical

	Past	Present	Future
Opinions in three tenses	Me gustó___porque fue__- I liked___because it was___ En el pasado me gustaba___porque era__ -In the past I used to like__ because it was__ Siempre me ha gustado+ inf- I´ve always liked+inf...	Me gusta_____ porque es_____.- I like__ because it is__ Me apasiona____ ya que es____- I am passionate about___ as it's____	¡Va a ser interesante!- It is going to be interesting! Me gustaría_____ porque sería_____- I would like to_____ because it would be___

Openers / Connectives / Extenders

Mientras	while	Sin embargo	however	Aunque	although	Primero	firstly
No solo...	Not only...	porque es ...	because it's	donde	where	Finalmente	lastly
sino..	but...	ya que...	since it's	Además	In addition	luego	then
sin	without	así que	so	Por el otro lado	On the other hand	otra vez	again
Por eso...	therefore	si	if	despúes	after	entonces	Then

Module 4

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*

La música — *Music*
asistir a un concierto — *to attend a concert*
mi cantante preferido/a es… — *my favourite singer is…*
un espectáculo — *a show*
una gira (mundial) — *a (world) tour*

El deporte — *Sport*
Soy / Era… — *I am / I used to be…*
(bastante / muy) deportista — *(quite / very) sporty*
miembro de un club — *a member of a club*
hacía… — *I used to do…*
deportes acuáticos — *water sports*
equitación / escalada — *horseriding / climbing*
patinaje sobre hielo — *ice skating*
piragüismo / remo — *canoeing / rowing*
submarinismo — *diving*
tiro con arco — *archery*
ya no (juego)… — *(I) no longer (play)…*
todavía (hago)… — *(I) still (do)…*
batir un récord — *to break a record*

La tele — *TV*
(No) Soy teleadicto/a. — *I'm (not) a TV addict.*
Es / Son… — *It is / They are…*
adictivo/a/os/as — *addictive*
informativo/a/os/as — *informative*

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…

Module 5

En mi ciudad — *In my town*
Hay… / Mi ciudad tiene… — *There is/are… / My town has…*
un ayuntamiento — *a town hall*
un puerto — *a port*
una iglesia — *a church*
una Plaza Mayor — *a town square*
una pista de hielo — *an ice rink*
una oficina de Correos — *a post office*
una tienda / muchas tiendas — *a shop / lots of shops*
muchos lugares de interés — *lots of sights*
no hay nada que hacer — *there is nothing to do*

¿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*

¿Qué haremos mañana? — *What will we do tomorrow?*
Sacaré muchas fotos. — *I will take lots of photos.*
Subiremos al teleférico. — *We will go up on the cable car.*
Haremos piragüismo. — *We will go canoeing.*
será genial / mejor — *it will be great / better*

De compras — *Shopping*
Normalmente voy/ Suelo ir… — *Usually I go… / I tend to go…*
a los centros comerciales — *to shopping centres*
de tiendas con mis amigos — *shopping with my friends*
los precios son más bajos — *the prices are lower*
hay más ofertas — *there are more offers*
gangas — *bargains*

Los pros y los contras de la ciudad
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*

Module 6

Las comidas — *Meals*
el desayuno — *breakfast*
la comida / el almuerzo — *lunch*
la merienda — *tea (meal)*
la cena — *dinner / evening meal*
desayunar — *to have breakfast / to have …for breakfast*
comer / almorzar — *to have lunch / to have … for lunch*
merendar — *to have tea / to have … for tea*
cenar — *to have dinner / to have … for dinner*
tomar — *to have (food / drink)*
beber — *to drink*
entre semana… — *during the week…*
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*
¿Has probado…? — *Have you tried…?*
el gazpacho — *gazpacho (chilled soup)*
la ensaladilla rusa — *Russian salad*
la fabada — *stew of beans and pork*
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… — *It was invented…*

Mi rutina diaria — *My daily routine*
me despierto — *I wake up*
me levanto — *I get up*
me peino — *I brush my hair*
me afeito — *I have a shave*
me visto — *I get dressed*
me lavo los dientes — *I clean my teeth*
me acuesto — *I go to bed*

¿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 recomienda? — *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!*
ser alérgico/a… — *to be allergic to…*
ser vegetariano/a — *to be a vegetarian*