

# Year 11 Knowledge Organiser

## Spring 2023

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_



ORMISTON  
DENES ACADEMY

**[OAT]**  
Ormiston Academies Trust  
ACHIEVING MORE TOGETHER

## Your Knowledge Organiser

### **What are Knowledge Organisers?**

A Knowledge Organiser is a set of key facts or information that students need to be able to know and recall in order to master a unit or topic. In order to produce our Knowledge Organisers, our departments have effectively extracted from their curriculum content the key vocabulary, facts and information that it would help students to commit to long-term memory.

### **Why are we using Knowledge Organisers?**

All of us, throughout our lives, will benefit from understanding how best we learn – and what strategies for learning we can employ in order to commit information to long-term memory. At school, we talk a lot about the way that knowledge is accumulated over time – and about the importance of over-learning and consolidation. Knowledge Organisers are designed to provide students with opportunities to over-learn and consolidate recently learned information. They encourage use of active and multi-sensory revision practices, repetition, and spaced retrieval. We believe that Knowledge Organisers are important because they are designed to teach students the metacognitive study skills that they will require throughout their adult learning lives; effectively, what we are using Knowledge Organisers to introduce is a five-year programme of revision aimed at developing the skills required for effective revision and developing the knowledge they will need to be effective adults and further learners.

### **What is Metacognition?**

Metacognition is the awareness and understanding of one's own thought processes. When we talk about developing metacognitive skills in students, we're talking about students developing an understanding of how they learn best. For example, a student who wishes to commit key quotations from a text to long term memory may decide to make flashcards. When making those flashcards, a student may make all sorts of decisions such as 'using the colour yellow will help me to remember that...' The decision regarding which multi-sensory strategy to employ (flashcards) and the decisions that are made during active employment of the strategy...both are examples of metacognition.

## How to Use Your Knowledge Organiser:

CHUNK IT	RE-LEARN IT	WRITE IT	SPEAK IT
<p>Split the knowledge organiser into manageable chunks.</p> <p>Choose a chunk at a time to memorise.</p> <p>Start with the most important or the most difficult.</p>	<p>Re-read your notes on the chosen topic.</p> <p>Do some wider research on the internet until you understand it.</p>	<p>Write a detailed description or an explanation about everything that you know about this topic.</p> <p>Try to do this without your notes.</p> <p>Write key facts you need to memorise over and over until you have memorised them.</p>	<p>Give a verbal explanation about this topic as if you were teaching it.</p> <p>Repeat the facts you need to remember 20 times.</p> <p>Record key facts from the knowledge organiser into your phone.</p>

## How to Use Your Knowledge Organiser:

TRANSFORM IT	REDUCE IT	SORT IT	LINK IT
<p>Transform key facts into a series of images.</p> <p>Transform what you have learned into a diagram.</p> <p>Transform your learning into a poem or a story.</p>	<p>Reduce what you have learned to five key bullet points or prompts.</p> <p>Reduce the three most important facts linked to a topic into 10 words.</p>	<p>Rank the most important pieces of information from your knowledge organiser.</p> <p>Categorise your key facts into groups, you choose the group headings.</p>	<p>Find three links between this topic and others you have studied.</p> <p>Link the key points together.</p>

# Art/Photo - Annotation sheet

Basic thinking

Higher thinking

Working below a 4

Working above a 4

Describe

Understand

Analyse

Evaluate

## Keywords

### Tone

Light  
Shade  
Mid  
Dark  
Contrast

### Line

Clean  
Thick  
Hard  
Soft  
Dotted  
Cross hatching

### Colour

Dull / Bright  
Bold / bleached  
Warm / Cold  
Intense/ opaque

### Surface

Shiny  
Textured  
Patterned  
Smooth  
Scratched  
Weathered

### Media

Paint  
Collage  
Print -  
Etching/mono  
Charcoal  
Pen  
Oil/chalk pastel

Levels	Questions	Sentence starters
<b>1.</b> <b>Describe</b> Basic ability	Describe, explain, painting, sculpture, etching, print, large, small, scale.	
	Who did it? What is it? How does this work link to yours?	The artist I am responding to is ____ He/She creates ... I am responding to ____ because...
<b>2.</b> <b>Understand</b> Competent ability	Media, skill, colours, experiment, theme.	
	How have they made it? What technique have they used?	The artist has used... The way they made the work... The artwork is...
<b>3.</b> <b>Analyse</b> Confident ability	Compare, similarities, differences, techniques, inspired, decided, idea.	
	Why are you responding to it? What are the links/connections between your work and the artists?	To respond to the artist I... I used ... in the same way ____ work was different to mine because...
<b>4.</b> <b>Evaluate</b> Assured ability	Develop, attempt, experiment, refine, improve.	
	What could you improve and how? What are you going to do next? Why does this link to your work, artist or idea?	What I liked about my work was... I felt I could improve ... by... I think I could improve it by... This links to my idea because...

# Comparing & Contrasting

Follow the steps and in writing, compare the work of the 2 artists.

## 1.

### Describe

(about the 2 pieces of work)

- Portrait
- Bold
- Colour
- Bland
- Detailed
- Delicate
- Pen
- Paint
- Accurate
- Stylized
- Black
- Tone
- Line
- Shape
- Realistic
- Simplistic
- Scale
- Accuracy



Holly A. Senn

## 2.

### Similarities

(between the 2 pieces of work)

- Faces
- Colours
- Composition
- Details
- Theme
- Composition



Elisa Sheehan

## 3.

### Differences

(between the 2 pieces of work)

- Colour
- Technique
- Style
- Detail
- Composition
- Media

## 4.

### Evaluate

(Which one do you prefer)

- The piece of work I prefer is...
- I like the way...
- The work of \_\_\_ I think is more interesting because...
- The reason why I like... is...

### What are you going to do in response?

- I am going to respond to \_\_\_ because...
- I am going to ...
- To improve my work I am ...

# Photography -

Basic thinking

Higher thinking

Working below a 4

Working above a 4

Describe

Understand

Analyse

Evaluate

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	How have they made it? What technique have they used?	<i>The artist has used...</i> <i>The way they made the work...</i> <i>The artwork is...</i>
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## Key Vocabulary

**Hamartia** – The fatal flaw of the tragic hero which ultimately leads to the character's downfall.

**Peripeteia**- The irreversible change of fortunes for the tragic hero.

**Anagnorisis**- The vocalisation or realisation of the tragic hero's hamartia.

**Hubris**- extreme pride.

**Catharsis**- The release of emotions after witnessing those emotions in art.

**Divine Order**- The belief that everything in the universe has a specific place.

## *Macbeth* by William Shakespeare

### Plot summary

Blinded by ambition and greed (hamartia), Macbeth is influenced by witches and his wife to murder the king (peripeteia) and ascend to the throne. Consumed by guilt and paranoia Macbeth creates enemies and murders his closest allies. His death is seen as justice for disrupting divine order.

## Themes

**Fate and Freewill**- The witches create a paradox- would Macbeth have ever taken action to be king if they had not told him it was preordained?

**Ambition**- Macbeth's hamartia, which makes him vulnerable to manipulation from others.

**Power**- *Macbeth* explores what is the true meaning of power- both explicitly and implicitly.

**Versions of Reality**- As Macbeth and Lady Macbeth suffer from the repercussions of their actions their grip on reality loosens leading to parallel versions of reality.

**Gender**- stereotypes Lady Macbeth's power and ruthless ambition is it at odds with the Jacobean perception of females.

**The Supernatural**- Macbeth is haunted by apparitions and tormented by witches.

**Violence**- Duncan and Lady Macbeth suffer violent deaths in very different ways.

**Time**- The murder of Duncan seemingly disrupts time and reality.

## Characters

**Macbeth**- The title character of the play. Macbeth is both blinded by ambition and greed. This makes him easy prey for other character in the play to manipulate.

**Lady Macbeth**- Lady Macbeth begins the play as a strong and dominant character. However, after the murder of Duncan her role decreases to be ultimately forgotten.

**Duncan**- His death is the catalyst for Macbeth's downfall. A good man but a weak king.

**Banquo**- Macbeth's closest friend who becomes a threat, once the Weird Sisters predict his descendants will become kings.

**Macduff**- A thane loyal to Duncan's son Malcom. Having not been born from a woman, it is Macduff who can kill Macbeth.

**The Weird Sisters**- Three witches who use their prediction to cause misery. The word "weird" is an allusion to the word "fate".



### King James I and Witches- Context

Macbeth was written some time between 1603 and 1606. This coincides with the accession of James the Sixth of Scotland to the English throne, as James the First of England, in 1603. The playwright certainly seemed to have James in mind whilst writing.

The play appeals to many of the king's interests: it echoes his fascination with the supernatural (witches and prophecies); it compliments him by making his ancestor, Banquo, a hero in the play (IV.1). King James had survived an assassination attempt, so the questions about the role of the monarchy and the duties of their subjects that this play explored would have been pertinent to Shakespeare's original audience.

### Useful Academic Phrases

- Shakespeare presents... / shows... / hints... / creates... / uses ...
- Through the character of... Shakespeare shows / explores / questions...
- Shakespeare challenges the belief that...
- Shakespeare asks his reader to question / consider...  
Shakespeare reinforces this idea earlier / later in the play when...
- Shakespeare sends a clear message to his audience...

### Writer's methods

#### Use of soliloquy

Notice when Macbeth starts using asides and what this might suggest about his changing character (e.g. when he starts having dangerous thoughts!) Soliloquies are often used when characters have a decision to make. It shows characters in turmoil. Usually by the end they have made a decision.

#### Pathetic fallacy

Consider how the weather is highlighted by Shakespeare at key points in the play and how the weather reflects the mood. E.g. the play opens with 'thunder and lightning' -Shakespeare immediately sets an ominous mood. Think about the night of the murder and the weather/reaction of the earth to the murder.

#### Symbolism/motif

When an object is used to represent a deeper more significant meaning. E.g. blood as a symbol of guilt in the play. Another important symbol is sleep (or lack of) - references to sleep and sleeplessness reveal the deterioration of Lady Macbeth and Macbeth's turmoil too. Dramatic irony—when the audience knows something that one or more characters do not e. g. We know Duncan shouldn't trust Macbeth. We also witness Macbeth lie to Banquo about the witches when he says "consider it not so deeply" and we've just seen him "consider it deeply!" Contrasting imagery e.g. heaven/hell, light/dark, good/evil, occurs throughout the play. Notice what these images suggest e.g. Evil is sometimes shown through dark imagery.

# English Language Paper 1

## Creative Reading and Writing

Question	Question stem	Timing & marks	Length of answer
Read 1 extract from an unseen fictional text – 10 minutes			
<b>Question 1:</b>	List four things from this part of the text about ...	4 marks / 5 minutes	4 sentences
<b>Question 2:</b>	How does the writer use language to describe ...	8 marks / 10 minutes	3 paragraphs
<b>Question 3:</b>	How has the writer structured the text to interest you as a reader?	8 marks / 10 minutes	3 paragraphs
<b>Question 4:</b>	You will be given an opinion about the text. The question is: To what extent do you agree?	20 marks / 20 minutes	4-5 paragraphs
<b>Question 5:</b> <b>Writing to describe / narrate</b>	Write a description inspired by this image.  Narrate a story starting with...	40 marks / 45 minutes	1 ½ - 2 sides
Proofreading and checking – 5 minutes			

### Question 2 Tips (Language)

- Write a short thesis statement if you feel it will help you plan your response.
- Pick three quotes to focus on- make on your source the lines the question has asked you to focus on.
- Use terminology such as verb, metaphor, hyperbole.
- When the writer uses imagery what does he want the reader to imagine?
- What emotions does the writer want the reader to experience?
- Zoom in on keywords and explore the connotations of the word.
- Support each idea with a quote.
- If you can offer multiple interpretations and combine looking at language devices and key words.

### Question 3 Tips (Structure)- How does the reader use structure to interest the reader.

- Write a short thesis statement if you feel it will help you plan your response.
- DO NOT ANALYSE LANGUAGE.
- Look at the whole of the text- what happens at the beginning, middle and end? Mark this on your source.
- Key ideas- shift in focus, shift in setting, shift in character or location. Any themes or ideas repeated throughout the text? Does the action take place inside or outside? Is there any dialogue?
- Use “engages the reader.” and “creates a narrative hook” instead of “makes the reader want to read on...”

### Question 1 Tips

- Read the question carefully- what does the question want you to focus on (e.g. a certain location or character).
- Mark which lines the question has asked you to reread and stick to those lines- mark them on the source.
- The question will always ask for **four** things so make sure you give **four** answers.
- Write in full sentences- you will not be rewarded if you only use single words.

### Question 4 Tips (Evaluate)

- Do you agree with the student’s statement? Use this to form your first paragraph.
- What are your own impressions of the text?
- Pick three quotes to analyse- use your skills from question from question 2-terminology and effect on the reader.
- How successful is the writer? Use evaluative adverbs. Powerfully, successfully, clearly, strangely.
- If you can offer multiple interpretations and combine looking at language devices and key words.

## Question 5

Use the planning grid to help you write a narrative.

PoV:

Happy/ Sad:

Why?:

Setting	Motif
Big Idea	Flashback

Plan your response- your text should be crafted.

Take time to proofread.

Use your five senses to plan a descriptive piece

1. Sight
2. Hear
3. Smell
4. Taste
5. Touch (can be emotional feelings)

Use a checklist to make sure you are varying your writing.

Some ideas:

- Rhetorical Question
- Dialogue
- Metaphor
- Simile
- List
- Rule of three
- Simple sentence
- Exclamation marks
- 12 word sentence

# English Language Paper 2

## Writers' Viewpoints and Perspectives

Question	Question stem	Timing & marks	Length of answer
Read 2 Non-Fiction Extracts – 10 minutes			
<b>Question 1</b>	Chose four statements from the list which are true.	4 marks / 5 minutes	4 sentences
<b>Question 2</b>	Make inferences from each text and synchronise the information.	8 marks / 5 Minutes	3 paragraphs
<b>Question 3</b>	How does the writer use language...	12 marks/12 minutes	3 paragraphs
<b>Question 4</b>	Compare how both writers use language to convey their feelings and perspectives.	16 marks /12 Minutes	4-5 paragraphs
<b>Question 5</b> <b>Writing to describe / narrate</b>	Write an article to argue or persuade.	40 marks / 45 minutes	1 ½ - 2 sides
Proofreading and checking – 5 minutes			

### Question 1 Tips

- Read the part of the extract you are directed to twice.
- The points are in chronological order.
- Make sure you only select four bullet points.
- Fill in the box correctly.

### Question 2 (inference)

- Make sure you write about each text.
- Use the format **Point Evidence Inference**.
- Use key phrases like “infer”, “conclude” “gather”.
- **DO NO ANALYSE LANGUAGE-** No terminology on this question.
- Make sure you write about both texts.

### Question 3 (Language)

- Write a short thesis statement if you feel it will help you plan your response.
- Pick three quotes to focus on- make on your source the lines the question has asked you to focus on.
- Use terminology such as verb, metaphor, hyperbole.
- When the writer uses imagery what does he want the reader to imagine? Go into detail!
- What emotions does the writer want the reader to experience?
- Zoom in on keywords and explore the connotations of the word.
- Support each idea with a quote.
- If you can offer multiple interpretations and combine looking at language devices and key words.

### Question 4 (Comparison)

- Consider contextual clues that may have shaped perspective- gender, time of writing.
- Use a table to plan your response- and a highlight to group together ideas.
- Use terminology to label the language and structural features.
- Using comparing and contrasting words such as “similarly to”, “likewise”, “on the other hand”.

Headline  
Subheading  
Byline

For

Against

For

Against

Conclusion

## Question 5

Make sure you write in the voice of an article, letter or speech and not an essay. Avoid phrases such as “in this article I am going to...”, “I believe...” and “In my opinion.”

Use a checklist to make sure you are varying your writing.

Some ideas:

- Rhetorical Question
- Expert’s opinion
- Metaphor
- Simile
- Anecdote- A short story/ Personal Experience
- Rule of three
- Simple sentence
- Exclamation marks
- Statistic

Letter

Dear \_\_\_\_\_,

For

Against

For

Against

Conclusion

## V&A to host exhibition on Coco Chanel’s career and designs

Gabrielle Chanel. Fashion Manifesto will display 180 designs, jewellery, accessories and perfumes



Gabrielle Chanel. Fashion Manifesto in Paris in 2020. Photograph: Edward Berthelot/Getty Images

The V&A is to host the first ever exhibition in a major UK museum on the work of Gabrielle “Coco” Chanel, covering the career of the French designer from the opening of her first millinery boutique in Paris in 1910 to the showing of her final collection in 1971.

The London museum’s exhibition, Gabrielle Chanel. Fashion Manifesto, will display 180 designs as well as jewellery, accessories and perfume, and outfits created for Lauren Bacall and Marlene Dietrich.

### An Open Letter to Yogi Tea, Tom’s of Maine, and Eden Foods

I am hurt. Not only am I hurt, but I am disappointed. As you can remember, I emailed you three weeks ago expressing my love for your companies. I went on and on about how they have changed my life and how I wanted to share that experience with as many people as I could. I asked for samples. And as I clearly remember, you replied. You seemed so appreciative. I was touched! You asked for my address to send me this gift that I requested. I sent you it! That was two weeks ago.

Two long, hard weeks have gone by. I needed this gift. You promised me it. I was so ready to receive my gifts.

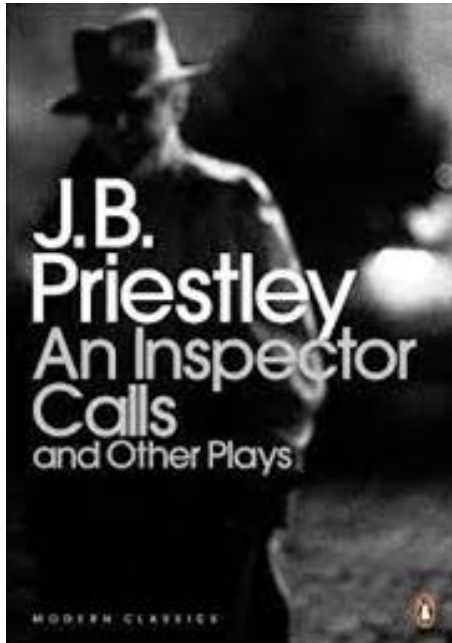
Boy was I ready! I made boxes for them to stay in! I put foam in there for each sample to sit comfortably. I was going to take good care of it all! I was going to keep everything safe and perfect! I wanted to cherish it. Yet you did not seem to care. Of course I was going to take this gift seriously. It was of value to me. Your companies WERE of value to me. I am hurt.

# An Inspector Calls by JB Priestley

The unsuspecting Birling family are visited by the mysterious Inspector Goole. He arrives just as they are celebrating the engagement of Sheila Birling to Gerald Croft.

The Inspector reveals that a girl called Eva Smith, has taken her own life by drinking disinfectant. The family are horrified but initially confused as to why the Inspector has called to see them.

What follows is a tense and uncomfortable investigation by an all-knowing Inspector through which the family discover that they are all in fact caught up in this poor girl's death.



**AO1: What?**  
Details and evidence

**AO2: How?**  
Methods and effects

**AO3: Why?**  
Contexts and meanings

## PLOT STRUCTURE

### Act One

- The Birling family and Gerald Croft are celebrating Sheila's engagement to Gerald.
- Mr B makes pompous speeches outlining his political and social views. He says we should ignore the 'cranks' talking about socialism.
- The evening is interrupted by the arrive of Inspector Goole making enquiries about the suicide of Eva Smith.
- Mr B is questioned and admits sacking her for leading strike action for higher wages.
- Sheila is questioned and admits having Eva sacked from Milwards due to her jealousy.
- Gerald reacts to the news that she changed her name to Daisy Renton.

### Act Two

- Gerald is questioned and admits keeping Daisy as his mistress for six months.
- Mrs B tries to bully the Inspector and to control events.
- Sheila starts to realise that the Inspector's enquiries are well founded, and that her mother might have had some dealings with the girl.
- While Eric is out of the room, Mrs B is forced to admit that the girl asked for help from her charity, and she refused help.
- It is revealed that the girl was pregnant. Mrs B lays the blame on the father of the unborn child.
- Suspicion grows that Eric is the father of the unborn child.

### Act Three

- Eric returns and confesses that he got a girl pregnant. He also confesses to stealing money from his father's office.
- Eric blames his mother for the girl's death.
- The Inspector makes a dramatic speech about the consequences of selfish behaviour and social irresponsibility.
- The Inspector, having shows that each had a part in ruining the girl's life, leaves.
- Between them, Gerald and Mr B gradually prove that the man was not a real police inspector.
- A telephone call to the Chief Constable establishes that there is no Inspector Goole on the police force.
- A telephone to the Infirmary reveals that there has been no recent suicide.
- Eric and Sheila continue to feel guilty about their own, and their family's, behaviour whilst the others shrug it off.
- Mr B answers the telephone: a young woman has just died on the way to the Infirmary. An Inspector is on his way to make enquiries.



Characterisation	Key Quotes
<b>Mr Arthur Birling</b> ✓ Capitalist ✓ Arrogant ✓ Verbose ✓ Stubborn ✓ Industrialist	"Heavy looking, rather portentous man" "A hard-headed practical man of business" "Just a knighthood, of course." "A man has to mind his own business and look after himself...." "Look - there's nothing mysterious - or scandalous - about this business..."
<b>Mrs Sybil Birling</b> ✓ Judgemental ✓ Old money ✓ Traditional ✓ Insincere ✓ Controlling	"Rather cold woman... her husband's social superior." "Please don't contradict me like that" "It's disgusting to me." "Unlike the other three, I did nothing I'm ashamed of or that won't bear investigation." "He didn't make me confess - as you call it."
<b>Miss Sheila Birling</b> ✓ Intelligent ✓ Feminine ✓ Emotional ✓ Transformative ✓ Empowered	"But these girls aren't cheap labour - they're people" "I had her turned out of a job" "At least I'm trying to tell the truth. I expect you've done things you're ashamed of." "Why - you fool - he knows!" "The point is, you don't seem to have learnt anything."
<b>Master Eric Birling</b> ✓ Irresponsible ✓ Spoilt ✓ Reckless ✓ Immature ✓ Transformative	"Not quite at ease half shy, half assertive." "I wasn't in love with her or anything - but I liked her - she was pretty and a good sport -" "In a way, she treated me - as if I were a kid" "You're not the kind of father a chap could go to when he's in trouble." "You're beginning to pretend that nothing's really happened at all. And I can't see it like that."
<b>Mr Gerald Croft</b> ✓ Aristocratic ✓ Secretive ✓ Traditional ✓ Privileged ✓ Evasive	"Easy, well-bred young man-about-town." "You seem to be a nice well-behaved family" "You're just the kind of son-in-law I always wanted." "The hero... the wonderful Fairy prince." "I'm rather more upset - by this business than I probably appear to be -"
<b>Miss Eva Smith</b> ✓ Working class ✓ Determined ✓ Vulnerable ✓ Emblematic ✓ Allegorical	"A lively good-looking girl - country bred... and a good worker too." "She had a lot to say - far too much - so she had to go." "She was very pretty and looked as if she could take care of herself." "Now she had to try something else." She went away "to be alone, to be quiet, to remember all that had happened."
<b>Inspector Goole</b> ✓ Priestley's mouthpiece ✓ Impressive ✓ Commanding ✓ Social justice ✓ Omnipotent	"Massiveness, solidity and purposefulness." "But after all it's better to ask for the earth than to take it." "It's my duty to ask questions." "A nice promising life there, I thought, and a nasty mess somebody's made of it." "You see, we have to share something. If there's nothing else, we'll have to share our guilt." "One Eva Smith has gone - but there are millions and millions and millions of Eva Smiths and John Smiths still left with us." "Fire and blood and anguish"

#### Key Terms:

- ✓ Stage directions
- ✓ Dialogue
- ✓ Monologue
- ✓ Didactic
- ✓ Polemic
- ✓ Dramatic irony
- ✓ Foreshadowing
- ✓ Entrances and exits
- ✓ Props
- ✓ Sentence moods
- ✓ Social expectations
- ✓ Cliff-hanger
- ✓ Characterisation
- ✓ Dramatic device
- ✓ Timings
- ✓ Interruptions
- ✓ Tone
- ✓ Irony
- ✓ Imagery
- ✓ Symbolism
- ✓ Euphemism



"All mixed up like bees in a hive"

#### Key Concepts and Themes:

- ✓ Mystery
- ✓ Social responsibility
- ✓ Truth and lies
- ✓ Hypocrisy
- ✓ Wealth, power and influence
- ✓ Rights and responsibilities
- ✓ Public versus private
- ✓ Morality versus legality
- ✓ Young versus old
- ✓ Capitalisation versus socialism
- ✓ Individual and collective responsibility
- ✓ Love, sex and consent

#### Context:

##### J.B. Priestley

- 1914-18: WW1, Aged 20, Priestley serves on the front line in France and is wounded.
- 1919: awarded place at Trinity Hall, Cambridge to study Literature, History and Politics.
- 1922: begins to work as a journalist in London.
- 1934: writes 'English Journey' about the poorer parts on Britain.
- 1939-45: makes regular wartime radio broadcasts called 'Britain Speaks'.
- 1945: writes An Inspector Calls.

##### 1912 England

- Work strikes
- Workers' rights
- Pre WW1
- Suffragette movement
- Class system

##### 1945 England

- Post WW1 and WW2
- Social levelling
- Women's rights
- Workers' rights
- Trade unions
- National Insurance
- Welfare system
- NHS



**Key Terms and Ideas:**

- ✓ Novella
- ✓ Ghost Story
- ✓ Bildungsroman
- ✓ Transformation
- ✓ Redemption
- ✓ Christian Values
- ✓ 1<sup>st</sup> person narrative voice
- ✓ 3<sup>rd</sup> person omniscient narrator
- ✓ Stave
- ✓ Metaphor, simile, imagery
- ✓ Senses
- ✓ Pace
- ✓ Shifts in time, place, person

**Characterisation****Scrooge**

- ✓ A selfish business man who transforms into a charitable philanthropist. Our protagonist.

**Fred**

- ✓ Scrooge's nephew whose party invitation he declines. Represents forgiveness and family.

**Jacob Marley**

- ✓ Scrooge's dead partner who returns to warn Scrooge to change his ways.

**Bob Cratchitt**

- ✓ Scrooge's clerk. He loves his family and is shown to be happy and morally upright. He has love but not wealth.

**Tiny Tim**

- ✓ Bob's son whose story plays a part in inspiring Scrooge's transformation. Represents the victims of poverty.

**The Ghost of Christmas Past**

- ✓ A strange combination of young and old, wearing white robes and looking like a candle.

**The Ghost of Christmas Present**

- ✓ A portly, jovial gentleman surrounded by a warm glow. He brings joy to the neediest.

**The Ghost of Christmas Yet To Come**

- ✓ A robed and hooded spirit who confronts Scrooge with his own tombstone.

**Fezziwig**

- ✓ Scrooge's ex-employer. A representation of a good employer and generosity of spirit.

**Belle**

- ✓ Scrooge's fiancé as a young man.

**Fan**

- ✓ Scrooge's sister. Fred's mother.

**Key Quotes**

"Hard and sharp as flint... As solitary as an oyster"  
 "Are there no prisons...are there no workhouses..."  
 "I will honour Christmas in my heart. I will live in the Past, the Present, and the Future. I will not shut out the lessons that they teach."

"I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time"  
 "Scrooge's offences carry their own punishment. Who suffers? Himself!"

"I wear the chain I forged in life"  
 "The chain was made up of cash boxes.. ledgers.. heavy purses"  
 "My spirit never roved beyond the narrow limits of our money changing hole"

"The clerk's fire was so very much smaller that it looked like only one coal"  
 "Tiny Time rode upon his shoulder"  
 "I'll give you Mr Scrooge, the founder of the feast"  
 "I think he's walked a little slower than he used to" –

"He bore a little crutch, and had his limbs supported by an iron frame!"  
 "Tiny Tim hoped the people saw him in the church, because he was a cripple, and remember upon Christmas day, who made lame beggars walk, and blind men see."  
 "God bless us every one"

"Would you (Scrooge) so soon put out he light I give?"  
 "A solitary child, neglected by his friends, is left there still – Scrooge sobbed."  
 "Scrooge's heart and soul were in the scene.. he remembered everything, enjoyed everything."

"A jolly giant who bore a glowing torch with a cheery voice and a joyful air"  
 "I see a vacant seat. The child will die"  
 "They are Man's. This boy is Ignorance. This girl is Want. Beware for I see that written which is Doom."

"It was shrouded in a deep black garment which concealed its head, its face, its form and left nothing visible except one outstretched hand"  
 "Scrooge crept towards it, trembling, and following the finger, read upon the stone of the neglected grave his own name, Ebenezer Scrooge."

"Bless his heart; it's Fezziwig alive again!"  
 "He has the power to render us happy or unhappy; to make our service light or burdensome. The happiness he gives, is as if it cost a fortune"

"Another idol has displaced me.. a golden one"

"I have come to bring you home dear brother.. home, home, home!"

**Context:**

- ✓ Dickens wrote 'A Christmas Carol' in 1843 focusing on how many of society's ills can be blamed on greed.
- ✓ Dickens' early life gave him first-hand experience of poverty.
- ✓ 1832 – The Great Reform Bill gave many middle class property owners the right to vote for the first time.
- ✓ Large sections of the middle classes, the working classes and women still didn't have the right to vote.
- ✓ 1834 – Poor Law Amendment Act – Led to a cut in aid given to the poor.
- ✓ Workhouses were created which poor people would have to live and work in, if they were unable to pay for their own housing.
- ✓ In 1843, Dickens read a government report on child labour in England.
- ✓ Dickens wanted to use his popularity to bring the problem of child poverty to the attention of a wider public.
- ✓ Victorian London was a place of great wealth and great poverty.

**Key Concepts and Themes:**

- ✓ Greed
- ✓ Avarice (an excessive desire for wealth – one of the 7 deadly sins)
- ✓ Ignorance & Want (lack of knowledge/education & need/poverty)
- ✓ Redemption (being saved from sin or evil)
- ✓ Predestination
- ✓ Free Will
- ✓ Poverty
- ✓ Class
- ✓ Isolation
- ✓ Transformation
- ✓ We observe Scrooge observing...
- ✓ The passage of time
- ✓ Family
- ✓ Guilt
- ✓ Generosity
- ✓ Social Responsibility
- ✓ Justice
- ✓ The supernatural
- ✓ Christmas
- ✓ Death



### The Preface

Dickens introduces his 'Ghostly Little Book' and his 'ghost on an idea'. He talks to his reader telling them that he wants if to 'haunt' their memories, so they don't forget why we need to live by Christian values.

### Stave One

Scrooge is at work in his counting house. Despite the Christmas Eve cold, he refuses to spend money on coals for the fire. Scrooge's turns down his nephew, Fred's, invitation to his Christmas party and the request of two men who want money for charity. Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his greedy life, he has to wander the Earth wearing heavy chains. He tells Scrooge that three spirits will visit him during the next three nights.

### Stave Two

He wakes and the Ghost of Christmas Past takes Scrooge into the past. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, who leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before being returned to his bed.

### Stave Three

The Ghost of Christmas Present shows Scrooge Christmas as it will happen that year. Scrooge watches the Cratchit family eat a tiny meal in their little home. He sees Bob Cratchit's son, Tiny Tim, whose kindness and humility warm Scrooge's heart. The spectre shows Scrooge his nephew's Christmas party. Toward the end of the day the ghost shows Scrooge two starved children, Ignorance and Want. He vanishes as Scrooge notices a dark, hooded figure coming.

### Stave Four

The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge, is keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone and is shocked to read his own name. He is desperate to change his fate and promises to change his ways. He suddenly finds himself safely tucked in his bed.

### Stave Five

Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house and goes to Fred's party. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor and is kind, generous and warm.

## Elevated Language

**Destitute** - extremely poor; lacking necessities like food and shelter.

**Misanthrope** - (n.) a person who hates or despises people.

**Swindle** - extort money from (verb).

**Surplus** - a situation in which quantity supplied is greater than quantity demanded.

**Compassion** - (n.) sympathy for another's suffering; pity.

**Apparition** - (n.) a ghost or ghostly figure; an unexplained or unusual appearance.

**Inhospitable** - not hospitable; not showing kindness to guests and strangers; unfriendly.

**Benevolence** - kindness, generosity, charity.

**Reserved (adjective)** - self-restrained and withdrawn in speech and manner, shy, keeping one's thoughts to oneself; withdrawn.

**Jovial** - cheerful and friendly.

**Avarice** - (n.) a greedy desire, particularly for wealth apprehensive.

**Apprehensive** - anxious or fearful that something bad or unpleasant will happen.

**Significant** - important and meaningful.

**Benefit** - (v)-to gain or receive good results from something.

**Cordial** - warm and friendly.

**Destitute** - extremely poor; lacks means to provide for oneself.

**Indignant** - feeling or showing anger or annoyance at what is perceived as unfair treatment.

**Jocund** - cheerful and light-hearted.

**Malevolent** - showing a will to do evil to others.

<p><b>Ozymandias</b> Shelley explores the idea that power is fragile. The speaker conveys the sense that the power of nature is greater than any human power. In addition, Shelley explores the idea that power can be corruptive as the speaker presents an arrogant leader who leads through fear.</p> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Use of irony to contrast Ozymandias' 'power' with the decayed statue that remains</li> <li>• Structure disrupts the traditional sonnet form</li> <li>• Extended metaphor of the statue</li> </ul>	<p><b>The Emigree</b> Rumens explores the idea that the effects of conflict can be emotional as well as physical. The speaker feels that the reality of the situation is often outside of their control, but they can manipulate or control the emotional aspect of it. The speaker demonstrates an individual's power can resist oppression. In addition, Rumens explores the idea that power can be corruptive. The speaker feels that people can use their power to oppress others.</p> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Personification of the city</li> <li>• Contrast between memory and reality</li> <li>• Metaphor of sunlight/light/seasons</li> </ul>
<p><b>London</b> Blake explores the idea that power can be corruptive. The speaker feels that London, blighted by the Industrial Revolution, has become a city of inequality and oppression. In addition, Blake also conveys the sense that the actions of those in power have led to the universal suffering of the city's people.</p> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Repetition a) of 'every' to suggest universal suffering and b) of vocabulary related to suffering and anguish.</li> <li>• Shocking imagery- manacles, blood, youthful harlot, new born infant, marriage hearse</li> <li>• Use of contrasts to suggest corruption – blackening church; blood/palace walls; harlot/infant; marriage hearse.</li> </ul>	<p><b>Kamikaze</b> Garland explores the idea that the effects of conflict can be emotional as well as physical. The speaker conveys a sense that conflict has a lasting negative impact on a person's emotional state. In addition Garland explores the idea that power is fragile as the speaker feels human resolve is fragile in the face of the power of nature. Finally, Garland explores the idea that power can be corrupt as the speaker feels that society's power corrupts an individual's ability to assert their free will.</p> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Contrast between the freedom of the sea and the oppression from the empire</li> <li>• Use of direct and reported speech to show the distance between the pilot and his family</li> <li>• Use of similes 'like a huge flag' 'strung out like bunting'</li> </ul>
<p><b>Exposure</b> Owen explores the idea that the effects of conflict can be emotional as well as physical. The speaker feels that conflict has a lasting negative impact on a person's emotional state and that the trauma soldiers are exposed to on the battlefield are just as significant as any wounds or injuries they could sustain. In addition, Owen explores the idea that power is fragile. The speaker conveys the sense that the power of man is surpassed by the unrelenting threat of nature.</p> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Personification – weather is the enemy</li> <li>• Repetition- 'nothing happens'</li> <li>• Pathetic fallacy- atmosphere of violence, misery and suffering created by the description of the weather.</li> </ul>	<p><b>Checking Out Me History</b> Agard explores the idea that the effects of conflict can be emotional as well as physical. The speaker conveys his disappointment and anger that he has had to discover his own identity, having been provided with only a biased view of history throughout his time at school. In addition, Agard explores the idea that power can be corruptive. The speaker feels that his own identity has been suppressed by society.</p> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Contrast between his own Caribbean history and the history he was taught at school</li> <li>• Dialect</li> <li>• Repetition</li> </ul>
<p><b>Tissue</b> Dharker explores the idea that even though something may be fragile, it can also be powerful. The speaker shows how paper has the power to dominate our lives despite its fragility.</p> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Contrasts between power/fragility</li> <li>• Extended metaphor</li> <li>• Similes</li> </ul>	<p><b>My Last Duchess</b> Browning explores idea that power can be corruptive.. The speaker misuses his power in an attempt to control his wife. In addition, , Browning explores the idea that power is fragile. The speaker's attempts to exert his power expose his lack of power.</p> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Dramatic monologue</li> </ul>



<p><b><u>'Storm on the Island'</u></b>          In 'Storm on the Island', Heaney explores the primal fear of nature which is shown to have a lasting negative impact upon a person's emotional state. He also portrays the fragility of human power in the face of nature as the house is besieged by the storm. Finally, Heaney portrays the way in which power can corrupt due to the allusion to the Troubles in Ireland and the divisive influence that power has in separating and segregating people.</p> <p><b><u>Methods</u></b></p> <ul style="list-style-type: none"> <li>-Form/structure (block of verse)</li> <li>-Imagery of violence</li> <li>-Extended metaphor</li> </ul>	<p><b><u>Poppies</u></b>          Weir explores the idea that the effects of conflict can be emotional as well as physical. The speaker reflects on memories and the feeling of loss. In addition, Weir explores the idea that power is fragile. The speaker expresses a lack of power to control her son's decision to go to war and be able to protect him.</p> <p><b><u>Methods:</u></b></p> <ul style="list-style-type: none"> <li>• Memories</li> <li>• Metaphors</li> <li>• Imagery</li> <li>• Ambiguity</li> </ul>
<p><b><u>Bayonet Charge</u></b>          In 'Bayonet Charge', Hughes explores the lasting negative impact caused by human conflict and war on a person's emotional state. He also explores the fragility of human power through the visceral description of suffering, linked to the human body. Finally, Hughes presents the idea that power corrupts the ability of the individual to assert their free will as the individual is trapped within a conflict not of their own making.</p> <p><b><u>Methods</u></b></p> <ul style="list-style-type: none"> <li>• Form/structure (irregular verse)</li> <li>• Imagery of violence</li> <li>• Aggressive tone</li> <li>• -Enjambement</li> </ul>	<p><b><u>The Prelude</u></b>          Wordsworth explores the idea that the effects of conflict can be emotional as well as physical. The speaker feels conflict has a lasting negative impact on a person's emotional state. In addition, Wordsworth explores the idea that power is fragile. The speaker feels that human resolve is fragile in the face of nature. Finally, Wordsworth explores the idea that power can be corruptive. The speaker feels that nature has caused the fear that dominates their thoughts.</p> <p><b><u>Methods</u></b></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Personification</li> <li>• Contrast between beauty/darkness</li> </ul>
<p><b><u>Remains</u></b>          Armitage explores the idea that the effect of conflict can be mental as well as physical. The speaker conveys the trauma he has experienced as his mental health deteriorates. In addition, humanity's power is presented as fragile. The speaker presents this through the ease in which life is taken and/or destroyed.</p> <p><b><u>Methods</u></b></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Violent imagery</li> <li>• Colloquial language</li> </ul>	<p><b><u>War Photographer</u></b>          Duffy explores the idea that the effects of conflict can be emotional as well as physical by presenting the photographer as deeply affected by his experiences.</p> <p><b><u>Methods</u></b></p> <ul style="list-style-type: none"> <li>• Contrast between violent imagery of the war-zones with the photographer's home country</li> <li>• Religious imagery</li> <li>• The behaviour of the photographer</li> </ul>
<p><b><u>The Charge Of The Light Brigade</u></b>          Tennyson explores the idea that the effects of conflict can be emotional as well as physical. The speaker feels the attack forces the soldiers to endure a traumatic experience. In addition, Tennyson explores the idea that power can be corruptive. The speaker feels that the soldiers' trauma has been caused through the mistakes of those in power.</p> <p><b><u>Methods</u></b></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Violent/Biblical imagery</li> <li>• The rhythm of the horses charging</li> </ul>	<p><b><u>The Big Ideas</u></b></p> <ul style="list-style-type: none"> <li>• <b>The poets explore the idea that the effects of conflict can be emotional as well as physical.</b></li> <li>• <b>The poets explore the idea that power is fragile.</b></li> <li>• <b>The poets explore the idea that power can be corruptive.</b></li> </ul>

Language	Structure	Form
<p><b>Alliteration</b>- repetition of the same letter at the start of two or more words</p> <p><b>Allusion</b>- reference to another literary work</p> <p><b>Assonance</b>- repetition or pattern of the same vowel sounds</p> <p><b>Connotation</b>- associated meaning of word</p> <p><b>Consonance</b>- the partial or total identity of consonants in words whose main vowels differ</p> <p><b>Diction</b>- usually used to describe the level of formality that a speaker uses</p> <p><b>Extended metaphor</b>- a central metaphor that acts like an "umbrella" to connect other metaphors within it</p> <p><b>Hyperbole</b>- exaggerated statement</p> <p><b>Imagery</b>- visually descriptive language</p> <p><b>Metaphor</b>- saying one thing is another</p> <p><b>Onomatopoeia</b>- a figure of speech where words are used to imitate sounds</p> <p><b>Oxymoron</b>- two terms appear next to each other that contradict each other</p> <p><b>Pathetic fallacy</b>- weather to create mood</p> <p><b>Personification</b>- make object human</p> <p><b>Pun</b>- a play on words</p> <p><b>Satire</b>- the use of humour or irony to mock, ridicule or criticise</p> <p><b>Semantic field</b>- words related in meaning</p> <p><b>Simile</b>- comparing using 'like' or 'as'</p> <p><b>Sibilance</b>- the repetition of an's' sound in two or more words</p> <p><b>Tone</b>- the implied attitude of a writer toward the subject and characters of a work</p> <p><b>Theme</b>- the central idea of a literary work</p>	<p><b>Anaphora</b>- the repetition of the same word or phrase at the beginning of a line</p> <p><b>Caesura</b>- a piece of punctuation in the middle of a line creating a pause in rhythm</p> <p><b>Elision</b>- the omission of an unstressed vowel or syllable to preserve the meter of a line of poetry</p> <p><b>End-stopped line</b>- a line ending in a full pause</p> <p><b>Enjambment</b>- a sentence which continues, with no punctuation, into the line below</p> <p><b>Extended metaphor</b> -</p> <p><b>Half rhyme</b>- an imperfect rhyme where the ending consonant sound of a word is the same as another</p> <p><b>Juxtaposition</b>- two or more contrasted ideas placed side by side</p> <p><b>Meter</b>- the measured pattern of rhythmic accents in poems</p> <p><b>Parallelism</b>- the similarity of structure in a pair or series of related words, phrases, or clauses</p> <p>Personification -</p> <p><b>Quatrain</b>- a four-line stanza in a poem</p> <p><b>Refrain</b>- a phrase, line or group of lines which is repeated throughout a poem</p> <p><b>Repetition</b>- a repeated word or phrase usually used to emphasise importance.</p> <p><b>Rhyming Couplet</b>- two lines of poetry that rhyme and have the same meter</p> <p><b>Rhyme</b>- words that sound the same at the end</p> <p><b>Sestet</b>- a six-line unit of verse constituting a stanza or section of a poem</p> <p><b>Stanza</b>- two or more lines of poetry that form the divisions of the poem (paragraphs)</p>	<p><b>Allegory</b>- a symbolic narrative which often takes the form of a story where the characters represent moral qualities</p> <p><b>Ballad</b>- a narrative poem written in four-line stanzas, characterized by swift action and narrated in a direct style</p> <p><b>Blank verse</b> – non rhyming lines written in iambic pentameter</p> <p><b>Dramatic monologue</b>- a type of poem in which a speaker addresses an internal listener or the reader</p> <p><b>Elegy</b>: An elegy is a poem about a dead person or thing</p> <p><b>Epic</b>- a long narrative poem that records the adventures of a hero</p> <p><b>Free verse</b>- poetry without a regular pattern of meter or rhyme</p> <p><b>Lyric</b>- a poem that expresses personal and emotional feelings.</p> <p><b>Ode</b>- a poem written in praise or celebration of a person, thing, or event</p> <p><b>Pastoral</b>- a poem about nature or simple, country life</p> <p><b>Shakespearean sonnet</b>- usually 14 lines which are formed by three quatrains with a rhyming couplet for the last two lines</p> <p><b>Sonnet</b>- a fourteen-line poem in iambic pentameter and regular rhyme scheme</p> <hr/> <p><b>Speaker</b>: the voice behind the poem – the person we imagine to be speaking. The speaker is <u>not</u> the poet. Even if the poem is autobiographical, you should treat the speaker as a fictional creation, because the writer is choosing what to say about himself.</p>

## UNSEEN POETRY

Example question and how to get top marks  
(20% of final English Literature GCSE)

*Both unseen poems will be printed on the question paper.*

**Q1** - In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? ( 24 marks)

**Q2** - In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings? (8 marks)

AO1 (Question one only)	<input type="checkbox"/> Critical, exploratory conceptualised response to task and text <input type="checkbox"/> Judicious use of precise references to support interpretation(s)
AO2 (Question one and two)	<input type="checkbox"/> Analysis of writer's methods with subject terminology used judiciously <input type="checkbox"/> Exploration of effects of writer's methods on reader

## The Exam

### QUESTION 1 – 24 MARKS

1. Highlight the focus in the question.
2. Read through the poem at least **TWICE**.
3. Write down your 'big idea' as an introduction.
4. Circle four moments which support your 'big idea'.
5. For each moment, label a method (if there is one) and/or underline an important word.
6. For each moment: how does it link to the big idea and how the impact of the method/ word reveals this.

### QUESTION 2 – 8 MARKS

1. Highlight the focus in the question.
2. Read through the second poem at least **TWICE**.
3. **Identify three key methods in Poem 2 and write in planning table.**
4. Return to Poem 1 and identify three key methods and write in planning table.
5. Review for similarities/differences.
6. Begin each point with the method used and explain effect and compare to poem 2.

## Verbs for analysis

Alludes to  
 Amplifies  
 Connotes  
 Conveys  
 Creates  
 Depicts  
 Demonstrates  
 Elicits  
 Emphasises  
 Evokes  
 Establishes  
 Foreshadows  
 Highlights  
 Illustrates  
 Juxtaposes  
 Portrays  
 Reinforces  
 Reiterates  
 Represents  
 Reveals  
 Symbolises  
 Typifies



## Measuring Development

Development measures how economically, socially, culturally or technologically advanced a country is. It suggests: advancement, evolution, expansion, growth, improvement, increase, maturity, progress, changes for the better.

### Development Indicators

GNI	Gross National Income (Money earned by residents of a country including money earned abroad).
HDI	Human Development Index. Calculated using life expectancy, education, and per capita income.
Infant mortality	How many children per 1000 die before they are 1.
Literacy rate	The % of adults that read and write acceptably.

You must know advantages and disadvantages of each of these measures.

## Classifying the World's Development



- An HIC has a GNI per capita of over \$12,000.
- A NEE has an economy that is rapidly progressing.
- A LIC has a GNI per capita of below \$800.

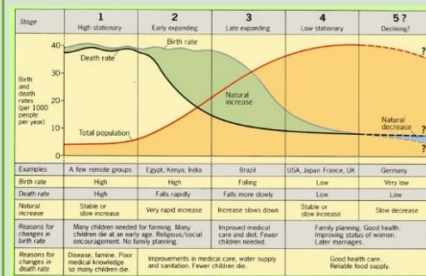
In the 1980's, Dr Brandt classified the world into the rich north and the poor south. He drew this line called the Brandt Line or the North-South Divide. However, over time countries in the south began to develop e.g. Singapore and China, and the line became outdated.

### Key terms

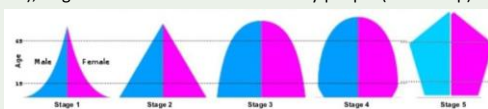
Standard of living refers to the economic level of a person's daily life. Quality of life is a social measure of well being.

## Measuring Population

The demographic transition model shows how a country's population changes as it becomes more developed, from subsistence farming cultures (LICs) to HICs.



Population pyramids change over time too – from having a lot of babies (a wide base), to good healthcare and more elderly people (a wide top).



## Factors Causing Uneven Development

### Physical Environment



- Soil erosion, desertification, climate (and climate change), overgrazing and infertile soils affect farming.
- Areas without fertile land, natural resources, water and energy suffer.
- Natural hazards make little progress with development e.g. Haiti.

### Health



- Diseases can make people too weak to work or go to school.
- 80% of all developing world disease is water-related. 2 million die a year.
- LIC's are unable to invest in good quality health care

### Trade



- Trade blocs favour member states.
- Primary products sold by LICs are sold for cheap prices that can fluctuate. HICs make more expensive products so earn more.
- Poor infrastructure or conflict means some people cannot sell their goods at all.

### History



- Colonialism: Many countries in Asia, South America and Africa have spent a lot of time and money on civil wars and political struggles for power since being made separate from European superpowers.
- Many LICs haven't had time to develop fully.

### Ports

- The UK's port industry is the biggest in Europe due to our large coastline.
- There are 120 ports in the UK. Dover is the largest and Teesport is the 3<sup>rd</sup> biggest.
- 12 million people and 700,000 freight lorries travel from Dover a year.



### Air

- Heathrow is the UK's busiest airport with 1 plane taking off every 45 seconds.
- 300,000 people are employed in UK aviation.
- As well as large international airports small centres e.g. Cambridge airfield allow internal flights.



### Roads

- The first motorway the UK was opened in 1958.
- By 2008 there were 2,200 miles of motorways allowing rapid movement around the country.
- The A1 is the longest road in the UK and connects London and the north-east.



## UK Global Links

### Political



### Commonwealth

- In 1922 Britain ruled over an empire of 458 million people (about 20% of the world's population and 53 countries).
- Many expats (Brits who live abroad) live in these ex-colonies.
- Many of these ex colonies are part of the Commonwealth, choosing to keep close ties.

### EU

- The UK joined the EU in 1973 with the aim of becoming part of the common market and improving trade between countries.
- The UK opted to leave in 2016. Brexit negotiations are ongoing and outcomes are unsure.
- About 50% of exports and imports are to the EU.

### Other links

- The UK is a member of the G8, a group of 8 countries whose leaders meet to discuss important issues.
- The UK is a member of NATO (North Atlantic Treaty Organisation) a group of European countries and the USA. Leaders meet to keep peace.
- The UK is a member of the UN Security Council in which 15 countries meet to keep peace.

### Trade



- 50% of the UK's exports go to EU countries, and 50% went to non-EU countries such as the USA and China. The USA takes the most.
- A lot of trade is now finance and communications following deindustrialisation.

### Transport

- More than 750,000 international flights depart from the UK annually to 400 airports in 114 countries.
- Heathrow is the 4th busiest airport in the world.
- Eurotunnel links Britain to Europe.

### Culture



- Spoken English has helped create strong links with countries.
- British exams can be sat abroad; recognised for their quality.
- UK TV productions have a global audience.
- We are a culture of immigration leading to a unique and multicultural society.

### Technology

- The UK is a centre for submarine internet cables connecting the whole world.
- 18 million British businesses run from home.



## Unit 2b

# The Changing Economic World



## Solutions to Uneven Development

TNC investment	Aid
Industrial Development	Intermediate Technology
Fair Trade	Debt Relief
Microfinance loans	Tourism



## Tourism in Jamaica



Background: Jamaica is one of the largest islands in the west Indies. Population 2.7 million. It's economy is partly based on minerals, agriculture and some manufacturing. It has suffered slow growth, debt and high unemployment.

Attractions: Beach holidays with beautiful sandy beaches and clear seas. Warm sunny climate and rich cultural heritage. Jamaica is a hub for cruise ships

### Positive Impacts

- Provides jobs for 200,000 people
- Helps further boosts the economy as people spend money in shops and on services
- Improves infrastructure. New port and cruise liner facilities
- Quality of life

### Negative Impacts

- Not all areas improved in terms of infrastructure
- Inequality in standard of living in other parts of the island
- Mass tourism can create environmental problems



## Sustainable Tourism

Sustainable tourism aims to support local communities socially and economically whilst causing no harm to the environment e.g. small scale lodge developments employing local people and using local foods in Kenya.

## Economic and Industrial Change in Nigeria

### History and Landscape

- West Africa, North of the Equator
- Largest population of Africa – 184 million
- NEE – 3<sup>rd</sup> largest manufacturing economy in Africa
- Largest economy in Africa
- By 2020 should be one of the top economies
- Youthful educated population – skilled workforce for manufacturing and services



### Changes in Employment Structure

- Today, 63% of people in Nigeria are employed in the tertiary sector.
- A large number of people in rural areas are still employed in the primary sector, although this sector is continuing to decrease.
- Secondary industry contributes greatly to the country's GNI.
- Increased investment in infrastructure has encouraged tourism and manufacturing.

### Industry

- 60% live on less than US\$1.25 a day. Growing inequality
- GDP 2006 – US\$110 billion, GDP 2015 US\$560 billion
- Money earned from Services 52%, Manufacturing 7%, Oil and gas 14%, Agriculture 22%, Other 5%
- Nollywood – 3<sup>rd</sup> largest film industry in the world
- 70% employed in agriculture
- Rapid increase in telecommunications and retail
- Manufacturing increasing – processed food, leather, textiles, soap, detergents

### TNCs in Nigeria

- Niger delta – oil. Royal Dutch Shell, Exxon Mobil, Chevron, Total and Agip
- Platforms and pipelines installed. Oil shipped to Europe and USA to be refined. Most profit leaked
- Nigerian National Petroleum Corporation – joint ventures with TNCS
- 40 TNCS – mostly UK, Europe and USA
- Damage to wetland and coastal ecosystems which people rely on



- Social issues:
- More than 50% of workers are able to afford their own home.
  - Workers rights are sometimes breached in order to make greater profits.

- Economic issues:
- New jobs mean more income and increased quality of life
- Oil wealth not used effectively.
- Overdependence on oil may become an issue as oil prices fall and new technology such as fracking develop

- Environmental issues:
- Waste disposal - chemicals buried underground leak into water courses.

### Aid to Nigeria

- ODA – Official Development Assistance – can be multilateral (World Bank / IMF) or bilateral (from one country)
- Voluntary aid – can be short term emergency relief or long term development assistance
- 2009 – 2013 : 60 million mosquito nets distributed
- UK gives US\$300 million year of aid
- Receives 4% of aid given to Africa
- Most successful projects are community based
- Problems include government corruption, government diverting money, donors have political influence, promoting commercial self interest

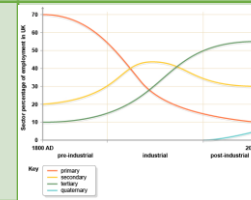


### Impacts of Development in Nigeria

- Rated 152/187 countries in terms of HDI. Improving and is increasing quickly
- New jobs mean more income and increased quality of life
- Lack of access to safe water, sanitation and reliable electricity supply
- Overdependence on oil may become an issue as oil prices fall and new technology such as fracking develop
- Key challenges include continuing stable government, pollution of the Niger delta, tsetse fly affecting commercial livestock, desertification, religious conflict between north and south, Boko Haram extremist group

## Economic and Industrial Change in the UK

Industrialisation took place in the UK during the 1800s. Most early manufacturing industry took place in areas with coal fields which provided energy. This was a break of bulk location, reducing transport costs.



De-industrialisation is the decline in secondary (manufacturing) industries, and the subsequent growth in tertiary and quaternary employment.

The UK has experienced de-industrialisation changing into a post-industrial economy; with more tertiary & quaternary industries. Secondary industries has moved to cheaper countries e.g. China.

Industry in the North East of England was characterised by heavy industry, including coal mines, iron and steel industry and ship building and petrochemicals. As raw materials were used up, and it became cheaper to produce steel and ships abroad, these heavy industries fell into decline.



The ICI plant in Middlesbrough closed making 30,000 people redundant. The Easington colliery (coal mine) closed in 1993 making 1400 people in a town of 5,000 unemployed. A lack of transferable skills made it hard for these people to find jobs.

De-industrialisation has many socio-economic impacts.

High unemployment leads to the decline of services in affected areas. Reliance on benefits leads to a decline in housing quality. Life expectancy in de-industrialised areas is lower than the national average. Average GCSE grades are also lower in these areas.

### Modern Industrial Developments in the UK

For years the UK thrived due to its secondary industries. However it is now a post industrial economy; one where most manufacturing jobs have been replaced by jobs in the service industries. A new sector that is growing rapidly is the quaternary industry. Quaternary jobs are those that involve highly skilled people who carry out research, provide information and give advice e.g. financial advisers, research scientists.



Located to the north-east of Cambridge the site is home to over 1,500 IT and bio-technology (quaternary) companies. Location factors include closeness to a major junction of the A14 which provides rapid access to the M11, and thereafter Heathrow and London. It is on cheaper land at the edge of the city. This land is flat and there is room for expansion. The proximity to Cambridge University promotes strong working relationships and access to the best University graduates.

Toyota, Burnaston

1.5 million cars are manufactured in the UK by 7 large TNCs. Toyota are attempting to become more sustainable in a number of ways.

- They have installed 17,000 solar panels and introduced more efficient practices. They aim to reach zero carbon emissions at the plant by 2050.

- They are reducing water use, using rainwater harvesting methods and ensuring that all water used is purified before being returned to the environment.

### The North-South Divide



Most areas affected by de-industrialisation are in the north and west of the UK. The areas of industrial growth tend to be in the south and west. The divide has led to social and economic differences. Unemployment in the north east is 5.5% higher than the south east. Average pay is £4,000 higher in the south and life expectancy is 2.5 years longer. In attempt to reduce the differences between the north and south governments have supported a number of schemes.

HS2 / HS3

HS2 and 3 are High Speed rail links that will run from London to Birmingham, and then on to Manchester and Leeds. Benefits - reduced travel times to the north will encourage the location of industry in the north. 100,000 jobs will be created. Problems - The scheme will cost over £50 billion, lead to 600 homes being demolished, and 150 nature sites being affected.

Roads

£6 billion will be invested in northern roads to reduce congestion.

Benefit - This will encourage industrial location as it will reduce the cost associated with longer transport times.

Problem - We should be discouraging road use.



### Other UK Transport Improvements

London Gateway


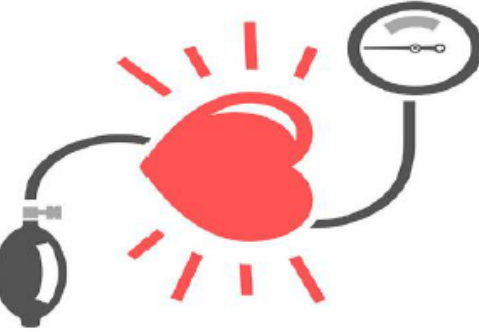
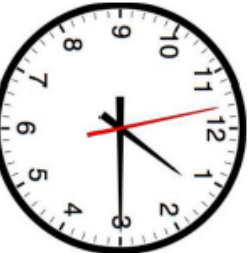
Only 30 miles from Central London. It should handle 3.5 million containers per year.

Benefit: It will reduce the need for over 2,000 lorries to collect and deliver from Southampton port.

Heathrow Expansion

Heathrow is operating at full capacity with 480,000 flights each year. A third runway, costing £20 billion will allow more flights.

Benefit - Encourage more industry to locate in the UK. Problems - Cost, noise pollution and one village demolished.

LAA Factors that affect health and wellbeing	LAB Interpreting health indicators	LAC Person centred health and wellbeing improvement plans
<p><b>A1 Factors affecting health and wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Definition of health and wellbeing               <ol style="list-style-type: none"> <li>a. A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness</li> </ol> </li> <li>2. Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:               <ol style="list-style-type: none"> <li>a. Genetic inheritance, including inherited conditions and predisposition to other conditions</li> <li>b. Ill health (acute and chronic)</li> <li>c. Diet (balance, quality and amount)</li> <li>d. Amount of exercise</li> <li>e. Substance user, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs</li> <li>f. Personal hygiene</li> </ol> </li> <li>3. Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:               <ol style="list-style-type: none"> <li>a. Social interactions, e.g. supportive/ unsupportive relationships, social integration/ isolation</li> <li>b. Stress, e.g. work-related</li> <li>c. Willingness to seek help or access services, e.g. influenced by culture, gender, education</li> </ol> </li> <li>4. Economic factors that have a positive or negative effect on health and well-being               <ol style="list-style-type: none"> <li>a. Financial resources</li> </ol> </li> <li>5. Environmental factors that can have a positive or negative effect on health and well-being:               <ol style="list-style-type: none"> <li>a. Environmental conditions, e.g. levels of pollution, noise</li> <li>b. Housing, e.g. conditions, location</li> </ol> </li> <li>6. The impact of life events relating to relationship changes and changes in life circumstances</li> </ol>	<p><b>B1 Physiological indicators</b></p> <ol style="list-style-type: none"> <li>1. Physiological indicators that are used to measure health:               <ol style="list-style-type: none"> <li>a. Pulse (resting and recovery rate after exercise)</li> <li>b. Blood</li> <li>c. Peak flow</li> <li>d. Body mass index (BMI)</li> </ol> </li> <li>2. Using published guidance to interpret data relating to these physiological indicators</li> <li>3. The potential significance of abnormal readings: risks to physical health</li> </ol> <p><b>B2 Lifestyle indicators</b></p> <ol style="list-style-type: none"> <li>1. Interpretation of lifestyle data, specifically risks to physical health associated with:               <ol style="list-style-type: none"> <li>a. Smoking</li> <li>b. Alcohol consumption</li> <li>c. Inactive lifestyles</li> </ol> </li> </ol>  	<p><b>C1 Health and wellbeing improvement plans</b></p> <ol style="list-style-type: none"> <li>1. The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances</li> <li>2. Information to be included in plan:               <ol style="list-style-type: none"> <li>a. Recommended actions to improve health and wellbeing</li> <li>b. Short term (less than 6 months) and long term targets</li> <li>c. Appropriate sources of support (Formal and/ or informal)</li> </ol> </li> </ol> <p><b>C2 Obstacles to implementing plans</b></p> <ol style="list-style-type: none"> <li>1. Potential obstacles               <ol style="list-style-type: none"> <li>a. Emotional/ psychological - lack of motivation, low self-esteem, acceptance of current state</li> <li>b. Time constraints - work and family commitments</li> <li>c. Availability of resources - financial, physical, e.g. equipment</li> <li>d. Unachievable targets - unachievable for the individual or unrealistic timescale</li> <li>e. Lack of support, e.g. from family and friends</li> <li>f. Other factors specific to individual - ability/ disability, addiction</li> <li>g. Barriers to accessing identified services</li> </ol> </li> </ol> 



# Civil Rights

## Key Terms

### Segregation

The action or state of setting someone or something apart from others.

### Integration

The action or process of integrating.

### Discrimination

The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

### 'Jim Crow' Laws

Laws that enforced segregation in Southern states. Called Jim Crow laws after a racist character popular in the USA at the time.

### Civil Rights

The rights of citizens to political and social freedom and equality.

### Boycotts

Withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.

## Key Groups

### NAACP

The National Association for the Advancement of Coloured People (NAACP) is a civil rights organisation in the United States, formed in 1909 as an interracial endeavour to advance justice for African Americans. Typical NAACP strategy was to use the court system to achieve civil rights progress.

### CORE

The Congress of Racial Equality (CORE) is an African-American civil rights organization in the United States that played a pivotal role for African Americans in the civil rights movement. Typical CORE strategy was the use of non-violent direct action.

### MIA

The Montgomery Improvement Association (MIA) was established on December 5, 1955 in Montgomery, Alabama as a grassroots movement to fight for civil rights for African Americans and specifically for the desegregation of the buses in Alabama's capital city.

### SCLC

The Southern Christian Leadership Conference (SCLC) is a civil rights organisation founded in 1957, as an offshoot of the Montgomery Improvement Association (MIA). Led by Martin Luther King, the SCLC coordinated non-violent direct-action campaigns across the South and offered support and training to other civil rights groups.

### Ku Klux Klan

Founded in 1865, the Ku Klux Klan (KKK) extended into almost every southern state by 1870 and became a vehicle for white southern resistance to desegregation and the civil rights movement in general. Technically a secret society the KKK infiltrated local government, law enforcement and other positions of authority in the South. KKK strategy usually centered around violence, usually on a large scale. The KKK was responsible for multiple murders, shootings and bombing campaigns across the USA.

### Dixiecrats

The States' Rights Democratic Party (Dixiecrats) was a short-lived segregationist political party in the United States, active primarily in the South. It arose due to a Southern regional split in opposition to the Democratic Party. The Party opposed racial integration and wanted to retain Jim Crow laws and white supremacy in the face of possible federal intervention. Its members were referred to as "Dixiecrats", a portmanteau of "Dixie", referring to the Southern United States, and "Democrat".

### WCC

The White Citizens' Councils were an associated network of white supremacist, segregationist organizations in the United States, concentrated in the South and created as part of a white backlash against the US Supreme Court's landmark Brown v. Board of Education ruling. The first was formed on July 11, 1954. The WCC organised violent opposition to the civil rights movement including bombings, shootings and riots against civil rights protests.

## Key Events

### The Murder of Emmett Till

Emmett Till was a black youth from the North who was murdered while visiting relatives in the South. When his mutilated body was recovered and returned to his mother, she insisted on having an open casketed funeral which was covered by the media. The outrage generated across the country created a great deal of sympathy for black Americans living in the South.

### Brown v. Topeka

Brown v. Topeka was a landmark legal case in which the previous ruling of Plessey which had been used to maintain segregated schools in the South was overturned as segregation of children was ruled unconstitutional. Brown v. Topeka became the justification for future campaigns against legal segregation across the South.

### Little Rock

Little Rock High School was one of the first high schools to desegregate against a huge amount of opposition from the local white community. The rioting and violence the students were subjected to led to the National Guard being called in to escort the students to class and ensure their safety.

### Montgomery Boycott

The Montgomery Bus Boycott was a year long protest against segregated public transport in Montgomery. The MIA and other civil rights groups maintained the boycott in the face of massive opposition from local government as well as WCC and KKK bombing campaigns.

### Browder v. Gale

Browder v. Gale was the legal ruling that forced the public transport companies in Montgomery to desegregate. The case was taken to the Supreme Court after local authorities rejected the NAACP's claims that segregated transport was unconstitutional.

### 1957 Civil Rights Act

The Civil Rights Act of 1957 was introduced in Eisenhower's presidency and was the act that kick-started the civil rights legislative programme that was to include the 1964 Civil Rights Act and the 1965 Voting Rights Act.

### The Greensboro Sit-In

The Greensboro Sit-In was a spontaneous protest against segregation where student occupied lunch counters and refused to move until they were served food. The protesters received training from CORE activists

### The Freedom Riders

The Freedom Riders were groups of civil rights protesters who traveled around the South checking whether public transport had been desegregated. Every single group was stopped by WCC and KKK members in the Deep South and subjected to violent attacks.

### The Birmingham Campaign

Martin Luther King planned a protest campaign in Birmingham Alabama which he codenamed 'Campaign C'. The 'C' was for confrontation. The thinking behind the campaign was to provoke a violent reaction from the white community and the police in order to generate sympathy from the media and the public. The campaign was a success with the police eventually setting attack dogs on the peaceful protesters, much to the disgust of the rest of the country.



Martin Luther King



Rosa Parks



Elizabeth Eckford



James Meredith

## Key Terms

*Define each of the key terms without looking at the information on the other side of the knowledge organiser...*

- Segregation
- Integration
- Discrimination
- 'Jim Crow' Laws
- Civil Rights
- Boycotts

## Key Groups

*Write a description of each of the key groups without looking at the information on the other side of the knowledge organiser...*

- NAACP
- CORE
- MIA
- SCLC
- KU KLUX KLAN
- DIXIECRATS
- WCC

## Key Events

*Prioritise each of these events in terms of their individual contributions to the civil rights cause, then explain the reasoning behind the placement of each event...*

- The murder of Emmett Till
- Brown V. Topeka
- Little Rock
- Montgomery Boycott
- Browder V. Gale
- 1957 Civil Rights Act
- The Greensboro Sit- In
- The Freedom Riders
- The Birmingham Campaign

## Key Events

*Identify and explain how each event directly links to one of the other events on the list...*

- The murder of Emmett Till
- Brown V. Topeka
- Little Rock
- Montgomery Boycott
- Browder V. Gale
- 1957 Civil Rights Act
- The Greensboro Sit- In
- The Freedom Riders
- The Birmingham Campaign

# NUMBER (FOUNDATION)

## Order of Operations

**BIDMAS** or **BODMAS**. Use the correct order of operations; take care when using a calculator

- Brackets
- Indices (or pOwers)
- Division and Multiplication
- Addition and Subtraction

## Types of Number

**Integer:** a "whole" number

**Factors:** the divisors of an integer

- **Factors of 12: 1,2,3,4,6,12**

**Multiples:** a "times table" of an integer

- **Multiples of 12: 12,24,36,48,60...**

**Prime Number:** an integer which has exactly two factors (1 and the number itself).

**Note: 1 is not a prime number**

## HCF, LCM

**Highest Common Factor (HCF)**

Factors of 12: 1,2,3,4,6,12

Factors of 9: 1,3,9

**HCF = 3**

**Lowest Common Multiple (LCM)**

Multiples of 6: 6,12,18,24,30

Multiples of 9: 9,18,27,36,45

**LCM = 18**

## Prime Factors

Write a number as a product of its prime factors; use indices for repeated factors:

$$720 = 5 \times 3^2 \times 2^4$$

## Surds

Look for the biggest square number factor of the number:  
 $\sqrt{80} = \sqrt{16 \times 5} = 4\sqrt{5}$

## Powers and Roots

Special indices: for any value  $a$ :

$$a^0 = 1$$

$$a^{-n} = \frac{1}{a^n}$$

$$3^{-4} = \frac{1}{3^4} = \frac{1}{81}$$

## Fractions, decimals

Fraction is numerator  $\div$  denominator

$$\frac{5}{8} = 5 \div 8 = 0.625$$

Use place values to change decimals to fractions. Simplify where possible

$$0.45 = \frac{45}{100} = \frac{9}{20}$$

Learn the most frequently used ones:

$\frac{1}{2}$	$\frac{1}{4}$		$\frac{1}{5}$	$\frac{3}{4}$
0.5	0.25	0.1	0.2	0.75

## Error Intervals

Find the range of numbers that will round to given value

$$x = 5.83 \text{ (2dp)}$$

$$5.825 \leq x < 5.835$$

$$y = 46 \text{ (sf)}$$

$$45.5 \leq y < 46.5$$

**Note use of  $\leq$  and  $<$ , and that that last significant figure of each is 5**

## Standard Form

Standard form numbers are of the form  $a \times 10^n$ , where  $1 \leq a < 10$  and  $n$  is an integer

## Calculating with Fractions

Adding or subtracting fractions; use a common denominator

$$\frac{4}{5} - \frac{1}{3} = \frac{12}{15} - \frac{5}{15} = \frac{7}{15}$$

Multiplying Fractions; multiply numerators and denominators...

$$\frac{4}{7} \times \frac{2}{3} = \frac{8}{21}$$

Dividing Fractions; "flip" the second fraction, then multiply ..

$$\frac{2}{7} \div \frac{5}{6} = \frac{2}{7} \times \frac{6}{5} = \frac{12}{35}$$

## Standard Units

1 tonne = 1000 kilograms

1 kilogram = 1000 grams

1 kilometre = 1000 metres

1 metre = 100 centimetres = 1000 millimetres

1 centimetre = 10 millimetres

1 day = 24 hours

1 hour = 60 minutes = 3600 seconds

1 minute = 60 seconds

## Rounding

Truncate the number., then use a "decider digit" to round up or down. Decimal places: use the decimal point

**162.3681 to 2dp**

**162.31 | 81 = 162.37 (2dp)**

Significant figures: use the first non-zero digit.

**162.3681 to 2sf**

**16 | 2.3681 = 160 (2sf)**

**0.007039 to 3sf**

**0.00703 | 9 = 0.00704 (3sf)**



# NUMBER (HIGHER)

## Listing Strategies

Product rule for counting:

$4 \times 3 \times 2 \times 1 = 24$  ways to arrange the letters P, I, X and L

## Powers and Roots

Special indices: for any value  $a$ :

$$a^0 = 1$$

$$a^{-n} = \frac{1}{a^n}$$

$$a^{\frac{p}{q}} = \sqrt[q]{a^p}$$

$$\bullet \quad 3^{-4} = \frac{1}{3^4} = \frac{1}{81}$$

$$\bullet \quad 8^{\frac{2}{3}} = \sqrt[3]{8^2} = 4$$

## Surds

Look for the biggest square number factor of the number:

$$\sqrt{80} = \sqrt{(16 \times 5)} = 4\sqrt{5}$$

## Rationalise the denominator

Multiply the numerator and denominator by an expression that makes the denominator and integer:

$$\rightarrow \frac{4}{\sqrt{7}} = \frac{4 \times \sqrt{7}}{\sqrt{7} \times \sqrt{7}} = \frac{4\sqrt{7}}{7}$$

$$\rightarrow \frac{2}{4+\sqrt{5}} = \frac{2}{4-\sqrt{5}} \times \frac{4-\sqrt{5}}{4-\sqrt{5}} = \frac{2(4-\sqrt{5})}{11}$$

## Standard Units

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1 kilogram = 1000 grams

1 kilometre = 1000 metres

1 metre = 100 centimetres = 1000 millimetres

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## Standard Form

Standard form numbers are of the form  $a \times 10^n$ , where  $1 \leq a < 10$  and  $n$  is an integer

## Recurring Decimals

Make a recurring decimal a fraction

$$\rightarrow n = 0.2\dot{3}\dot{6}$$

(Two digits are in the recurring pattern, so multiply by 100)

$$\rightarrow 100n = 23.\dot{6}\dot{3}$$

(this is the same as  $23.6\dot{3}\dot{6}$ )

$$\rightarrow 99n = 23.6\dot{3}\dot{6} - 0.2\dot{3}\dot{6} = 23.4$$

$$\rightarrow n = \frac{23.4}{99} = \frac{234}{990} = \frac{13}{55}$$

## Rounding

Truncate the number, then use a "decider digit" to round up or down. Decimal places: use the decimal point

$$162.3681 \text{ to 2dp}$$

$$162.31 \mid 81 = 162.37 \text{ (2dp)}$$

Significant figures: use the first non-zero digit.

$$162.3681 \text{ to 2sf}$$

$$16 \mid 2.3681 = 160 \text{ (2sf)}$$

$$0.007039 \text{ to 3sf}$$

$$0.00703 \mid 9 = 0.00704 \text{ (3sf)}$$

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**Multiples of 12:** 12, 24, 36, 48, 60...

**Prime Number:** an integer which has exactly two factors (1 and the number itself).



# ALGEBRA (FOUNDATION)

## Algebraic Notation

$$ab = a \times b$$

$$3y = y + y + y$$

$$a^2 = a \times a$$

$$a^3 = a \times a \times a$$

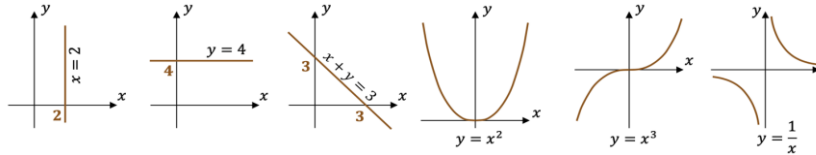
$$a^2b = a \times a \times b$$

$$\frac{a}{b} = a \div b$$

## Quadratics

Solve a quadratic by factoring  
 $\rightarrow x^2 - 8x + 15 = 0$   
 Put into brackets (taking care with negative numbers)...  
 $(x - 3)(x - 5) = 0$   
 ...then either  $x - 3 = 0$  or  $x - 5 = 0$ , so that  $x = 3, x = 5$

## Standard Graphs



## Difference of 2 squares

$$a^2 - b^2 = (a + b)(a - b)$$

$$\rightarrow x^2 - 25 = (x + 5)(x - 5)$$

## Equations & Identities

An equation is true for some particular value of  $x$  ...  
 $\rightarrow 2x + 1 = 7$  if  $x = 3$   
 ...but an identity is true for every value of  $x$   
 $\rightarrow (x + a)^2 \equiv x^2 + 2ax + a^2$   
**Note the use of the symbol  $\equiv$**

## Expanding Brackets

$$p(q + r) = pq + qr$$

$$\rightarrow 5(x - 2y) = 5x - 10y$$

$$(x + a)(x + b) = x^2 + ax + bx + ab$$

$$\rightarrow (2x - 3)(x + 5) = 2x^2 - 3x + 10x - 15 = 2x^2 + 7x - 15$$

## Sequences

$n$ th term of arithmetic sequence (linear) is  $an + d$   
 $\rightarrow n$ th term of 5,8,11,14 is  $3n + 2$  (always increases by 3; 1<sup>st</sup> term is  $3 \times 1 + 2 = 5$ )  
 Geometric sequences; multiply each term by a constant ratio  
 $\rightarrow 3, 6, 12, 24, \dots$  (ratio=2)  
 Fibonacci sequence; make the next term by adding the previous two...  
 $\rightarrow 2, 4, 6, 10, 16, 26, 42, \dots$

## $y = mx + c$

Equation of straight line  $y = mx + c$ ,  $m$  = gradient;  $c$  = is the  $y$  intercept  
 $\rightarrow$  Find the equation of the line that joins (0,3) to (2,11)  
 Find its gradient ...  
 $\frac{11 - 3}{2 - 0} = \frac{8}{2} = 4$   
 ...and its  $y$  intercept...  
 Passes through (0,3), so  $c = 3$ .  
 Equation is  $y = 4x + 3$

Parallel lines: gradients are equal;  
 $\rightarrow y = 2x + 3$  and  $y = 2x - 5$  both have gradient 2, so are parallel

## Simultaneous Equations

$\rightarrow$  Solve  
 $2x + 3y = 11$   
 $3x - 5y = 7$   
 Multiply to match a term in  $x$  or  $y$   
 $10x + 15y = 55$   
 $9x - 15y = 21$   
 Add or subtract to cancel...  
 $19x = 76$ , so  $x = 4$   
 Finally, substitute and solve...  
 $2 \times 4 + 3y = 11$ , so  $y = 1$

## Laws of Indices

For any value of  $a$ :  
 $a^x \times a^y = a^{x+y}$   
 $\frac{a^x}{a^y} = a^{x-y}$   
 $(a^x)^y = a^{xy}$   
 $\rightarrow \left(\frac{2pq^4}{p^3q}\right)^3 = \frac{8p^3q^{12}}{p^9q^3} = \frac{8q^9}{p^6}$  or  $8q^9p^{-6}$

## Rearrange a formula

The subject of a formula is the term on its own. Use the rules that "balance" the formula to change its subject  
 $\rightarrow$  **Make  $x$  the subject of  $2x + 3y = z$**   
**Here subtract  $3y$  from both sides...**  
 $2x = z - 3y$   
 ...then divide both sides by 2  
 $x = \frac{z - 3y}{2}$





# ALGEBRA (HIGHER)

## Simultaneous Equations

One linear, one quadratic

→ Solve

$$x + 3y = 10$$

$$x^2 + y^2 = 20$$

Rearrange the linear and substitute into the quadratic

$$x = 10 - 3y \text{ so } (10 - 3y)^2 + y^2 = 20$$

Expand and solve the quadratic

$$100 - 60y + 9y^2 + y^2 = 20$$

$$10y^2 - 60y + 80 = 0$$

$$y = 2 \text{ or } y = 4$$

Finally substitute in the linear and solve, pairing values

$$x + 3 \times 2 = 10 \text{ so } (x, y) = (4, 2)$$

$$x + 3 \times 4 = 10 \text{ so } (x, y) = (-2, 4)$$

## Transformation of Curves

Starting with the curve  $y = f(x)$ :

Translate  $\begin{pmatrix} 0 \\ a \end{pmatrix}$  for  $y = f(x) + a$

Translate  $\begin{pmatrix} -a \\ 0 \end{pmatrix}$  for  $y = f(x + a)$

Reflect in  $x$  axis for  $y = -f(x)$

Reflect in  $y$  axis for  $y = f(-x)$

## Equation

### of a circle

$$x^2 + y^2 = r^2$$

is a circle

with centre

$(0,0)$  and

radius  $r$ .

$$\rightarrow x^2 + y^2 =$$

25 has

centre  $(0,0)$

and radius 5

## Iteration

You will be given the formula to use:

→ Solve  $x^3 + 6x + 4 = 0$  by using the

$$\text{iteration } x_{n+1} = \sqrt[3]{6x_n - 4}.$$

Start with  $x_1 = -2.8$

$$x_2 = \sqrt[3]{6 \times (-2.8) - 4} = -2.750 \dots$$

$$x_3 = \sqrt[3]{6 \times (-2.750 \dots) - 4} = \dots$$

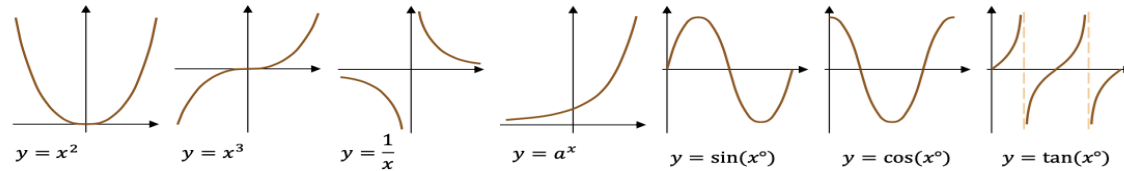
Repeat until you know the solution, or you do as many as the questions says

## Velocity-Time Graphs

Gradient = acceleration

Area under curve = distance travelled

## Standard Graphs



## $y = mx + c$

Equation of straight line  $y = mx + c$ ,  $m$  = gradient;  $c$  = is the  $y$  intercept

→ Find the equation of the line that joins  $(0,3)$  to  $(2,11)$

Find its gradient ...

$$\frac{11 - 3}{2 - 0} = \frac{8}{2} = 4$$

...and its  $y$  intercept...

Passes through  $(0,3)$ , so  $c = 3$ .

Equation is  $y = 4x + 3$

Parallel lines: gradients are equal; perpendicular lines; gradients are the "negative reciprocals"

→  $y = 2x + 3$  and  $y = 2x - 5$  are parallel;  $y = 2x + 3$  and  $y = -\frac{1}{2}x + 3$  are perpendicular

## Functions

Combining functions:

$$fg(x) = f(g(x))$$

→ If  $f(x) = x + 3$  and  $g(x) = x^2$

→  $fg(x) = x^2 + 3$

→  $gf(x) = (x + 3)^2$

The inverse of  $f$  is  $f^{-1}$

→ If  $f(x) = 2x + 5$  then  $f^{-1}(x) = \frac{x-5}{2}$

## Rearrange a formula

The subject of a formula is the term on its own. Rearrange to

→ Make  $x$  the subject of

$$2x + ay = y - bx$$

$$2x + bx = y - ay$$

$$x(2 + b) = y - ay$$

$$x = \frac{y - ay}{2 + b}$$

## Quadratics

If a quadratic equation cannot be factorised, use the formula

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

Solve  $2x^2 + 3x - 7 = 0$

$$x = \frac{-3 \pm \sqrt{9 - (-56)}}{2 \times 2} = -2.73 \text{ or } 1.23$$

Complete the square to find the turning point of a quadratic graph

→  $y = x^2 - 6x + 2$

→  $y = (x - 3)^2 - 9 + 2$

→  $y = (x - 3)^2 - 7$

Turning point is  $(3, -7)$



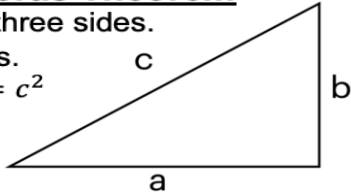
# GEOMETRY (FOUNDATION)

## Pythagoras Theorem

Links all three sides.

No angles.

$$a^2 + b^2 = c^2$$



## Hypotenuse

The longest side of any right angled triangle is the hypotenuse; check that your answer is consistent with this

## Values of $\sin \theta$ , $\cos \theta$ & $\tan \theta$

Special values of  $\sin$ ,  $\cos$ ,  $\tan$ . Learn (or be able to find without a calculator)

			1

## Trigonometry

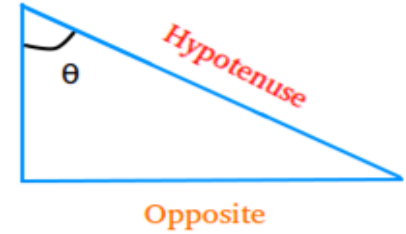
Links two sides and one angle.

SOH|CAH|TOA

$$\sin \theta = \frac{opp}{hyp} \quad \cos \theta = \frac{adj}{hyp} \quad \tan \theta = \frac{opp}{adj}$$

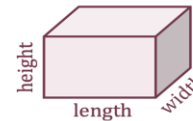
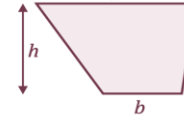
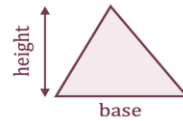
Use "2ndF" or "SHIFT" key to find a missing angle

Adjacent



## Areas & Volume

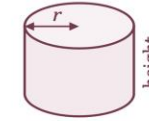
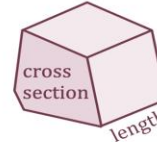
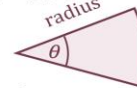
Area of triangle =  $\frac{1}{2} \times \text{base} \times \text{height}$     Volume of cuboid = length  $\times$  width  $\times$  height



$$\text{Area of trapezium} = \frac{1}{2}(a + b) \times h$$

Circumference of circle =  $\pi \times D$

Area of circle =  $\pi \times r^2$

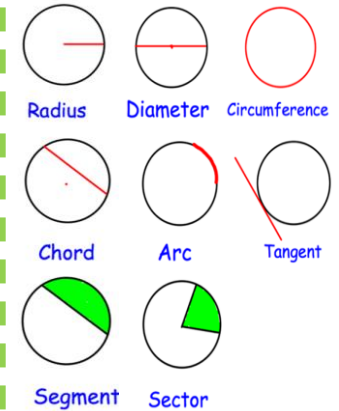


$$\text{Arc length} = \frac{\theta}{360^\circ} \times \pi \times D$$

$$\text{Area of sector} = \frac{\theta}{360^\circ} \times \pi \times r^2 \quad \text{Volume of cylinder} = \pi r^2 \times \text{height}$$

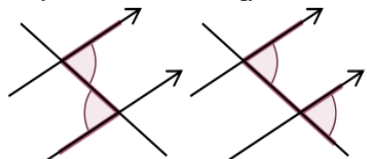
$$\text{Volume of prism} = \text{area of cross section} \times \text{length}$$

## Parts of a Circle



## Angle Facts

Equal angles in parallel lines: always use correct terminology...



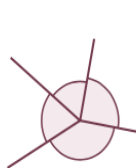
Alternate angles

Corresponding angles

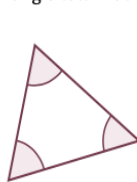
Angles on a straight line total  $180^\circ$



Angles in a full turn total  $360^\circ$



Interior angles in a triangle total  $180^\circ$

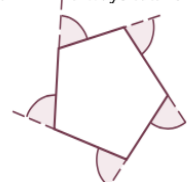


Use this for the interior angles of any polygon...



...or  $360^\circ \times (n - 2)$

Exterior angles always total  $360^\circ$



## Transformations

Reflection

- Line of Reflection

Translation

- Vector

Enlargement

- Centre of enlargement

- Scale factor (SF < 1, shape gets smaller)

Rotation

- Centre of rotation
- Angle of rotation
- Clockwise or Anticlockwise

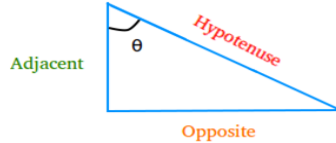


# GEOMETRY (HIGHER)

## Trigonometry

Links two sides and one angle.

SOH|CAH|TOA

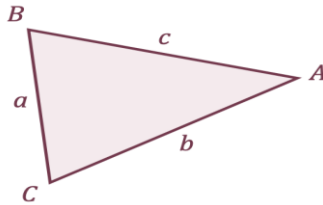


$$\sin \theta = \frac{\text{opp}}{\text{hyp}} \quad \cos \theta = \frac{\text{adj}}{\text{hyp}} \quad \tan \theta = \frac{\text{opp}}{\text{adj}}$$

Use "2ndF" or "SHIFT" key to find a missing angle

## Advanced Trigonometry

A is opposite to a  
B is opposite to b  
C is opposite to c



**Sine Rule – Use if you are given an angle-side pair**

Missing Side:  $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Missing Angle:  $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$

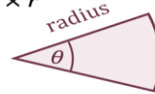
**Cosine Rule – Use if you can't use the sine rule**

Missing Side:  $a^2 = b^2 + c^2 - 2bc \cos A$

Missing Angle:  $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$

## Areas & Volume

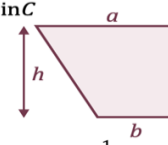
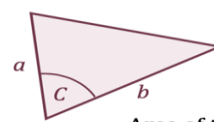
Circumference of circle =  $\pi \times D$   
Area of circle =  $\pi \times r^2$



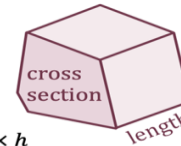
Arc length =  $\frac{\theta}{360^\circ} \times \pi \times D$

Area of sector =  $\frac{\theta}{360^\circ} \times \pi \times r^2$

Area of triangle =  $\frac{1}{2} ab \sin C$

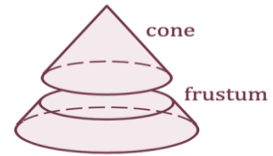


Area of trapezium =  $\frac{1}{2}(a + b) \times h$



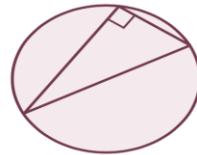
Volume of prism = area of cross section  $\times$  length

Volume of frustum is difference between the volumes of two cones

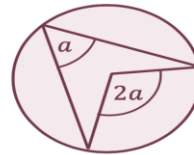


Volume of cone =  $\frac{1}{3} \pi r^2 h$

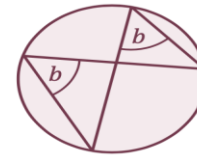
## Circle Theorems



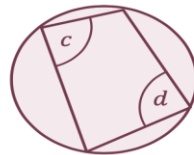
Angle in a semicircle is  $90^\circ$



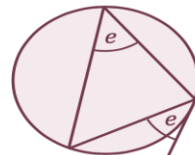
Angle at the centre is double the angle at the circumference



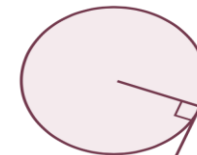
Angles in the same segment are equal



Opposite angles in a cyclic quadrilateral total  $180^\circ$



Alternate segment theorem

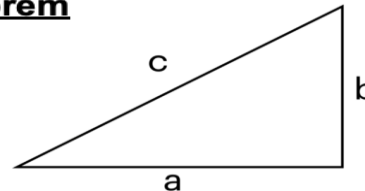


Tangent and radius are perpendicular

## Pythagoras Theorem

Links all three sides.

No angles.  
 $a^2 + b^2 = c^2$



## Similar Shapes

Ratios in similar shapes and solids:

- Length/perimeter 1:  $n$   $a$ :  $b$
- Area 1:  $n^2$   $a^2$ :  $b^2$
- Volume 1:  $n^3$   $a^3$ :  $b^3$

## Values of $\sin \theta$ , $\cos \theta$ & $\tan \theta$

Special values of  $\sin$ ,  $\cos$ ,  $\tan$ . Learn (or be able to find without a calculator)

			1





# RATIO, PROPORTION & RATES OF CHANGE

## Division using ratio

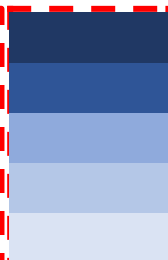
Use a ratio for unequal sharing

Divide £480 in the ratio 7:5

$7 + 5 = 12$ , then  $£480 \div 12 = £40$

$7 \times £40 = £280$ ,  $5 \times £40 = £200$

(Check:  $£280 + £200 = £480$  ✓)



## Ratio and Fractions

Link between ratios and fractions

→ Boys to girls in ratio 2:3

$\frac{2}{5}$  are boys,  $\frac{3}{5}$  are girls

## Percentage Multipliers (Higher)

Percentage increase or decrease; use a multiplier (powers for repetition)

→ Initially there were 20000 fish in a lake.

The number decreases by 15% each year. Estimate the number of fish after 6 years

$$20000 \times 0.85^6 = 7500 \text{ (2sf)}$$

Formula for compound interest

$$\text{Total accrued} = P \left(1 + \frac{r}{100}\right)^n$$

→ I invest £600 at 3% compound interest.

What is my account worth after 5 years?

$$£600 \times \left(1 + \frac{3}{100}\right)^5 = £695.56$$

## Speed, distance and time

A car travels 90 miles in 1 hour 30 mins. Find its average speed

$$90 \text{ miles} \div 1.5 \text{ hours} = 60 \text{mph}$$

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

## Percentages

$$y \text{ percent of } x = \frac{y}{100} \times x$$

→ Increase £58 by 26%

$$\frac{26}{100} \times £58 = £15.08$$

$$£58 + £15.08 = £73.08$$

$$y \text{ as a percentage of } x = \frac{y}{x} \times 100\%$$

→ The population of a town increases from 3500 to 4620. Find the percentage increase.

$$\frac{1120}{3500} \times 100\% = 35\%$$

$$\text{NOTE: Fraction} = \frac{\text{Increase}}{\text{Decrease}}$$

## Direct & Indirect Proportion (Higher)

$y$  is directly proportional to  $x$ :

$$y = kx \text{ for constant } k$$

→  $b$  is directly proportional to  $a^2$ ;  $a = 6$  when  $b = 90$ .

Find  $b$  if  $a = 8$

$$b = ka^2; a = 6 \text{ and } b = 90 \text{ for } k;$$

$$90 = k \times 6^2 \text{ so } k = 2.5$$

$$b = 2.5a^2$$

$$b = 2.5 \times 8^2 = 160$$

$y$  is inversely proportional to  $x$ :

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

# DATA AND STATISTICS

## Probability

$$p = \frac{n(\text{equally likely favourable outcomes})}{n(\text{equally likely possible outcomes})}$$



## Probability Rules

Multiply for independent events

→ P(6 on dice and H on coin)

$$\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$$

Add for mutually exclusive events

→ P(5 or 6 on dice)

$$\frac{1}{6} + \frac{1}{6} = \frac{2}{6}$$

Apply these rules to tree diagrams

## Averages

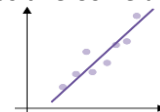
**Mode:** most frequently occurring

**Median:** put the data in numerical order, then choose the middle one

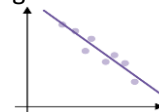
$$\text{Mean: } \frac{\text{total of items of data}}{\text{number of items of data}}$$

## Correlation

Positive Correlation

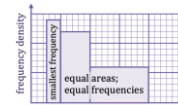


Negative Correlation



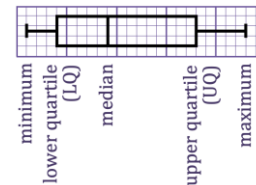
## Histograms (Higher)

Frequency = frequency density multiplied by class width. This means that bars with the same frequency have the same area



## Box Plots (Higher)

Interquartile range (IQR) = UQ - LQ



## 7A) Les métiers

<p>Je suis (<i>I am</i>)</p> <p>Il/Elle est (<i>He/She is</i>)</p> <p>Je veux être (<i>I want to be</i>)</p> <p>Je voudrais être (<i>I would like to be</i>)</p> <p>J'aimerais être (<i>I would like to be</i>)</p> <p>Je veux travailler comme (<i>I want to work as</i>)</p>	<p>avocat/e (<i>lawyer</i>)</p> <p>ingénieur/e (<i>engineer</i>)</p> <p>électricien/ne (<i>electrician</i>)</p> <p>mécanicien/ne (<i>mechanic</i>)</p> <p>musicien/ne (<i>musician</i>)</p> <p>maçon/ne (<i>builder</i>)</p> <p>patron/ne (<i>boss</i>)</p> <p>coiffeur/coiffeuse (<i>hairdresser</i>)</p> <p>programmeur/euse (<i>programmer</i>)</p> <p>serveur/serveuse (<i>waiter</i>)</p> <p>vendeur/vendeuse (<i>salesperson</i>)</p> <p>acteur/actrice (<i>actor</i>)</p> <p>agriculteur/agricultrice (<i>farmer</i>)</p> <p>créateur/créatrice de mode (<i>fashion designer</i>)</p> <p>créateur/créatrice de jeux vidéo (<i>video game designer</i>)</p> <p>directeur/directrice d'entreprise (<i>company director</i>)</p> <p>facteur/factrice (<i>post person</i>)</p> <p>instituteur/institutrice (<i>primary school teacher</i>)</p> <p>boucher/bouchère (<i>butcher</i>)</p> <p>fermier/fermière (<i>farmer</i>)</p> <p>infirmier/infirmière (<i>nurse</i>)</p> <p>pompier/pompière (<i>firefighter</i>)</p> <p>architecte (<i>architect</i>)</p> <p>chef de cuisine (<i>chef</i>)</p> <p>comptable (<i>accountant</i>)</p> <p>secrétaire (<i>secretary</i>)</p> <p>médecin (<i>doctor</i>)</p> <p>agent de police (<i>police officer</i>)</p> <p>soldat (<i>soldier</i>)</p>	<p>je travaille (<i>I work</i>)</p> <p>je voudrais travailler (<i>I would like to work</i>)</p> <p>j'aimerais travailler (<i>I would like to work</i>)</p>	<p>dans un bureau (<i>in an office</i>)</p> <p>dans un commissariat de police (<i>in a police station</i>)</p> <p>dans un collège (<i>in a school</i>)</p> <p>dans un garage (<i>in a garage</i>)</p> <p>dans un hôpital (<i>in a hospital</i>)</p> <p>dans un magasin (<i>in a shop</i>)</p> <p>dans un restaurant (<i>in a restaurant</i>)</p> <p>dans un salon de coiffure (<i>in a salon</i>)</p> <p>dans une boulangerie (<i>in a bakery</i>)</p> <p>dans une école primaire (<i>in a primary school</i>)</p> <p>dans une ferme (<i>on a farm</i>)</p> <p>à bord d'un avion (<i>on a plane</i>)</p> <p>en plein air (<i>outside</i>)</p> <p>avec des enfants (<i>with children</i>)</p> <p>avec des animaux (<i>with animals</i>)</p> <p>avec des ordinateurs (<i>with computers</i>)</p> <p>seul/e (<i>alone</i>)</p> <p>en équipe (<i>in a team</i>)</p> <p>à l'étranger (<i>abroad</i>)</p>
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## 7B) Qu'est-ce que tu voudrais faire?

Je voudrais travailler dans <i>(I would like to work in)</i>	le commerce ( <i>business</i> ) le sport ( <i>sport</i> ) les loisirs ( <i>leisure</i> ) la médecine ( <i>medecine</i> ) la santé <i>(health)</i> l'audiovisuel ( <i>audiovisual</i> )	parce que <i>(because)</i>	je suis <i>(I am)</i>	assez <i>(quite)</i>	actif/ve ( <i>active</i> ) ambitieux/euse ( <i>ambitious</i> ) bien organisé/e ( <i>well organised</i> ) créatif/ve <i>(creative)</i>
J'aimerais travailler dans <i>(I would like to work in)</i>	l'informatique ( <i>ICT</i> ) les médias ( <i>media</i> ) les télécommunications ( <i>telecommu- nications</i> ) l'hôtellerie <i>(hotel industry)</i>	car ( <i>because</i> )		plutôt <i>(rather)</i>	indépendant/e ( <i>independent</i> ) motivé/e <i>(motivated)</i> sérieux/euse ( <i>serious</i> ) sociable ( <i>sociable</i> ) timide ( <i>shy</i> ) travailleur/euse ( <i>hardworking</i> )
Le secteur qui m'intéresse, c'est <i>(The sector which interests me, it's)</i>	la restauration <i>(catering industry)</i>	puisque <i>(seeing as)</i>	j'aime le contact avec les gens <i>(I like contact with people)</i> je voudrais avoir un métier bien payé <i>(I would like to have a well paid job)</i> j'aimerais faire un métier à responsabilité <i>(I would like to do a job with responsibility)</i>		

## 7C) Mes projets d'avenir

Je veux ( <i>I want</i> )	passer mes examens ( <i>to take my exams</i> ) réussir mes examens ( <i>to pass my exams</i> ) prendre une année sabbatique ( <i>to take a gap year</i> ) visiter d'autres pays ( <i>to visit other countries</i> ) faire un apprentissage ( <i>to do an apprenticeship</i> ) devenir
J'espère ( <i>I hope</i> )	apprenti/e ( <i>to become an apprentice</i> ) aller à l'université ( <i>to go to university</i> ) continuer mes études à la fac ( <i>to continue my studies at university</i> )
Je voudrais ( <i>I would like</i> )	faire du bénévolat ( <i>to do some charity work</i> ) me marier ( <i>to get married</i> ) avoir des enfants ( <i>to have some children</i> ) m'installer avec mon copain/ma copine ( <i>to move in with my boy/girl friend</i> )

### Grammar - Using 2 verbs together

When using 2 verbs  
together, remember  
to leave the 2<sup>nd</sup> verb  
as in infinitive.

#### Example:

Je voudrais **travailler**  
= I would like **to work**

## 7D) Si mes rêves se réalisent

Si mes rêves se réalisent (If my dreams come true)	je réussirai mes examens ( <i>I will pass my exams</i> ) je prendrai une année sabbatique ( <i>I will take a year abroad</i> ) je voyagerai ( <i>I will travel</i> ) j'habiterai à l'étranger ( <i>I will live abroad</i> ) je trouverai le/la partenaire de mes rêves ( <i>I will find the partner of my dreams</i> ) je parlerai les langues étrangères ( <i>I will speak foreign languages</i> )
	je ferai le tour du monde ( <i>I will do a tour of the world</i> ) je ferai un apprentissage ( <i>I will do an apprenticeship</i> ) j'irai à l'université ( <i>I will go to university</i> ) je serai prof ( <i>I will be a teacher</i> ) j'aurai ma propre maison ( <i>I will have my own house</i> )

### Grammar- The simple future tense

You use the 'simple' future tense to describe what you will do. All you need to do is add 'ai' on the end of your infinitive!

#### Example:

Je voyagerai = I **will** travel However, there are some **irregular** verbs that don't use the infinitive here: aller – ir  
être – ser faire  
– fer  
avoir - aur



## 7E) Tu parles quelles langues?

Je parle ( <i>I speak ...</i> )		
Je parle couramment ( <i>I speak ... fluently</i> )	l'anglais ( <i>English</i> ) l'allemand ( <i>German</i> ) l'arabe ( <i>Arabic</i> ) l'espagnol ( <i>Spanish</i> ) l'italien ( <i>Italian</i> ) l'ourdou ( <i>Urdu</i> )	pour faire des réservations par telephone ( <i>in order to make reservations on the phone</i> ) pour écrire des e-mails ( <i>in order to write emails</i> ) pour communiquer avec des clients ( <i>in order to communicate with customers</i> ) pour commander quelque chose à manger ( <i>in order to order something to eat</i> ) pour demander mon chemin ( <i>in order to ask the way</i> )
Je parle assez bien ( <i>I speak ... quite well</i> )		pour faire des annonces ( <i>in order to make announcements</i> ) pour donner des renseignements ( <i>in order to give information</i> ) pour aider des touristes ( <i>in order to help tourists</i> )
Je parle très bien ( <i>I speak ... very well</i> )	le français ( <i>French</i> ) le hindi ( <i>Hindi</i> ) le polonais ( <i>Polish</i> ) le japonais ( <i>Japanese</i> ) le portugais ( <i>Portugese</i> ) l'italien ( <i>Italian</i> ) le roumain ( <i>Romanian</i> ) le russe ( <i>Russian</i> )	
Je parle un peu ( <i>I speak a little ...</i> )		
Je parle seulement ( <i>I speak only ...</i> )		
Je parle mal ( <i>I speak ... badly</i> )		
J'apprends actuellement ( <i>I'm currently learning ...</i> )		
J'utilise ( <i>I use</i> )		



## 7F) Que fais-tu pour gagner de l'argent?

J'aide à la maison ( <i>I help at home</i> ) Je passe l'aspirateur ( <i>I do the vacuuming</i> ) Je fais la vaisselle ( <i>I do the dishes</i> ) Je lave la voiture ( <i>I wash the car</i> ) Je tonds la pelouse ( <i>I mow the lawn</i> ) Je promène le chien ( <i>I walk the dog</i> )	et je gagne ... euros ( <i>and I earn ... euros</i> )	par heure ( <i>per hour</i> )
J'ai un petit boulot ( <i>I have a part time job</i> ) Je sers les clients ( <i>I serve customers</i> ) Je remplis les rayons ( <i>I fill the shelves</i> ) Je fais du babysitting ( <i>I do some babysitting</i> ) Je livre des journaux ( <i>I deliver newspapers</i> )	et je reçois ... euros ( <i>and I receive ... euros</i> )	par jour ( <i>per day</i> )
	et mon père me donne ... euros ( <i>and my dad gives me ... euros</i> )	par semaine ( <i>per week</i> )
	et mes parents me donnent ... euros ( <i>and my parents give me ... euros</i> )	par mois ( <i>per month</i> )
	gratuitement ( <i>for free</i> )	



## 7G) C'était une bonne expérience?

<b>J'ai fait un stage</b> ... ( <i>I did work experience</i> )	j'ai servi les clients ( <i>I served customers</i> )	et c'était ( <i>and it was</i> )	amusant ( <i>fun</i> ) bien ( <i>good</i> ) génial ( <i>great</i> ) intéressant ( <i>interesting</i> ) passionnant ( <i>exciting</i> ) une bonne expérience ( <i>a good experience</i> ) difficile ( <i>difficult</i> ) ennuyeux ( <i>boring</i> ) fatigant ( <i>tiring</i> ) monotone ( <i>monotonous</i> ) nul ( <i>rubbish</i> ) une mauvaise expérience ( <i>a bad experience</i> )
dans un bureau ( <i>in an office</i> )	j'ai aidé les mécaniciens ( <i>I helped the mechanics</i> )		mon patron/ma patronne était gentil(le)/trop sévère ( <i>my boss was kind/too strict</i> ) mes collègues étaient sympa ( <i>my colleagues were nice</i> ) j'ai beaucoup appris ( <i>I learnt a lot</i> ) je n'ai rien appris ( <i>I learnt nothing</i> )
dans un garage ( <i>in a garage</i> )	j'ai tapé des documents ( <i>I typed documents</i> )		
dans un hôtel ( <i>in a hotel</i> )	j'ai fait des photocopies ( <i>I made photocopies</i> )		
dans un magasin de mode ( <i>in a clothes shop</i> )	j'ai fait du café ( <i>I made coffee</i> )		
dans un salon de coiffure ( <i>in a salon</i> )	j'ai répondu au téléphone ( <i>I answered the phone</i> )		
dans une banque ( <i>in a bank</i> )	j'ai pris des réservations ( <i>I took reservations</i> )		
	j'ai envoyé des e-mails ( <i>I sent emails</i> )		

## Qu'est-ce qu'il y a sur la photo? What is in the photo?

Starter	<u>P</u> erson	<u>L</u> ocation	<u>A</u> ction	Infinitive	<u>M</u> ood	Adjective	<u>W</u> eather	Opinion
<p><b>Sur la photo il y a</b> In the photo there is</p> <p><b>Je vois</b> I see</p>	<b>un homme</b> a man	<b>en ville</b> in town	<b>Il est en train de</b> He is	<b>manger</b> eating	<b>Il semble</b> He seems	<b>content(e)</b> happy	<b>Il fait beau</b> The weather is good	<p><b>J'aime la photo parce que c'est...</b> I like the photo because it is...</p> <p><b>Je n'aime pas la photo parce que c'est...</b> I don't like the photo because it is...</p> <p><b>jolie</b> pretty <b>sympa</b> nice <b>ennuyeuse</b> boring <b>terrible</b> terrible</p>
	<b>une femme</b> a woman	<b>dans le parc</b> in the park	<b>Elle est en train de</b> She is	<b>jouer...</b> playing...	<b>Elle semble</b> She seems	<b>triste</b> sad		
		<b>dans un bureau</b> in an office		<b>parler</b> talking		<b>fatigué(e)</b> tired	<b>Il fait mauvais</b> The weather is bad	
		<b>à la maison</b> at home		<b>faire...</b> doing**		<b>furieux/euse</b> angry		
		<b>une famille</b> a family	<b>à l'école</b> at school		<b>regarder</b> watching			
		<b>des amis</b> friends	<b>à la campagne</b> in the countryside	<b>Ils sont en train de</b> They are	<b>travailler</b> working	<b>Ils semblent</b> They seem		
		<b>des gens</b> people	<b>à une fête</b> at a party	<b>Elles sont en train de</b> They are	<b>écouter</b> listening	<b>Elles semblent</b> They seem	<b>content(e)s</b> happy	
		<b>des enfants</b> children	<b>au centre commercial</b> at a shopping centre		<b>acheter</b> buying		<b>tristes</b> sad	
			<b>en France</b> in France		<b>étudier</b> studying		<b>fatigué(e)s</b> tired	
			<b>sur la plage</b> on the beach				<b>furieux/euse</b> s angry	

### The present tense

Remove the 'en' to form the stem e.g. spielen – spiel

ich_____e	(I)	wir	_____en	(we)
du_____st	(you)	ihr	_____t	(you inf/pl)
er_____t	(he)	Sie	_____en	(you for/pl)
sie_____t	(she)	sie	_____en	(they)

Some verbs are irregular. They usually only change in the du & er/sie forms.

<b>Ich</b>	<b>du</b>	<b>er/sie</b>
esse	isst	isst
lese	liest	liest
sehe	siehst	sieht

### The perfect tense

Start with the correct form of haben (below) and end with the past participle. Form the past participle by putting **ge\_\_\_t** around the verb stem. E.g. spielen – **gespielt**.

ich habe	wir haben
du hast	ihr habt
er hat	Sie haben
sie hat	sie haben

Common irregular past participles:

gelesen, gesehen, gegessen, getrunken, gefunden

Verbs where there is movement or a change of state use sein instead of haben. The most common verbs are: gegangen (went), gefahren (travelled), geflogen (flew), geblieben (stayed)

ich bin	wir sind
du bist	ihr seid
er ist	Sie sind
sie ist	sie sind

### The future tense

Start with the correct form of werden (below) and end with the infinitive. E.g. spielen

ich werde	wir werden
du wirst	ihr werdet
er wird	Sie werden
sie wird	sie werden

### The conditional

Start with the correct form of the verb below and end with the infinitive. E.g. spielen

ich würde	wir würden
du würdest	ihr würdet
er würde	Sie würden
sie würde	sie würden

Some verbs have special forms:

I would have	ich hätte
I would be	ich wäre
There would be	es gäbe

## The Case System

## Year 11 German

### Definite articles (the)

	Masc	Fem.	Neuter	Plural
Nominative	der	die	das	die
Accusative	den	die	das	die
Genitive	des	der	des	der
Dative	dem	der	dem	den

### Indefinite articles (a/an)

	Masc.	Fem.	Neuter	Plural
Nominative	ein	eine	ein	-
Accusative	einen	eine	ein	-
Genitive	eines	einer	eines	-
Dative	einem	einer	einem	-

### When to use each case

Case	Role	Description
nominative	subject	takes action
accusative	direct object	receives action
dative	indirect object	to/for whom action is taken
genitive	possessive	indicates owner of someone/something

## How to figure out the gender of (most) German nouns without a dictionary!

Usually Masculine (der)	Usually Feminine (die)	Usually Neuter (das)
Days, months, and seasons: <b>der Freitag</b> (Friday)	Many flowers: <b>die Rose</b> (the rose)	Colors (adjectives) used as nouns: <b>grün</b> (green) <b>das Grün</b> (the green)
Map locations: <b>der Süd(en)</b> (the south)	Many trees: <b>die Buche</b> (the beech)	Geographic place names: <b>das Europa</b> (Europe)
Names of cars and trains: <b>der Audi</b> (the Audi) and <b>der ICE</b> (the Intercity Express)	Names of aircraft and ships: <b>die Boeing 767</b> (the Boeing 767), <b>die Titanic</b> (the Titanic)	Infinitives used as nouns (gerunds): <b>schwimmen</b> (to swim) <b>das Schwimmen</b> (swimming)
Nationalities and words showing citizenship: <b>der Amerikaner</b> (the American)	Cardinal numbers: <b>eine Drei</b> (a three)	Young people and animals: <b>das Baby</b> (the baby)
Occupations: <b>der Arzt</b> (the doctor)		Almost all the chemical elements and most metals: <b>das Aluminium</b> (aluminum) and <b>das Blei</b> (lead)
Names of most mountains and lakes: <b>der Großglockner</b> (the highest mountain in Austria)		
Most rivers outside of Europe: <b>der Amazonas</b> (the Amazon)		

← *By word group*

*By prefix/suffix* →

Usually Masculine (der)	Usually Feminine (die)	Usually Neuter (das)
<b>-er</b> (especially when referring to male people/jobs)	<b>-ade, -age, -anz, -enz, -ette, -ine, -ion, -tur</b> (if foreign/borrowed from another language)	<b>-chen</b>
<b>-ich</b>	<b>-e</b>	<b>-ium</b>
<b>-ismus</b>	<b>-ei</b>	<b>-lein</b>
<b>-ist</b>	<b>-heit</b>	<b>-ment</b> (if foreign/borrowed from another language)
<b>-ner</b>	<b>-ie</b>	<b>-o</b>
	<b>-ik</b>	<b>-tum</b> or <b>-um</b>
	<b>-in</b> (when referring to female people/occupations)	<b>Ge-</b>
	<b>-keit</b>	
	<b>-schaft</b>	
	<b>-tät</b>	
	<b>-ung</b>	



Länder und Orte	Countries and places		
im Ausland	abroad	Griechenland	Greece
Bayern	Bavaria	Ich fahre / reise / fliege ...	I go / travel / fly ...
die Ostsee	the Baltic sea	nach Deutschland	to Germany
die Nordsee	the North sea	in die Türkei	to Turkey
Spanien	Spain	an einen See	to a lake
Italien	Italy	an das (ans) Meer	to the sea
die Türkei	Turkey	an den Strand	to the beach / seaside
Österreich	Austria	an die Küste	to the coast
Kroatien	Croatia	auf eine Insel	to an island
Frankreich	France	in den Wald	to the forest / woods
die Schweiz	Switzerland	in die Berge	to the mountains
Großbritannien	Great Britain		

Himmelsrichtungen	Points of the compass		
der Kompass	compass	der Süden	south
der Norden	north	der Südwesten	south west
der Nordosten	north east	der Westen	west
der Osten	east	der Nordwesten	north west
der Südosten	south east	in der Mitte	in the middle

Das Wetter	The weather		
Es ist ...	It is ...	regnet	raining
heiß	hot	schneit	snowing
kalt	cold	Es gibt ...	There is (are) ...
sonnig	sunny	Nebel	fog
trocken	dry	Regen(-schauer)	rain (showers)
regnerisch	rainy	einen Sturm	a storm
windig	windy	ein Gewitter	a thunderstorm
wolkig	cloudy	Die Temperaturen liegen zwischen (15) und (18) Grad.	Temperatures lie between (15) and (18) degrees.
neblig	foggy	Die Temperatur ist hoch / niedrig.	The temperature is high / low.
frostig	frosty	Es wird windig / neblig sein.	It will be windy / foggy.
stürmisch	stormy	Es wird frieren / regnen / schneien.	It will freeze / rain / snow.
wechselhaft	changeable	Es wird ... geben.	There will be ...
Es ...	It's ...	(keinen) Regen	(no) rain
friert	freezing	(keine) Wolken	(no) clouds
hagelt	hailing		

Eine Feier organisieren	Organising a party		
Mein Freund hatte mich zur Party in ... eingeladen.	My friend had invited me to the party in ...	Meine Freunde hatten ... gekauft.	My friends had bought ...
Ich hatte ... organisiert.	I had organised ...	das Essen / die Getränke / Luftballons	the food / the drinks / balloons
den Urlaub	the holiday	Wir haben (gefeiert / getanzt / gegessen).	We (celebrated / danced / ate).
die Feier	the party	Ich war (zum Bahnhof) gefahren.	I had gone (to the station).
das Wochenende	the weekend	Ich hatte (mein Handy) vergessen.	I had forgotten (my mobile phone).

Die Jahreszeiten	The seasons		
der Frühling / das Frühjahr	spring	der Herbst	autumn
der Sommer	summer	der Winter	winter

## Year 11 German Stimmt GCSE Kapitel 6 – Im Urlaub und zu Hause (Spring 1)

Urlaubsarten	Types of holidays		
Ich mache (nicht) gern ...	I (don't) like ...	Ich gehe (nicht) gern zelten, weil ich ...	I (don't) like going camping because I ...
Pauschalurlaub	a package holiday	abenteuerlustig bin	am adventurous
Aktivurlaub	an active holiday	gern draußen bin	like being outdoors
Erlebnisurlaub	an adventure holiday	gern in der Sonne liege	like sunbathing
Strandurlaub	a beach holiday	gern andere Kulturen erlebe	like experiencing other cultures
Winterurlaub	a winter holiday	mich für die Natur interessiere	am interested in nature
Sightseeingurlaub	a sightseeing holiday	mich entspannen will	want to relax
Urlaub auf Balkonien	a staycation / a holiday at home	mich schnell langweile	get bored easily
		nichts tun will	don't want to do anything

Absichten äußern	Expressing intentions		
planen	to plan	vorhaben	to intend
hoffen	to hope	um ... zu	in order to
Lust haben	to be keen	ohne ... zu	without

Wie war der Urlaub?	How was the holiday?		
Die Reise ...	The journey ...	Während des Urlaubs ...	During the holiday ...
war furchtbar	was awful	sind wir in den Bergen wandern gegangen	we went walking in the mountains
hat ewig gedauert	lasted forever	war das Wetter wunderschön	the weather was beautiful
Wir mussten stundenlang im Auto sitzen.	We had to sit in the car for hours.	hat es jeden Tag geregnet	it rained every day
Es gab einen Stau auf der Autobahn.	There was a traffic jam on the motorway.	Wir haben den Urlaub genossen.	We enjoyed the holiday.
Wir haben uns die ganze Zeit gestritten.	We argued / quarrelled the whole time.	Die Landschaft war sehr schön.	The scenery was very beautiful.
Der Zug hatte Verspätung.	The train was delayed.	Das Essen hat mir sehr gut geschmeckt.	I really liked the food.
Das Bad war dreckig.	The bath was dirty.	außerhalb	outside of
Die Dusche hat nicht funktioniert.	The shower didn't work.	innerhalb	inside / within
Die Ferienwohnung war ...	The holiday apartment was ...	statt	instead of
gut eingerichtet	well-furnished	trotz	in spite of
sehr sauber	very clean	während	during
		wegen	because of

Wenn ...	If ...		
Wenn ich mehr Geld / mehr Zeit / keine (Flug-)Angst hätte, ...	If I had more money / more time / no fear (of flying) ...	nach Australien / zum Mond fliegen	fly to Australia / to the moon
Wenn ich mutiger / reicher wäre, ...	If I were braver / richer ...	auf Safari gehen	go on safari
würde ich ...	I would ...	in einem Luxushotel übernachten	stay in a luxury hotel

### Wo ich wohne

Es gibt einen Flughafen / Bahnhof.  
Es gab keine Autobahn / Schule /  
Universität.  
Es wird ... geben.

### Where I live

*There is an airport / a station.  
There was no motorway / school /  
university.  
There will be ...*

ein Fußballstadion / Kino  
Fußgängerzonen / Touristen  
Leuchttürme / Museen  
nicht so viele Autos

*a football stadium / cinema  
pedestrian precincts / tourists  
lighthouses / museums  
not so many cars*

### Urlaubsartikel

das Visum  
die Buchungsbestätigung  
der Reisepass  
die Medikamente

### Holiday items

*visa  
booking confirmation  
passport  
medicines*

der Führerschein  
der Jugendherbergsausweis  
die Reise-Apps  
der Personalausweis

*driving licence  
youth hostel membership card  
travel apps  
identity card*

### Meine Stadt: Vor- und Nachteile

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

man (Lebensmittel) kaufen kann  
es (eine Bäckerei) gibt  
ich überall zu Fuß hinkomme  
ich mich nie langweile  
es oft zu laut ist  
es zu viel Verkehr / Müll gibt  
Es gibt in der Umgebung ...  
fast nichts für junge Leute  
ein vielseitiges Kulturangebot  
Wir haben früher ... gewohnt.  
in einer Kleinstadt / Großstadt  
außerhalb der Stadt

### My town: advantages and disadvantages

*I live in a town / suburb where ...*

*you can buy (groceries)  
there's a (bakery)  
I can get everywhere on foot  
I never get bored  
it is often too noisy  
there is too much traffic / rubbish  
In the neighbourhood there is ...  
virtually nothing for young people  
a varied cultural offering  
Before, we lived ...  
in a small town / city  
outside the town*

Es gab weder Freibad noch  
Tennisplatz.

Man sollte / könnte ...

vielseitige Aktivitäten für  
Jugendliche anbieten  
neue Parkplätze am Stadtrand  
bauen  
die öffentlichen Verkehrsmittel  
verbessern  
mehr Wohnungen bauen  
mehr Fahrradwege haben  
Autos in der Innenstadt verbieten,  
um Staus zu reduzieren  
die Straßen sauber halten

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

*We should / could ...*

*offer varied activities for young  
people  
build new car parks on the outskirts  
of the town  
improve public transport  
build more flats  
have more cycle paths  
ban cars from the town centre  
to reduce traffic jams  
keep the streets clean*

<b>Ich fahre/ reise/ fliege</b> i travel, journey, fly	nach to	<b>Deutschland/Spanien/Italien/Schottland/Irland/ Frankreich/Belgien</b> Germany, Spain, Italy, Scotland, Ireland, France, Belgium
	in in	<b>die Türkei/die Schweiz/den Wald/die Berge</b> the Turkey, the Switzerland, the forest, the mountains
	an to	<b>einen See/das Meer/den Strand/die Küste</b> a lake, the sea, the beach, the coast
	auf on	<b>eine Insel</b> an island
<b>Das</b>	ist im	<b>Norden/Süden/Westen/Osten/Nordosten</b> north, south, west, east, north east

<b>Ich mache</b> i make/do	<b>gern/nicht gern</b> gladly, not gladly	<b>Pauschalurlaub/Erlebnisurlaub/Strandurlaub/Winterurlaub/Sightseeingurlaub</b> package holiday, adventure holiday, beach hol, winter hol, sightseeing hol	
<b>ich gehe</b> i go	<b>gern/nicht gern</b>	<b>zelten, weil ich</b> camping, because i	<b>abenteuerlustig bin</b> adventurous am <b>gern draußen bin</b> gladly outside am <b>gern in die Sonne liege</b> gladly in the sun lay <b>gern andere Kulturen erlebe</b> gladly other cultures experience <b>mich für die Natur interessiere</b> myself for the nature interest <b>mich entspannen will</b> myself relax want <b>mich schnell langweile</b> myself quickly bore (get bored) <b>nichts tun will</b> nothing do want

<b>Es ist/war</b> it is/was	<b>heiß, kalt, sonnig, trocken, nass, regnerisch, windig, wolkig, neblig, frostig, wechselhaft</b> hot, cold, sunny, dry, wet, rainy, windy, foggy, frosty, changeable	
Es friert ist freezing	Es ist gefroren it was freezing	
Es regnet, hagelt, schneit <b>ist raining, hailing, snowing</b>	Es hat geregnet/gehagelt/geschneit <b>it has rained, hailed, snowed</b>	
Es gibt/gab there is, was	Nebel/Regen/einen Sturm/ein Gewitter <b>fog, rain, a storm, a heavy storm</b>	
Die Temperaturen <b>the temperatures</b>	liegen/lagen zwischen <b>lie/laid (were) between</b>	(15) und (18) Grad (degrees)
die Temperatur	ist/war	hoch/niedrig <b>high, low</b>
Es wird it will	windig/neblig windy, foggy	sein be
Es wird	frieren/schneien freeze, snow	
Es wird	(keinen) Regen/(keine) Wolken (no) rain, (no) clouds	geben
Sommer/Herbst/Winter/Frühling <b>summer, autumn, winter, spring</b>	ist mein Lieblingsjahreszeit <b>is my fav year time (season)</b>	,weil es warm/kalt/kühl ist <b>because it warm, cold, cool is</b>

<b>Die Reise</b> the journey	<b>war</b> was	<b>furchtbar</b> terrible	<b>wegen des Wetters</b> because of the weather
	<b>hat</b> has	<b>ewig gedauert</b> eternally lasted (lasted ages)	
<b>wir mussten</b> we had to	<b>stundenlang im Auto</b> hours long in the car	<b>sitzen</b> sit	
<b>es gab</b> there was	<b>einen Stau auf der Autobahn</b> a traffic jam on the motorway		
<b>wir haben uns</b> we have us	<b>die ganze Zeit</b> the whole time	<b>gestritten (wir streiten uns)</b> argued	
<b>der Zug</b> the train	<b>hatte</b> had	<b>Verspätung</b> delay	
<b>das Bad</b> the bath	<b>war</b>	<b>dreckig = schmutzig</b> dirty/filthy	<b>statt sauber</b> instead of clean
<b>die Dusche</b> the shower	<b>hat nicht</b>	<b>funktioniert</b> functioned/worked	
<b>die Ferienwohnung</b> the holiday apartment	<b>war</b>	<b>gut eingerichtet</b> well furnished <b>sehr sauber</b> very clean	<b>trotz des Preises</b> despite of the price
<b>Während des Urlaubs</b> <b>during the holiday</b>	<b>sind</b> are <b>war</b> was <b>hat</b> has	<b>wir in die Berge gegangen</b> <b>das Wetter wunderschön</b> <b>es Jeden Tag geregnet</b>	we in the mountains gone  the weather beautiful  it every day rained
<b>wir haben</b> we have	<b>den Urlaub</b> the holiday	<b>genossen</b> enjoyed	
<b>die Landschaft</b> the landscape	<b>war</b>	<b>idyllisch</b> idyllic	
<b>Das Essen</b> the food	<b>hat mir</b> has to me	<b>lecker geschmeckt</b> delicious tasted	

<b>ich plane</b>	<b>einen Urlaub/eine Party</b>	Im planning a holiday, party
<b>ich habe vor, I intend</b> <b>ich hoffe, I hope</b> <b>ich kaufe I'm buying</b> <b>ich gebe I spend</b> <b>Ich habe Lust I'm keen</b>	<b>einen Urlaub</b>	<b>zu machen</b> to do (go on)
	<b>eine Party</b>	<b>zu veranstalten</b> to organise
	<b>ich kann i can</b>	<b>ein Visum/einen Führerschein bekommen</b> a visa/driving license receive
	<b>einen Reisepass a passport</b>	<b>, um auf Urlaub zu gehen</b> in order on holiday to go
	<b>Geld aus money</b>	<b>, ohne vorsichtig zu sein</b> without careful to be
	<b>auf Urlaub on a holiday</b>	

<b>wenn</b>	<b>Ich</b>	<b>mehr Geld/mehr Zeit/keine Angst</b>	<b>hätte,</b>	<b>würde</b>	<b>ich</b>	<b>nach Australien fahren/zum Mond fliegen</b>
if	i	more money, more time, no fear	had (would have)	would	i	to Australia travel, to the moon fly
<b>wenn</b>	<b>ich</b>	<b>reicher/mutiger</b>	<b>wäre</b>	<b>würde</b>	<b>ich</b>	<b>auf ein Safari gehen/in einem Luxushotel übernachten</b>
if	i	richer, braver	were (would be)	would	i	on safari go, in a luxury hotel overnight
<b>hätte</b>	<b>ich</b>	<b>mehr Geld/mehr Zeit/keine Angst</b>	<b>würde</b>	<b>ich</b>	<b>nach Australien fahren/zum Mond fliegen</b>	
<b>wäre</b>	<b>ich</b>	<b>reicher/mutiger</b>	<b>würde</b>	<b>ich</b>	<b>auf ein Safari gehen/in einem Luxushotel übernachten</b>	



## Key Sentences

1. I am actor (f) and I work in the theatre.	Ich bin Schauspielerin und ich arbeite im Theater.
2. He is a good mechanic (m), but she is a bad waitress (f).	Er ist ein guter Mechaniker, aber sie ist eine schlechte Kellnerin.
3. In order this job to do, must one amazing language knowledge have.	Um diese Arbeit zu machen, muss man ausgezeichnete Sprachkenntnisse haben.
4. Firstly have I my first job as baker (m) got.	Zuerst habe ich meinen ersten Job als Bäcker bekommen.
5. I hope for a career in the tourism.	Ich hoffe auf eine Karriere in der Touristik.
6. I interest myself for skiing.	Ich interessiere mich fürs Skifahren.
7. As child wanted I firefighter (f) to become.	Als Kind wollte ich Feuerwehrfrau werden.
8. I would like in future as manager (m) to work.	Ich möchte in Zukunft als Manager arbeiten.
9. I learn German, in order the country better to get to know.	Ich lerne Deutsch, um das Land besser kennenzulernen.
10. At the moment learn I Italian, in order in Italy to emigrate.	Im Moment lerne ich Italienisch, um in Italien auszuwandern.

### Key Grammar Concepts:

**um ... zu + infinitive:** We use this construction to say 'in order to' do something e.g. um Deutsch besser zu sprechen = in order to speak better German. The infinitive goes to the end of the clause.

**Modal verbs (imperfect):** We have already seen some modal verbs in the imperfect (durfte, mochte, konnte etc.). In this module we will use 'ich wollte ... werden' to mean I wanted to be/become

# Substitution Language

## 1/2/4/7/8

Schauspieler = actor (m)  
Arzt / Ärztin = doctor / (f)  
Architekt/in = architect m/f  
Elektriker/in = electrician m/f  
Freiwillige = volunteer  
Metzger/in = butcher m/f  
Verkäufer/in = sales assistant m/f  
Feuerwehrmann = fireman

## 1/8

im Keller = in the cellar  
im Laden = in the shop  
in der Apotheke = in the chemist's  
in der Autowerkstatt = in the garage  
in der Bäckerei = in the bakery  
im Büro = in the office  
im Krankenhaus = in the hospital

## 4

danach = after that  
dann = then  
schließlich = finally

## 5/6

ich freue mich auf = I am  
looking forward to

## 3

fließend Deutsch sprechen = speak fluent German  
gut kommunizieren = communicate well  
Reportagen schreiben = write reports  
für die technische Aspekte sich interessieren = be interested in the technical aspects  
zuverlässig sein = be reliable  
pünktlich sein = be punctual  
eine gute Ausbildung haben = have a good education

## 7

Als ich junger war, = when I was younger  
Als ich klein war, = when I was small  
beim Zirkus arbeiten = work at the circus  
in eine Hütte in den Alpen wohnen = live in a hut in the alps  
ein Jahr in Thailand verbringen = spend a year in Thailand

## 8

Ich will = I want  
im Ausland = abroad  
trainieren = to train

## 9/10

Spanisch = Spanish      Französisch = French  
Mandarin = Mandarin  
um in Deutschland zu arbeiten = to work in Germany  
um mit Leuten in ihrer Muttersprache zu kommunizieren = to communicate with people in their mother tongue  
um die Kultur besser kennenzulernen = to get to know the culture better  
um meine Deutschkenntnisse zu verbessern = to improve my German knowledge  
um mich zu amüsieren = to amuse myself  
um mich um einen guten Job zu bewerben = to apply for a good job  
um durch das Land zu reisen = to travel around the country

## Year 11 Spanish Grammar

### Present Tense

The present tense is used to describe what you're doing at the present moment in time, e.g: "I am eating breakfast" or what you do routinely, e.g: "I eat breakfast every day".

hablar to speak	comer to eat	vivir to live
habl-o	com-o	viv-o
habl-as	com-es	viv-es
habl-a	com-e	viv-e
habl-amos	com-emos	viv-imos
habl-áis	com-éis	viv-ís
habl-an	com-en	viv-en

### Preterite Tense

The preterite is sometimes known as the simple past. It's used to talk about completed events in the past, e.g. I asked, I ate, I wrote. (TARDIS tense)

preguntar to ask	comer to eat	escribir to write
pregunt-é	com-í	escrib-í
pregunt-aste	com-iste	escrib-iste
pregunt-ó	com-ió	escrib-ió
pregunt-amos	com-imos	escrib-imos
pregunt-ásteis	com-ísteis	escrib-ísteis
pregunt-aron	com-ieron	escrib-ieron

### Near Future Tense

The near future tense can be used to express what is going to happen in the future. E.g. I am going to work, I am going to study, I am going to drink, I am going to eat....

voy	a	trabajar	I am going
vas	a	to work	
va	a	estudiar	
vamos	a	beber	
vais	a	comer	
van	a	abrir	
		vivir	

### Imperfect Tense

The imperfect tense is used for things that 'used to happen' e.g. I worked, I used to work or for descriptions in the past e.g. the food was bad, the hotel was nice

trabajar to work	comer to eat	escribir to write
trabaj-aba	com-ía	escrib-ía
trabaj-abas	com-ías	escrib-ías
trabaj-aba	com-ía	escrib-ía
trabaj-ábamos	com-íamos	escrib-íamos
trabaj-ábais	com-íais	escrib-íais
trabaj-aban	com-ían	escrib-ían

### Present Continuous Tense

The present continuous tense is used to indicate what is happening at the time of speaking/writing e.g. I am writing/I am talking. Estar + gerund

hablar to speak	comer to eat	vivir to live
estoy hablando	estoy comiendo	estoy viviendo
estás hablando	estás comiendo	estás viviendo
está hablando	está comiendo	está viviendo
estamos hablando	estamos comiendo	estamos viviendo
estáis hablando	estáis comiendo	estáis viviendo
están hablando	están comiendo	están viviendo

### Conditional Tense

The conditional is recognised in English by the use of the word "would" or sometimes "should", e.g. "I would swim".

nadar to swim	beber to drink	abrir to open
nadar-ía	beber-ía	abrir-ía
nadar-ías	beber-ías	abrir-ías
nadar-ía	beber-ía	abrir-ía
nadar-íamos	beber-íamos	abrir-íamos
nadar-íais	beber-íais	abrir-íais
nadar-ían	beber-ían	abrir-ían

### How do you conjugate verbs in Spanish?

Most verbs in Spanish have **six** forms which correspond to their respective pronouns and which will be listed in the following order:

- 1) **yo** (I)
- 2) **tú** (you-familiar a person you know well, a familiar relationship)
- 3) **él/ella/usted** (he/she/you-formal a person you don't know, a formal relationship)
- 4) **nosotros/nosotras** (we)
- 5) **vosotros/vosotras** (you-plural-familiar [only used in Spain])
- 6) **ellos/ellas/ustedes** (they/you-plural-formal [Spain]/you-plural [L. America])

For most tenses you remove the verb ending (AR/ER/IR) and replace it with the correct new ending.

It's **essential** that you get the **correct ending** for the person you're talking about in Spanish because **pronouns don't tend to be used in Spanish.**

## Year 11 Spanish Grammar

### Nouns and Adjectives

Nouns can be either masculine or feminine and singular or plural.

	masculine	feminine
singular	el / un (the/a)	la / una (the/a)
plural	los / unos (the/some)	las / unas (the/some)

To figure out if a noun is masculine or feminine use this table:

Feminine	Masculine
Nouns ending with: -a -ión -dad -tad Irregulars: la foto, la mano, la moto, la radio	Nouns ending with: -o -l -n -aje -e -r -or -ma -ta -pa

Adjectives in Spanish must match the gender and number of the nouns they are describing. See below:

ENDING	MASCULINE SINGULAR	MASCULINE PLURAL	FEMININE SINGULAR	FEMININE PLURAL
<b>o</b>	pequeñ <b>o</b>	pequeñ <b>os</b>	pequeñ <b>a</b>	pequeñ <b>as</b>
<b>OTHER VOWELS</b>	naranj <b>a</b>	naranj <b>as</b>	←	←
	fuert <b>e</b>	fuert <b>es</b>	←	←
<b>CONSONANTS</b>	azul	azul <b>es</b>	←	←
	marrón	marrón <b>es</b>	←	←
	veloz	veloz <b>es</b>	←	←

## Year 11 Spanish Viva GCSE Module 6

A mi, me encanta la comida y como mucho.	I love food and I eat a lot.
Entre semana desayuno <u>cereales</u> y bebo <u>té</u>	During the week I have <u>cereal</u> for breakfast and I drink <u>tea</u>
pero el fin de semana prefiero comer	but at the weekend I prefer to eat
<u>huevos</u> con <u>tocino</u> y <u>salchichas</u>	<u>eggs</u> , <u>bacon</u> and <u>sausage</u>
<u>aunque sé que</u> no son muy <u>sanos</u> .	<u>although I know that</u> they're not very <u>healthy</u> .
Siempre almuerzo <u>una ensalada</u> con <u>pollo</u> o <u>jamón</u>	I always have a <u>chicken or ham salad</u> for lunch
y normalmente meriendo <u>una manzana</u> a las <u>dos</u> .	and I normally snack on <u>an apple</u> at <u>2</u> o'clock.
Ayer por la tarde fui a un restaurant <u>español</u>	Yesterday evening I went to a Spanish <u>restaurant</u>
<u>dónde</u> comí <u>gambas</u> , <u>albóndigas</u> y <u>una fabada</u> deliciosa.	<u>where</u> I ate <u>prawns</u> , <u>meatballs</u> and a delicious <u>bean and pork stew</u> .
Voy a volver la semana que viene.	I'm going to go back next week.

Meal times	Entre semana – during the week Los fines de semana – at the weekends	tomo – I have desayuno – for breakfast I have almuerzo – for lunch I have ceno – for tea/dinner I have meriendo – as a snack I have	un huevo – an egg un bocadillo – a sandwich los mariscos – seafood la carne – meat la fruta – fruit un yogur – a yoghurt un pastel – a cake una hamburguesa – a burger café – coffee cola-cao – chocolate milk el pescado – fish el pollo – chicken la ensalada – salad las verduras – veg la leche – milk la sopa – soup patatas fritas – chips las galletas – biscuits la tortilla – omelette los refrescos – fizzy drinks las judías verdes – green beans los lácteos – dairy products las uvas – grapes	gazpacho – chilled tomato soup melones – melons la fabada – stew of beans and pork melocotones – peaches las cebollas – onions bistec/filete – steak filete de cerdo – pork steak flan – crème caramel jamón serrano – serrano ham calamares – squid paella de mariscos – seafood paella gambas – prawns albóndigas – meatballs natillas – custard fideos – noodles merluza en salsa verde – hake in parsley sauce tortilla de espinacas – spinach omelette trucha a la plancha – grilled trout chuletas de cordero – lamb chops churros con chocolate – deep fried doughnut stick to dip in chocolate – a spanish dessert
	De primer plato – for starters De segundo plato – for main course De postre – for dessert para beber – to drink	voy a tomar... - I'm going to have quiero – I want quisiera – I would like		

At the restaurant	¿Qué quieres? – What do you want? ¿Qué me recomienda? – What do you recommend? Quiero una mesa en la terraza/al lado de la ventana – I want a table on the terrace/by the window Recomiendo – I recommend... ¿Me trae la cuenta por favor? – Can you bring me the bill please. Qué aproveche – enjoy your meal No tengo cuchillo/tenedor/cuchara – I don't have a knife/fork/spoon El plato/vaso está sucio – the plate/glass is dirty
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Extra vocab	Algo dulce/ligero/rápido – something sweet, light, fast Tener hambre - to be hungry Tener sed – to be thirsty Tener prisa – to be in a hurry La sobremesa – chatting at the table after a meal La tradición – tradition El costumbre – the custom/tradition El menú del día – the set menu Dejar una propina – to leave a tip Pedir – to order/ask for Equivocarse – to make a mistake Soy alérgico/a – I'm allergic Soy vegetariano/a – I'm vegetarian
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Camarero: Hola. ¿Qué quiere usted?  
**Cliente**: De primer plato voy a tomar el gazpacho.

Camarero: ¿Y de segundo plato?  
**Cliente**: ¿Qué me recomienda?

Camarero: Recomiendo las chuletas de cordero o la paella de mariscos. Las dos son muy ricas.  
**Cliente**: Bueno, quiero las chuletas de cordero con patatas fritas y judías verdes.

Camarero: ¿De postre?  
**Cliente**: Quisiera churros con chocolate. ¡Tengo hambre!

Camarero: ¿Algo más?  
**Cliente**: ¿Me trae la cuenta, por favor?

Camarero: Claro. Qué aproveche



## Year 11 Spanish Viva GCSE Module 6

Christmas and New Year	<p><b>Mi cumpleaños</b> – my birthday  <b>El cumpleaños de mi madre...</b> - my mum's birthday</p> <p><b>Navidad/ (el) día de Navidad</b> – Christmas/(on) Christmas day  <b>La Nochebuena</b> – Christmas Eve  <b>La Nochevieja</b> – New year's Eve  <b>Pascua/ El Domingo de Pascua</b> – Easter/ Easter Sunday  <b>El día de Reyes</b> – 6<sup>th</sup> January</p>	<p><b>abro/abrimos/abren regalos</b> – I/we/they open presents  <b>busco/buscamos/buscan huevos de chocolate</b> – I/we/they look for chocolate eggs  <b>canto/cantamos/cantan villancicos</b> – I/we sing Christmas carols  <b>como/comemos/comen dulces navideños/ doce uvas/ pavo</b> – I/we eat Christmas sweets/ 12 grapes/ turkey  <b>me acuesto/nos acostamos/se acuestan muy tarde</b> – I/we/they stay up very late  <b>me levanto/nos levantamos/se levantan muy temprano</b> – I/we/they get up very early  <b>rezo/rezamos/rezan</b> – I/we/they pray  <b>voy/vamos/van a la iglesia/mezquita</b> – I/we/they go to church/mosque</p>
	<p><b>En España</b> – In Spain</p>	<p><b>Santa no es tan popular como en Inglaterra</b> – Santa isn't as popular as in England  <b>los Reyes Magos traen los regalos el 6 de enero</b> – the 3 kings bring the presents on 6<sup>th</sup> January  <b>mucha gente va a la Misa de Gallo la Nochebuena</b> – lots of people go to midnight mass on Christmas Eve  <b>la gente come las doce uvas a medianoche la Nochevieja para tener buena suerte</b> – people eat 12 grapes at midnight on NYE for good luck  <b>se come la cena de Navidad en Nochebuena</b> – they eat Christmas dinner on Christmas eve</p>

<p><b>La fiesta que me interesa más</b> es el <b>Día de los Muertos</b></p> <p>que se celebra en <b>México</b> en <b>noviembre</b>.</p>	<p>The festival that interests me most is the <b>Day of the Dead</b></p> <p>which is celebrated in <b>Mexico</b> in <b>November</b>.</p>
<p>Es una fiesta para <b>recordar los seres queridos muertos</b></p> <p>y la gente <b>decora las tumbas y las casas</b></p> <p>con <b>áltares, velas y flores</b>.</p>	<p>It's a festival to <b>remember dead loved ones</b></p> <p>and the people <b>decorate graves and houses</b></p> <p>with altars, candles and flowers.</p>
<p>La gente <b>ve desfiles y lleva disfraces y</b></p> <p><b>me parece</b> una fiesta <b>con mucha tradición</b>.</p>	<p>People <b>watch processions</b> and <b>wear costumes</b></p> <p>and <b>it seems like</b> a very <b>traditional</b> festival.</p>
<p>Además, <b>siempre he soñado con ir a España</b></p> <p>para <b>ver una corrida de toros</b></p> <p>sin embargo <b>pienso que</b> es un poco <b>anticuado</b></p> <p>y <b>mucha gente dice que</b> es una tradición cruel.</p>	<p>Also, <b>I've always dreamed of</b> going to <b>Spain</b></p> <p>to <b>watch a bullfight</b></p> <p>however <b>I think that</b> it's a bit <b>old fashioned</b></p> <p>And <b>lots of people say</b> it's a cruel tradition cruel.</p>



**Pavo trufado de Navidad** – turkey stuffed with truffles



**Polvorones** – almond biscuits



**Turrón** – nougat usually containing almonds



**Roscón de Reyes** – traditional cake. Usually contains a coin

Festivals	<p><b>La fiesta de...</b> - the festival of...</p> <p><b>Esta tradición antigua</b> – this old tradition</p>	<p><b>se celebra en...</b> - is celebrated in...</p>	<p><b>España</b> – Spain</p> <p><b>México</b> – Mexico</p>	<p><b>donde</b> - where</p>	<p><b>se queman figuras de madera</b> – wooden figures are burnt  <b>se construyen hogueras</b> – bonfires are built  <b>se disparan fuegos artificiales</b> – fireworks are set off  <b>se lanzan huevos/tomates</b> – eggs/tomatoes are thrown</p>	
			<p><b>muchos países hispanohablantes</b> – in lots of Spanish speaking countries</p> <p><b>Inglaterra</b> - English</p>		<p><b>las calles se llenan de...</b> - the streets are filled with...</p>	<p><b>niños</b> – children  <b>jóvenes</b> – young people  <b>familias</b> – families</p>
			<p><b>la gente</b> – the people</p>		<p><b>come manzanas de caramelo</b> – eat toffee apples  <b>decora las casas/las tumbas</b> – decorate houses/graves  <b>con flores/velas</b> – with flowers/candles  <b>prepara linternas/áltares</b> – prepare lanterns/altars  <b>ve desfiles</b> – watch processions  <b>lleva disfraces</b> – wear costumes  <b>lleva un pañuelo rojo</b> – wear a red scarf  <b>huye de un grupo de toros</b> – run away from a group of bulls</p>	
			<p><b>un hombre</b> – a man</p>		<p><b>lucha contra un toro</b> – fights a bull</p>	

# Festivals such as these are a common feature in exams!

## Year 11 Spanish Viva GCSE Module 6

### El Día de Muertos

31<sup>st</sup> October – 2<sup>nd</sup> November: Mexico

Día de Muertos is a festival that celebrates the memory of deceased loved ones. It isn't a day of sadness but a day of remembrance and celebration. The people believe the spirits come and join them to celebrate.

The people create altars to invite the spirits to come back for a visit and graves are decorated with brightly painted skulls, candles, flowers and food such as sugar skulls or "pan de muerto".

Sometimes there are parades and people dress as brightly coloured skeletons.

**ofrendas** – altars  
**pan de muerto** – sweet bread bun  
**calacas** – skeletons  
**las tumbas** - graves  
**calaveras** – skulls  
**velas** - candles



A video explaining Día de Muertos

### La Tomatina

Last Wednesday in August: Buñol, Spain

La Tomatina is basically a big tomato fight! On the last Wednesday in August, at around 10am, a large ham is hung at the top of a tall greased pole and the objective is to be the first person to get to the top, usually while also being blasted with water.

As soon as the ham is retrieved, the first pistol goes off and the tomato fight starts! Approximately 150,000 tomatoes are thrown and the fight must stop as soon as the second pistol fires.

It's said to have originated in 1945 when two farmers got into an argument at the market and started throwing tomatoes at each other.

**El palo jabón** – greased pole  
**Un jamón** – a ham  
**Una lucha** – a fight



A video explaining La Tomatina

### Los Sanfermines

6<sup>th</sup> July – 14<sup>th</sup> July: Pamplona, Spain

This week long festival commemorates the patron saint of Pamplona, Saint Fermín.

The most famous part of the festival is the running of the bulls which takes place every day at 8am. The route is only 825 metres and usually lasts around 4 minutes and ends at the town's bull ring. There have been 16 deaths since 1910.

Every afternoon there is a bullfight with 6 of the bulls from the running in the morning. Despite debate across Spain about the ethics of bullfights, these are usually sold out every day.

**El encierro** – the bullrun  
**la corrida** – the bullfight  
**El torero** – the bullfighter  
**peligroso** - dangerous  
**Un pañuelo** – a scarf



### Inti Raymi

24<sup>th</sup> June: Cusco, Peru

Inti Raymi is a festival from Peru's Inca history, worshipping their sun god "Inti" and to celebrate the new year in the Andes. Originally it was filled with colourful parades and processions and also animal sacrifices to ensure a good harvest for the following year but it was banned by the Spanish after Peru was conquered as it wasn't a Catholic festival.

It was reinstated in 1944 and now indigenous actors play the roles of Sapa Inca (the Sun King) and his wife. The Sun King delivers a speech praising the sun before being carried by pallbearers with woven aya huma masks in a golden chariot to the ruinous temple of Sacsayhuamán. A procession follows the chariot, with actors playing the roles of Incan nobles, priests and town folk. Local women layer the path with exotic flowers and sweep the route to keep it free of evil spirits. There is a fake sacrifice of a llama (no animals are hurt) and the future of the next season's crop is read in the (fake) blood by the Sun King.

**Colorido** – colourful  
**un dios** – a god  
**Fue prohibido** – it was banned  
**Católico** – Catholic  
**una procesión** – a procession  
**Un sacrificio** – a sacrifice  
**la cosecha** – the harvest  
**el templo** – the temple  
**Indígena** – indigenous  
**un discurso** – a speech



A video showing Inti Raymi

#### Key questions

¿Has experimentado alguna fiesta española/latina? – Have you experienced a Spanish/Latin American festival?

¿Qué piensas de las fiestas españolas/latinas? – What do you think of Spanish/Latin American festivals?

¿Qué fiesta española/hispánica te interesa más? – Which Spanish/Latin American festival interests you most?

¿Qué pasa durante...? – What happens during...?

## Year 11 Spanish Viva GCSE Module 7

<b>Si saco buenas notas he decidido que</b>	<b>If I get good grades I have decided that</b>
voy a trabajar como <b>médico</b>	I'm going to work as a <b>doctor</b>
<b>ya que soy trabajador y comprensivo</b>	<b>because I am hardworking and understanding</b>
y es un trabajo <b>con responsabilidad y con buen sueldo</b>	and it's a job <b>with responsibility and a good salary</b>
<b>aunque puede ser muy exigente.</b>	<b>although it can be very demanding.</b>
Ahora tengo un trabajo a tiempo parcial.	Now I have a part time job.
Trabajo en <b>un restaurante</b> como <b>camarero</b> y	I work in a <b>restaurant</b> as a <b>waiter</b> and
tengo que <b>servir comida y bebida</b>	I have to <b>serve food and drink</b>
y <b>cuidar a los clientes.</b>	and <b>look after the clients.</b>
Mi jefe es <b>amable</b> y el horario es <b>flexible</b>	My boss is <b>nice</b> and the hours are <b>flexible</b>
<b>aunque no gano mucho.</b>	<b>although I don't earn much.</b>
No tengo experiencia previa en <b>medicina</b>	I don't have any previous experience in <b>medicine</b>
pero <b>he estudiado las ciencias</b>	but <b>I have studied science</b>
y <b>he hecho un curso de primeros auxilios.</b>	and <b>I have done a first aid course.</b>
Mi madre es <b>enfermera</b> y le encanta su trabajo	My mum is a <b>nurse</b> and she loves her job
sin embargo <b>dice que</b> es un poco <b>difícil.</b>	however <b>she says it is</b> a bit <b>difficult.</b>

Jobs	<p>Soy - I am es - he/she is Me gustaría ser - I would like to be Voy a ser - I'm going to be Voy a trabajar como - I'm going to work as</p>	<p>abogado/a - lawyer albañil - bricklayer azafato/a - flight attendant bailarín/a - dancer bombero/a - firefighter camarero/a - waiter/ess cantante - singer cocinero/a - cook contable - accountant dependiente/a - shop assistant electricista - electrician enfermero/a - nurse escritor/a - writer fontanero/a - plumber fotógrafo/a - photographer</p>	<p>funcionario/a - civil servant guía turístico/a - tour guide ingeniero/a - engineer jardinero/a - gardener mecánico/a - mechanic músico/a - musician médico/a - doctor peluquero/a - hairdresser periodista - journalist policía - police officer profesor/a - teacher repcionista - receptionist socorrista - lifeguard soldado - lifeguard veterinario/a - vet</p>	<p>(porque) es un trabajo... - (because) it is a ___ job</p>	<p>artístico - artistic emocionante - exciting exigente - demanding importante - important fácil - easy difícil - hard variado - varied repetitivo - repetitive con responsabilidad - with responsibility con buenas perspectivas - with good prospects con un buen sueldo - with a good salary</p>
	<p>Tengo que... - I have to... Suelo... - I usually</p>	<p>cuidar a los clientes/pacientes - look after clients/patients contestar llamadas teléfonos - answer phone calls enseñar/vigilar a los niños - teach/look after the children reparar los coches - repair cars servir comida y bebida - serve food and drinks viajar por todo el mundo - travel the world</p>			

Personality	<p>Creo que soy... - I think that I am...</p>	<p>ambicioso/a - ambitious creativo/a - creative fuerte - strong organizado/a - organised práctico/a - practical trabajador/a - hard working</p>	<p>comprensivo/a - understanding extrovertido/a - extroverted/outgoing inteligente - clever paciente - patient serio/a - serious valiente - brave</p>
	<p>Sería un(a) buen(a)... porque soy... - I would be a good... because I am...</p>		

Part time jobs	<p>Tengo un trabajo a tiempo parcial - I have a part time job Reparto periódicos - I deliver papers Trabajo de cajero/a - I work as a cashier Cocino - I cook Paso la aspiradora - I Hoover Pongo y quito la mesa - I set and clear the table Corto el césped - I cut the grass Mi jefe es amable - my boss is nice El horario es flexible - the hours are flexible</p>	<p>Hago de canguro - I babysit Ayudo con las tareas domésticas - I help with the housework Lavo los platos - I do the dishes Plancho la ropa - I iron Paseo al perro - I walk the dog</p>
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Applying for a job	<p>Se busca... - required Se requiere... - required Una entrevista - an interview (No) hace falta experiencia - Experience (not) needed</p>	<p>Le escribo para solicitar el puesto de - I'm writing to apply for the post of... Le adjunto mi CV - I attach my CV (No) tengo experiencia previa - I (don't) have previous experience He estudiado/trabajado - I've studied/worked He hecho un curso de... - I've done a course in... Tengo buenas capacidades en comunicación - I have good communication skills</p>
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## Year 11 Spanish Viva GCSE Module 7

El año pasado hice mis practicas laborales en	Last year I did my work experience in
la empresa de mi tío.	my uncle's company.
Aprendí muchas nuevas habilidades porque	I learned lots of new skills because
cada día <u>hacía una variedad de tareas</u> y	every day I <u>did a variety of tasks</u> and
por eso <u>yo sé que</u> en el futuro,	therefore, I <u>know that</u> in the future
quiero <u>montar mi propio negocio</u>	I want <u>to open my own business</u>
porque <u>el éxito y el dinero me importan mucho.</u>	because <u>success and money are really important to me.</u>
Tengo la intención de <u>aprobar mis exámenes</u>	I intend to <u>pass my exams</u>
y ir a la universidad para estudiar <u>los empresariales.</u>	and go to uni to study <u>business.</u>
Antes, <u>si pudiera</u> , tomaría un año sabático y <u>buscaría un trabajo</u>	Before, <u>if I could</u> , I would take a gap year and I <u>would look for a job</u>
para <u>ganar mucho dinero.</u>	to <u>earn lots of money.</u>
Espero <u>casarme y tener hijos</u>	I hope to <u>get married and have children</u>
sin embargo <u>voy a dedicarme a mi trabajo</u>	however I'm <u>going to focus on my job</u>
porque <u>el paro</u> me preocupa mucho.	because <u>unemployment</u> really worries me.

Work experience	Hice mis prácticas laborales en... - I did my work experience in... Pasé quince días trabajando en... - I spend a fortnight working in...	un polideportivo – a sports centre una granja – a farm una agencia de viajes – a travel agents una escuela – a school una fábrica de juguetes – a toy factory una oficina – an office una tienda benéfica/solidaria – a charity shop la empresa de mi madre – my mum's company
	Cada día/todos los días... - every day	cogía el autobús/el metro – I got the bus/metro empezaba/terminaba a... - I started/finished at... hacia una variedad de tareas – I did a variety of tasks llevaba ropa elegante – I wore smart clothes sacaba fotocopias – I did photocopying ponía folletos en los estantes – I put leaflets on the shelves
	Aprendí – I learned	muchas nuevas habilidades – lots of new skills a trabajar en equipo – to work in a team a usar – I to use

A gap year	Si pudiera tomarme un año sabático – If I could take a gap year... Si tuviera bastante dinero – If I had enough money...	apoyaría un proyecto medioambiental – I would support an environmental project aprendería a esquiar – I would learn to ski ayudaría a construir un colegio – I would help to build a school buscaría un trabajo – I would look for a job enseñaría inglés – I would teach English ganaría mucho dinero – I would earn a lot of money iría a España donde... - I would go to Spain where... mejoraría mi nivel de español – I would improve my level of Spanish nunca olvidaría la experiencia – I would never forget the experience trabajaría en un orfanato – I would work in an orphanage viajaría con mochila por todo el mundo – I would go backpacking around the world.
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The future	El desempleo/el paro – unemployment El dinero – money El éxito – success fracaso – failure El matrimonio – marriage independencia - independence	El La	me interesa - interests me me importa - matters to me me preocupa - worries me
	Espero... - I hope to... gustaría – I would like to... Pienso – I plan to/intend to Tengo la intención de – I intend to a – I'm going to	me Voy	aprender a conducir – learn to drive aprobar mis exámenes – pass my exams casarme – get married conseguir un buen empleo – get a good job montar mi propio negocio – set up my own business tener hijos – have children
	Buscaré un trabajo – I will look for a job Compartiré piso con... - I will share a flat with Me iré de casa – I will leave home Me casaré – I will get married Seguiré estudiando en mi insti – I will carry on studying in my school Trabajaré como... - I will work as... No sé que hacer en el futuro – I don't know what to do in the future		

## BTEC MUSIC - Unit 2 - Managing a Music Product

Keywords	Definition
Product	Something which is created or manufactured, ready to sell.
Design	A plan or drawing produced to show the look and function or workings of an product.
Target Audience	A particular group at which a product is aimed.
Copyright	The licence given to a composer to prevent others from copying/selling work as their own.
Royalties	A sum of money paid to a composer for every piece sold, or for each public performance of a piece.
PRS	The Performing Right Society - collects royalties for the composer.
Activity Log	A diary of the work accomplished each lesson.
Meeting Minutes	A set of notes taken at the meeting as a record of actions taken and work done.
Promotion Pack	A set of advertising materials for the product.
Product Launch	A business's planned and coordinated presentation to introduce a new product to the market.
Reviewing	Analysing the work done – strengths and weaknesses and stating what could have been improved.

### Coming of Age

A young person's transition from being a child to being an adult. It continues through adolescence, most commonly 18–21 when adolescents are generally no longer considered minors and are granted the full rights and responsibilities of an adult.



### Now That's What I Call ODA Music 18

Imagine **ODA** has been bringing out a music album of **students performances** every year for the last 17 years and the **18<sup>th</sup>** this year is special as it is a coming of age CD.

Learning Aim A	Learning Aim B	Learning Aim C
Planning/Delivering a Product	Promoting a Product	Reviewing a Product
<ul style="list-style-type: none"> <li>• Designing a CD</li> <li>• Meeting with your team</li> <li>• Collaborating as a team</li> <li>• Rehearsing performances</li> <li>• Recording the CD</li> <li>• Planning a launch</li> <li>• Market research/surveys</li> <li>• Costs and profits</li> <li>• Copyright law/PRS</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise and promote</li> <li>• Business cards</li> <li>• Posters/leaflets</li> <li>• Radio advert</li> <li>• Website</li> <li>• Launch</li> <li>• Customer satisfaction surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths</li> <li>• Weaknesses</li> <li>• Improvements</li> <li>• Planning and promoting</li> <li>• Collating</li> </ul>



# Theme B: Religion and Life

## Euthanasia

Euthanasia is illegal in the UK, It can be seen as assisted suicide, therefore breaking the **Suicide Act of 1961**. It can be viewed as **manslaughter or murder and carries a prison sentence**.

Some people believe that people should have the right to end their own life if they are terminally ill, incapacitated or in severe pain. This is known as euthanasia. In the UK, this is currently against the law, although in some other countries it is legal (Switzerland, Netherlands and Belgium). Some Christians believe that people should not be able to end their own life because all life is sacred, and that the terminally ill should be cared for in **hospices** at the end of their lives.

Islam tells us that Euthanasia is **zulum: wrong doing against Allah**.

**Active euthanasia:** being given lethal drugs to end a person's life so their illness does not kill them.

**Passive euthanasia:** a person stops taking medication to end their life.

## Sanctity of Life

Many religions believe that life is **sacred** because God created it, including Islam and Christianity. Christians believe that all life is sacred, and precious. Some Christians do not believe that anyone should take their own life or the life of someone else. Therefore, some Christians believe that euthanasia and abortion is wrong, as it is wrong to end a human life. In all legal systems **murder** is the worst crime you could commit.

## The Use of Animals

Many medicines are tested on animals before they can be used on humans to ensure that they are safe. This is very controversial because many people think that it is cruel and unnecessary. However, others believe that animal experimentation is necessary to make breakthroughs in science and technology, and to manufacture effective cures. For example, many surgical procedures such as transplantation surgery were traditionally perfected on animals.

Christians and Muslims are allowed to eat meat in their diets, although Muslims do not eat pork and some Christians fast during Lent.

**Vegetarian:** a person who does not eat meat.

## Abortion

The law defines abortion as **"the deliberate expulsion of a foetus from the womb, with the intention of destroying it"**. In the UK abortion is allowed up until 24 weeks of a pregnancy under special circumstances, i.e. if two registered doctors agree that there is a danger to the women's mental or physical health, the foetus will be born with disabilities, or the mental or physical health of existing children will be put at risk. Some people do not believe that abortion is right because it means terminating the life of an unborn child. However, many people believe that it is the woman who should have the choice as to what happens to her body and therefore it is for her to make up her own mind. There are also circumstances such as rape, genetic abnormalities or failed contraception which cause debate on both sides of the argument.

In Islam, the life of the mother takes precedence – she is a fully developed human with responsibilities, whereas the foetus is not even born and will need everything done for it.

**Pro-Life:** term used for arguments against abortion

**Pro-choice:** arguments in favour of having the CHOICE to choose an abortion

## Origins of the Universe and Life

Some Christians believe that the universe was created by God in 7 days. This is described in the bible in the book of **Genesis**. The bible says that Adam and Eve were the first man and women. Christians who believe the literal truth of the bible are known as **Creationists**. Other Christians think the creation story is a metaphor for the creation of the Universe, but do not believe that the world was created in 7 days.

Scientists believe that the Universe was created billions of years ago and is constantly evolving. This is known as **the Big Bang Theory**. **Charles Darwin** was a famous scientist who came up with the theories of evolution and natural selection. This theory explains that humans are descended from apes and that species are constantly evolving to adapt to their changing environment.

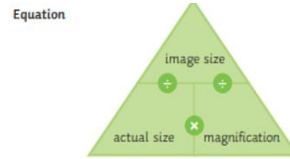
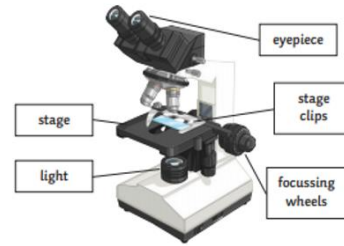
**Stewardship:** the idea that God created the world and that humans have a responsibility to look after it.

**Dominion:** the belief that God gave humans the right to decide what happens to the world and the species in it.

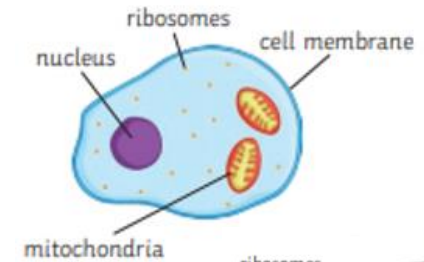
**"Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith"**

### Key words

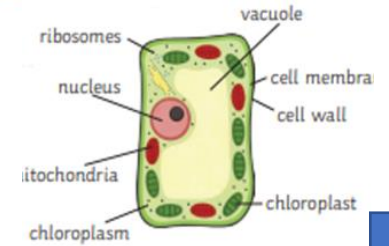
Structure	Function	Plant/animal
Cell membrane	Movement of substances in and out of cell	Both
Cytoplasm	Cell reactions	Both
Nucleus	Hold DNA	Both
Mitochondria	Site of aerobic respiration	Both
Ribosomes	Protein synthesis	Both
Cell wall	Structure and support	Plant
Permanent vacuole	Holds sap	Plant
Chloroplast	Photosynthesis	Both



### Animal cell



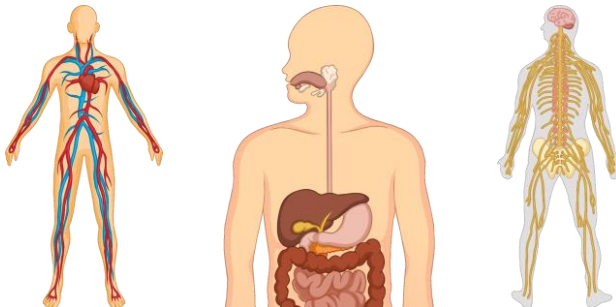
### Plant cell



## Year 11 Biology Paper 1

### Key words

- **Tissue** a group of cells performing a specific function.
- **Organ** a group of tissues performing a specific function.
- **Organ system** a group of organs performing a specific function.



### Key information

- **Mitosis** cell division resulting in 2 identical daughter cells, used in growth and repair
- **Prokaryote** have cells with genetic material not surrounded by a membrane.
- **Eukaryote** have cells with genetic material not surrounded by a membrane.
- **Diffusion** the movement of particles from high to low concentration
- **Osmosis** the movement of particles from high to low concentration through a partially permeable membrane
- **Active Transport** the movement of particles from low to high concentration (requires energy)
- **Partially permeable membrane** only allows certain substances through



### Specialised Cells

Specialised Cell	Function	Adaptation
sperm	To get the male DNA to the female DNA.	Streamlined head, long tail, lots of mitochondria to provide energy.
nerve	To send electrical impulses around the body.	Long to cover more distance. Has branched connections to connect in a network.
muscle	To contract quickly.	Long and contain lots of mitochondria for energy.
root hair	To absorb water from the soil.	A large surface area to absorb more water.
phloem	Transports substances around the plant.	Pores to allow cell sap to flow. Cells are long and joined end-to-end.
xylem	Transports water through the plant.	Hollow in the centre. Tubes are joined end-to-end.

### Key Words

- **Communicable disease** caused by a pathogen such as bacteria or virus passed from one person to another.
- **Non-communicable disease** cannot be transmitted from one person to another e.g. cancer.
- **Pathogens** are micro-organisms that cause disease e.g. virus, bacteria and fungi.
- **Antibiotics** discovered by Fleming, these work on bacteria.
- **Antibodies** produced by white blood cells to fight a pathogen.
- **Vaccination** made up of dead or inactivated form of the disease – works on viruses.

### Key Words

- **Tumour** forms when control of the cell cycle is lost causing the cells to grow abnormally.
- **Benign** abnormal growth of cells in one place.
- **Malignant** abnormal growth of cells that can spread around the body.
- **Carcinogen** are chemicals which can cause cancer.
- **Type 1 diabetes** where the body doesn't produce enough insulin, so treated with insulin injections.
- **Type 2 diabetes** where the body no longer responds to insulin, treated by changes to diet and exercise.

### Key Words

- **Photosynthesis** how plants use light to make their own food. It is an endothermic reaction.



To increase photosynthesis, leaves have certain key features:



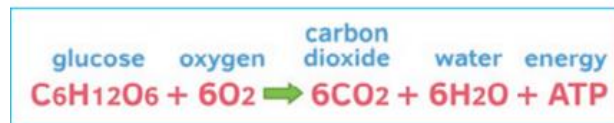
- **thin** – this allows gases to reach cells easily
- **wide and flat** – this create a large surface area to absorb as much light as possible
- **veins** – these carry water to the cells and carry glucose away and also support leaves
- **stomata** – these are pores on the underside of leaves through which gases move in and out.

## Year 11 Biology Paper 1

Notes

### Key words

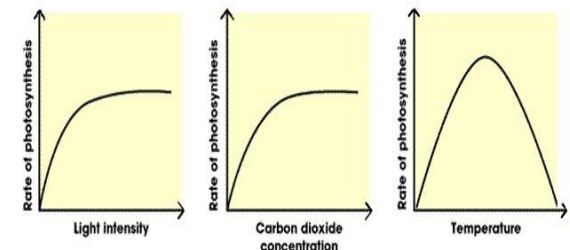
- **Respiration** is a chemical reaction which releases energy to the surroundings. This respiration is an exothermic reaction.



- **Anaerobic** releases energy without using oxygen. It will release lactic acid or ethanol



### Factors effecting the rate of photosynthesis



**Democritus:** Suggested the idea of an atom.

**Dalton:** Suggested there are different atoms with different masses.

**J.J. Thompson:** Suggested the plumb pudding model

**Geiger, Rutherford and Marsden:** Suggested the nuclear model of the atom

**Bohr:** Suggested electron shells

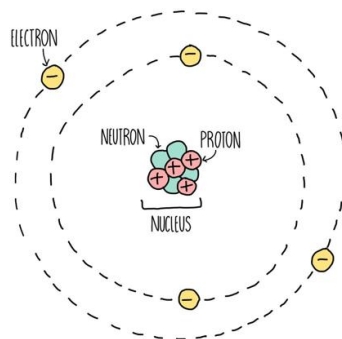
**Chadwick:** Suggested neutrons

**Atomic mass:** The number of protons and neutrons in an atom.

**Atomic number:** The number of protons in an atom.

**Ion:** An atom that has lost or gained electrons to become charged.

**Isotope:** Atoms of the same element with different numbers of neutrons.

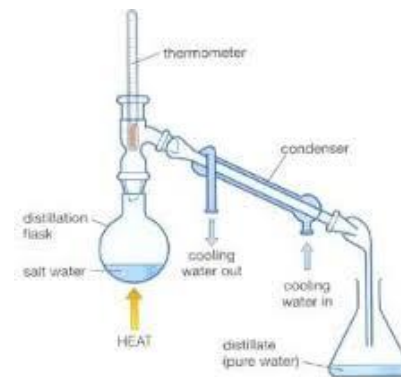


**Proton:** Charge +1, Mass 1, Found in the nucleus.

**Electron:** Charge -1, Mass Almost 0, Found in the shells.

**Neutrons:** Charge 0, Mass 1 Found in the nucleus.  
Electron shells fit 2,8,8 electrons.

**Distillation:** A technique that uses evaporation and condensation to obtain a solvent from a solution.



### Group 1: Alkali metals

Get more reactive as you go down the group because of electron shielding.

Melting and boiling point decrease as you go down the group.

Conduct electricity and heat.

Shiny.

### Group 7: Halogen

Get less reactive as you go down the group because of electron shielding.

Melting and boiling point increase as you go down the group.

Do not conduct electricity and heat.

Shiny.

### Group 0/8: Nobel Gases

Do not react because they have a full outer shell.

Melting and boiling point decrease as you go down the group.

## Year 11 Chemistry Paper 1

**Dalton:** The Law of Octaves. Ordered atoms by mass and placed into groups of 8.

**Mendeleev:** The periodic table. Ordered atoms by mass, grouped by properties and left gaps.

### Metals:

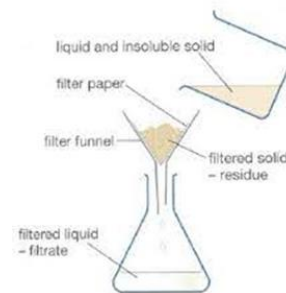
Left side of the periodic table

Form positive ions.

### Non metals:

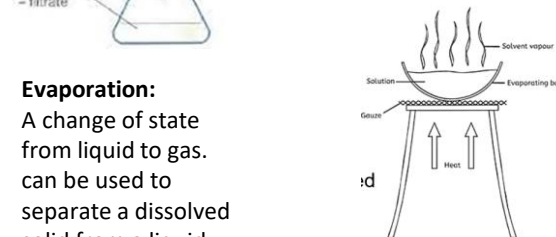
Right side of the periodic table

Form Negative ions.



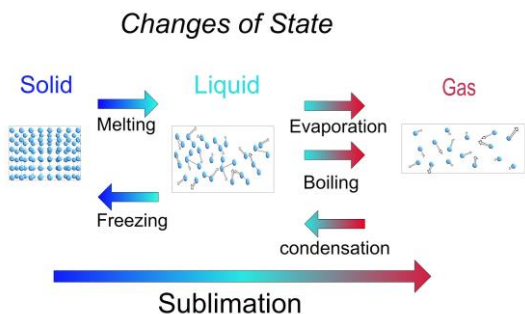
### Filtration:

A method of separating a Solid from a liquid or solution.



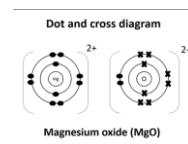
### Evaporation:

A change of state from liquid to gas. can be used to separate a dissolved solid from a liquid.

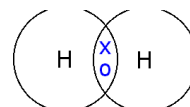


State symbols  
 Solid (s)    Gas (g)  
 Liquid (l)    Aqueous (aq)  
 Aqueous : A substance dissolved in a liquid

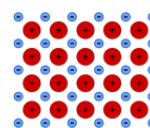
**Ionic bonding:**  
 Between metal and non metal.  
 Electrons are transferred.  
 High melting and boiling point.  
 Conduct when liquid.



**Covalent bonding:**  
 Between Non-metals.  
 Electrons are shared.  
 Low melting and boiling point.  
 Do not conduct.



**Metallic bonding:**  
 Between metals.  
 Electrons are delocalised.  
 High melting and boiling points.  
 Conduct electricity.



**Year 11 Chemistry Paper 1**

**Giant covalent structures:** A 3D network of covalently bonded atoms.

**Diamond:** Made from Carbon covalently bonded in 4 directions, it has a high melting and boiling point, and is very hard.

**Graphite:** Made from Carbon covalently bonded in 3 directions, it has a high melting and boiling point and is soft.

Conducts electricity.

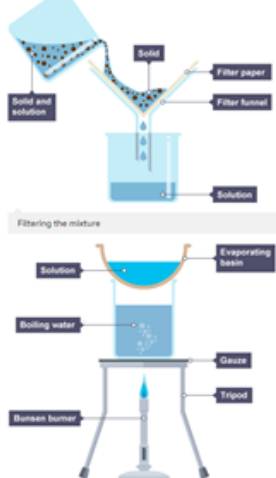
**Graphene:** Single layer of Graphite, it is strong and conducts electricity.

**Fullerenes:** Form of the element carbon that can exist as a large cage like structures.

**Alloy:** A mixture of two or more elements. At least one of which is a metal. Harder than pure metals because of their distorted structure.

**Nanoparticles:** Particles smaller than  $10^{-9}$ m. They have a high surface area.

**Making Salts**



1. **Make a solution**
2. **Filter solution**
3. **Heat solution/ leave to evaporate**
4. **leave to evaporate**

**Displacement reaction** when a more reactive metal displaces a less reactive metal from its aqueous solution. (see reactivity series).

**Salts** whenever a reaction takes place between a metal and an acid a salt is formed.

**Metal ore** the rock a metal is extracted from.

**Neutralisation** when an acid react with a base, producing a salt and water.

**Oxidised** when a metal has oxygen added to form an oxide.

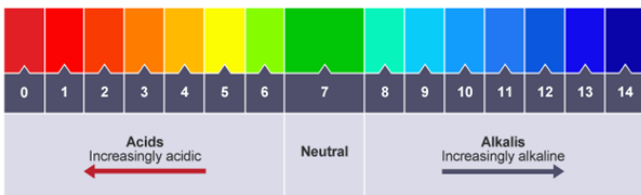
**Reduced** when oxygen is removed from a metal oxide.

**Reactivity series** the list of elements in order of their reactivity.

Metal	Reaction with cold water	Reaction with dilute acids	Reactivity
Potassium	Violent	Violent	<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 100px; background: linear-gradient(to bottom, red, orange, yellow, green, blue, purple);"></div> <div style="margin-left: 5px;"> <p>Most reactive</p> <p style="font-size: 2em;">↑</p> <p>Least reactive</p> </div> </div>
Sodium			
Lithium			
Calcium	Fast	Rapid	
Magnesium			
(Carbon)			
Zinc	Usually no reaction	Slow	
Iron			
(Hydrogen)			
Copper	No reaction	No reaction	
Gold			



## pH



**Acids** substances that produce  $H^+$  (aq) ions when they add them to water.

**Bases** are substances that will neutralise acids.

**Alkali** is a soluble hydroxide, it produces  $OH^-$  (aq) ions when added to water.

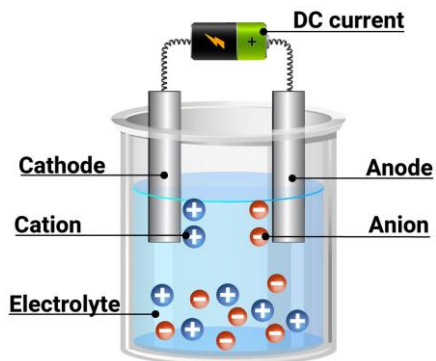
Neutral pure water is neutral as it is neither acid nor alkali (pH 7).

## Notes

**Electrolysis** breaks down a substance using electricity.

**Anode** the positive electrode which attracts the negatively charged ions.

**Cathode** the negative terminal that attracts positively charged ions.

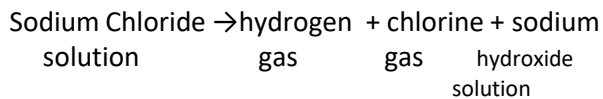


## Year 11 Chemistry Paper 1

### Electrolysis of an aqueous solution

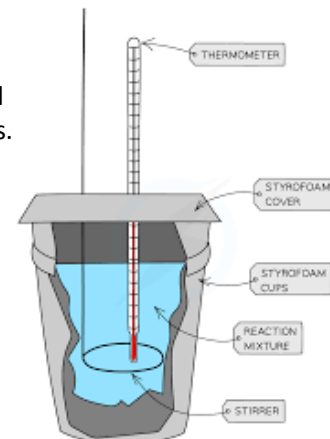
The electrolysis of **brine** is a very important industrial process. When brine is electrolysed, you get three useful products:

- Hydrogen gas produced at the cathode.
- Chlorine gas produced at the anode.
- Sodium hydroxide solution.

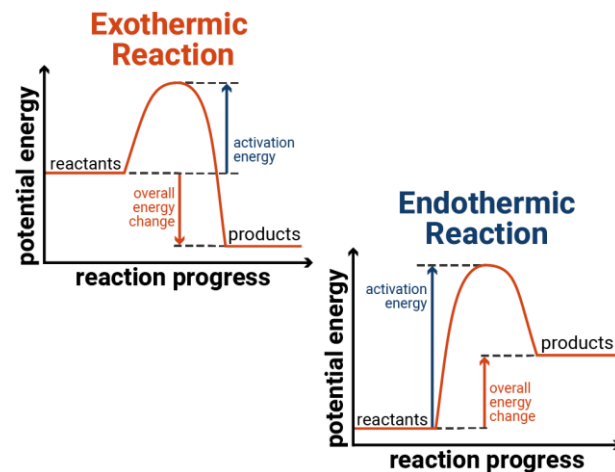


You can test for the gases at the electrode  
Hydrogen = squeaky pop with a lighted spill.  
Chlorine = damp litmus paper.

**Exothermic** a reaction where energy is transferred to their surroundings.  
**Endothermic** a reaction where energy is taken from their surroundings.



**Activation energy** the minimum amount of energy needed to cause a reaction.



### Key words

- **Chemical energy** stores include fuels, the energy is transferred during a chemical reaction.
- **Kinetic energy** stores describe the energy an object has because it is moving.
- **Gravitational potential energy** stores describe the energy stored in an object because of its position above the ground.
- **Elastic potential energy** stores describe the energy stored in a springy object when you stretch or squash it.
- **Thermal energy** stores describe the energy a substance has because of its temperature.

### Key words

- **Work** when an object is moved by a force, work is done on the object.

$$\text{WORK DONE (J)} = \text{FORCE (N)} \times \text{DISTANCE (m)}$$

### Change in GPE

$$\Delta \text{GPE} = mg\Delta h$$

Labels: MASS (kg), CHANGE IN HEIGHT (m), GRAVITATIONAL FIELD STRENGTH (9.81 Nkg<sup>-1</sup>), CHANGE IN GRAVITATIONAL POTENTIAL ENERGY (J)

## Year 11 Physics Paper 1

### Key words

- **Kinetic energy equation**

$$\text{Kinetic Energy (Joules)} = \frac{1}{2} \times \text{mass (kg)} \times (\text{velocity (m/s)})^2$$

$$\text{KE} = \frac{1}{2} mv^2$$

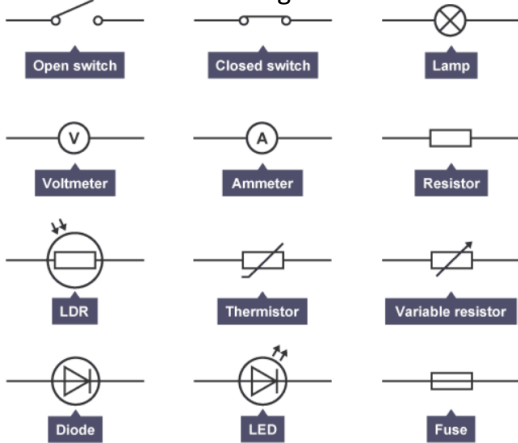
### Hooke's law

$$F = kx$$

Labels: FORCE (N), SPRING CONSTANT (Nm<sup>-1</sup>), EXTENSION (m)

### Key words

- **Current** is a flow of charge



### Key words

- **Specific heat capacity** of a substance is the amount of energy needed to change the temperature of 1kg of the substance by 1°C.

$$\Delta Q = mc\Delta T$$

Labels: CHANGE IN THERMAL ENERGY (J), MASS (kg), CHANGE IN TEMP (°C), SPECIFIC HEAT CAPACITY (J/kg°C)

### Key words

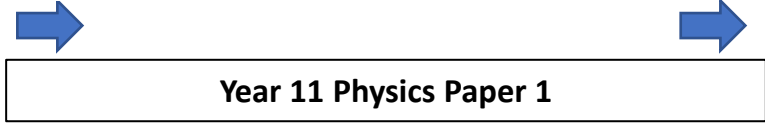
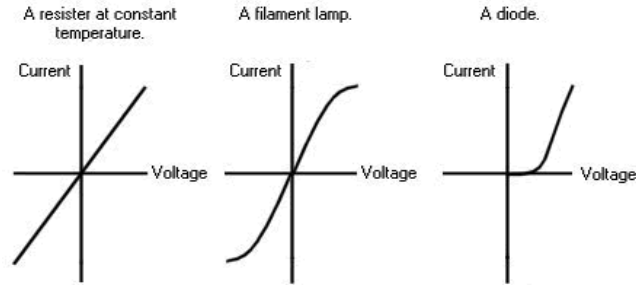
$$\text{EFFICIENCY} = \frac{\text{USEFUL ENERGY OUTPUT}}{\text{TOTAL ENERGY OUTPUT}} \times 100$$

- **Power** the energy supplied to a motor per second.

**Key words**

- **Series** when a circuit has only one pathway for a current to flow through. The current will remain the same.
- **Potential difference** (or voltage) of a supply is a measure of the energy given to the charge carriers in a circuit.
- **Parallel** when a circuit has multiple pathways for a current to flow through.
- **Resistance** the opposition in an electrical component to the movement of electrical charge through it. Resistance is measured in ohms.

**Current potential difference graphs**



Resistance,  $R = \frac{\text{potential difference, } V \text{ (volts)}}{\text{current, } I \text{ (amperes)}}$   
(ohms)

**Key equations**

**Calculating power**

power = current  $\times$  potential difference

**Resistance heating**

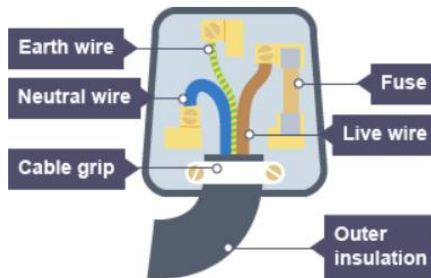
power = current<sup>2</sup>  $\times$  resistance

**Key Words**

**Direct current** (dc) current that travels in only one direction.

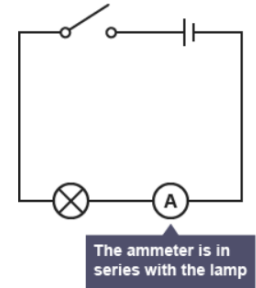
**Alternating current** (ac) current that repeatedly reverses its direction.

**Plug**



**Key**

- **Current** is measured using an ammeter in series, in amps

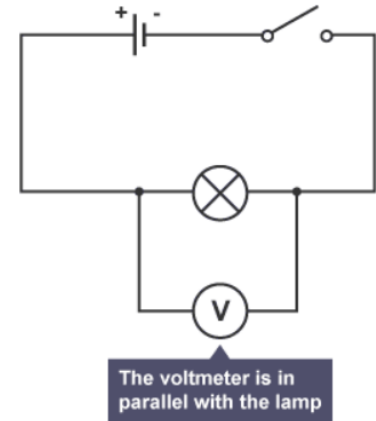


(see resistance equation)



**Key**

- **Voltage** is measured using a voltmeter in parallel, in volts



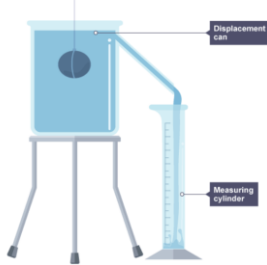
(see resistance equation)

**Key words**

**Density** mass per unit volume of a substance

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

Use a displacement can to measure a solids Volume.



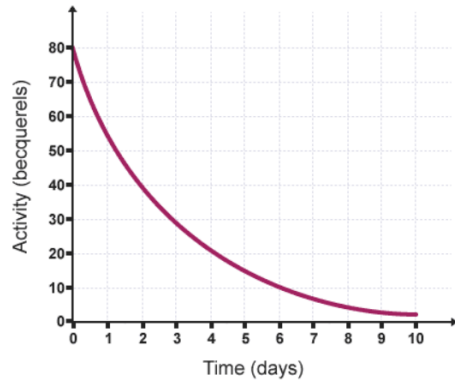
Use scales to measure the mass.

**Key words**

**Ionisation** when atoms become charged because they lose electrons.

**Irradiated** when an object is exposed to ionising radiation.

**Half-life** the average time taken for the number of nuclei of the isotope in a sample to halve.



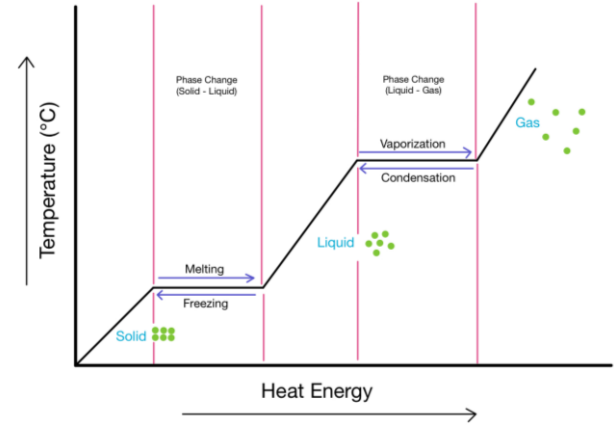
**Key words**

**Changes of state** see chem paper 1.

**Melting point** the temperature at which a solid will change to a liquid.

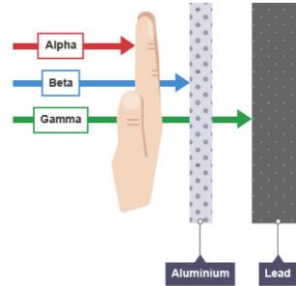
**Boiling point** the temperature at which a liquid will change to a gas.

**Freezing point** the temperature a which a liquid changes to a solid.



**Year 11 Physicsk Paper 1**

**Radioactivity**



**Atomic number (or proton number)** of a nucleus is the number of protons in it.

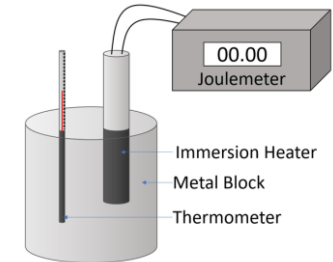
**Mass number** of a nucleus is the number of protons plus neutrons in it.

**Isotopes** are atoms of the same elements with different numbers of neutrons.

**Key words**

**Specific latent heat** of a substance is the energy needed to change the state of 1kg of the substance without changing it's temperature.

$$\text{Specific latent heat of fusion (J/Kg)} = \frac{\text{energy (joules, J)}}{\text{mass (kg)}}$$



# iMedia

Document	Purpose	Content	Example / Create								
<b>Mind maps / Spider diagram</b> [Website – Generate ideas for content on pages / site; Show how pages fit together]	<ul style="list-style-type: none"> <li>Quickly generate outline ideas</li> <li>Link or connect aspects of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Central node (main theme)</li> <li>Sub-nodes (with branches)</li> <li>Topics (keywords)</li> <li>Images (icons)</li> <li>Colour</li> </ul>	Central node; 4-6 nodes; few sub-nodes <table border="1"> <thead> <tr> <th>Level</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>3</td> <td> <ul style="list-style-type: none"> <li>Complex structure with all nodes and sub-nodes for topic</li> <li>Content is all relevant</li> </ul> </td> </tr> <tr> <td>2</td> <td> <ul style="list-style-type: none"> <li>Few nodes and sub-nodes</li> <li>Content may not be wholly appropriate</li> </ul> </td> </tr> <tr> <td>1</td> <td> <ul style="list-style-type: none"> <li>Central theme and few nodes</li> <li>Some relevance to topic</li> </ul> </td> </tr> </tbody> </table>	Level	Criteria	3	<ul style="list-style-type: none"> <li>Complex structure with all nodes and sub-nodes for topic</li> <li>Content is all relevant</li> </ul>	2	<ul style="list-style-type: none"> <li>Few nodes and sub-nodes</li> <li>Content may not be wholly appropriate</li> </ul>	1	<ul style="list-style-type: none"> <li>Central theme and few nodes</li> <li>Some relevance to topic</li> </ul>
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<b>Mood boards</b> [Warm colours to reflect summer]	<ul style="list-style-type: none"> <li>Visual tool used to generate ideas on a new project</li> <li>Create mood or feel for a product (be specific)</li> <li>NOT to show what product will look like</li> </ul>	<ul style="list-style-type: none"> <li>Images (photographs, graphics, logos)</li> <li>Colours (and scheme)</li> <li>Text (fonts, styles, quotes)</li> <li>Textures / fabrics</li> <li>Sound &amp; video clips (only for website...)</li> <li>Annotations</li> </ul>	Title; Keywords; Images (in boxes); Colour; Annotations (justify) <table border="1"> <thead> <tr> <th>Level</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>3</td> <td> <ul style="list-style-type: none"> <li>All images relevant (6)</li> <li>Good justifications including colour, fonts...</li> <li>Wholly suitable layout</li> </ul> </td> </tr> <tr> <td>2</td> <td> <ul style="list-style-type: none"> <li>Some relevant images (4)</li> <li>Annotations to justify images</li> <li>Layout not wholly suitable</li> </ul> </td> </tr> <tr> <td>1</td> <td> <ul style="list-style-type: none"> <li>Title</li> <li>One image</li> <li>Weak / no annotations</li> </ul> </td> </tr> </tbody> </table>	Level	Criteria	3	<ul style="list-style-type: none"> <li>All images relevant (6)</li> <li>Good justifications including colour, fonts...</li> <li>Wholly suitable layout</li> </ul>	2	<ul style="list-style-type: none"> <li>Some relevant images (4)</li> <li>Annotations to justify images</li> <li>Layout not wholly suitable</li> </ul>	1	<ul style="list-style-type: none"> <li>Title</li> <li>One image</li> <li>Weak / no annotations</li> </ul>
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<b>Visualisation diagrams</b> [Website – allow to see webpage in a visual form]	<ul style="list-style-type: none"> <li>Mock version of intended product (static)</li> <li>Draft version for client (be specific)</li> </ul>	<ul style="list-style-type: none"> <li>Images (graphics, logos)</li> <li>Colours (scheme)</li> <li>Text (fonts, style, text examples, titles, size, position)</li> <li>Annotations</li> <li>Dimensions</li> </ul>	<ul style="list-style-type: none"> <li>Content                             <ul style="list-style-type: none"> <li>Magazine – Big image in the centre; Big title for name of magazine; Small titles for articles inside with page references; Issue date; Barcode...</li> <li>DVD – Title; Certification symbol; Main image; Other images (logos, sponsors); Other text</li> </ul> </li> <li>Layout (Suitable for DVD, magazine)                             <ul style="list-style-type: none"> <li>Use of space</li> <li>Colour / colour scheme</li> </ul> </li> <li>Fitness for purpose                             <ul style="list-style-type: none"> <li>Sizes</li> <li>Stylisation</li> </ul> </li> <li>Annotations to justify</li> </ul>								
<b>Scripts</b>	<ul style="list-style-type: none"> <li>Provide lines for characters so they know what to say</li> <li>Provide details about expressions or actions</li> <li>Provide stage directions for actors and production crew</li> </ul>	<ul style="list-style-type: none"> <li>Speech / Dialogue between characters (centred)</li> <li>Location / Set / Slugline (INT / EXT)</li> <li>Direction (what happens in scene)</li> <li>Character names (centred)</li> <li>Sound and sound effects (for actions, events)</li> <li>Shot type (close up, mid, long)</li> <li>Camera movement (pan, tilt, zoom)</li> </ul>									
<b>Storyboards</b>	<ul style="list-style-type: none"> <li>Visual plan on a timeline</li> <li>Guidance on how to edit scenes</li> </ul>	<ul style="list-style-type: none"> <li>Camera shots (close up, mid, long)</li> <li>Camera movement (pan, tilt, zoom)</li> <li>Camera angles (over the shoulder, low / high angle)</li> <li>Timings / durations</li> <li>Location</li> <li>Sound</li> <li>Scene sketches (content, characters, scenery, speech)</li> <li>Lighting</li> </ul>	<ul style="list-style-type: none"> <li>Scene content – must suit scenario                             <ul style="list-style-type: none"> <li>Sketch</li> <li>Description</li> </ul> </li> <li>Timings</li> <li>Camera shots (close up, mid, long...)</li> <li>Camera angles (over the shoulder, low angle, aerial...)</li> <li>Camera movement (pan, tilt, zoom or using a track and dolly...)</li> <li>Lighting (types and direction)</li> <li>Sound (dialogue, sound effects, ambient sound, music...)</li> <li>Locations (indoor studio or other room, outdoor...)</li> </ul>								

Suitability / Long Questions	File format	Hardware & Software																																
<b>Introduction:</b> <ul style="list-style-type: none"> <li>What is the document and its purpose?</li> <li>Who will use it? / Who is the target audience?                             <ul style="list-style-type: none"> <li>In the question</li> </ul> </li> </ul> <b>Strengths:</b> <ul style="list-style-type: none"> <li>What features are there?                             <ul style="list-style-type: none"> <li>Why is this good?</li> </ul> </li> </ul> <b>Weaknesses:</b> <ul style="list-style-type: none"> <li>Which of the required features are missing?                             <ul style="list-style-type: none"> <li>Why is this an issue?</li> <li>How could it be improved</li> </ul> </li> </ul> <b>Conclusion:</b> <ul style="list-style-type: none"> <li>Overall, is the document fit for audience and purpose?</li> </ul> <b>Points to consider:</b> Layout; Relevance to context; Suitable detail / annotations; Suitability for target audience; Suitability for client; Fitness for purpose; White space; Composition; Clarity; Colours; Fonts; Font styles; Nodes; Sub-nodes, suitable links between content...	Audio: .mp3; .wav; .aac Video: .mp4; .wmv; .mov Image: Web (html5) - .png, .jpeg, .gif (animation); Print - tiff (Animation) - .flr; .swf Text: .pdf - small file size (accessible by all) but can't edit Lossy (Compressed so small file size some quality lost) <ul style="list-style-type: none"> <li>Small file sizes as downloaded so if too big will take longer</li> <li>High quality otherwise may be blurry and portray bad view of site</li> </ul> <b>Copyright, Designs &amp; Patent Act</b> Intellectual property © TM Work or idea protected by copyright, trademark or patent law License <ul style="list-style-type: none"> <li>Open and Creative Common</li> </ul> To use sources: <ul style="list-style-type: none"> <li>Contact the owner</li> <li>Ask for permission to use it</li> <li>Often you will need to pay a fee</li> </ul> Defamation – Can't say nasty things about someone without proof <ul style="list-style-type: none"> <li>False statements that harm reputation of individual / group</li> </ul> Privacy – People have this right and it should not be invaded <ul style="list-style-type: none"> <li>Actions to protect members:                             <ul style="list-style-type: none"> <li>Provide usernames</li> <li>Provide password</li> <li>Create an avatar</li> </ul> </li> <li>Check webpage is secure</li> </ul>	<b>Creating</b> – use hardware devices to create in a digital format e.g. mouse, keyboard, monitor... <b>Digitising</b> – create by hand then digitise by: <ul style="list-style-type: none"> <li>Photographing (with digital camera) work e.g. mood board or mind map</li> <li>Scanning (with scanner) the work e.g. visualisation diagram or storyboard</li> </ul> <b>Types of software:</b> <ul style="list-style-type: none"> <li>Graphics editing</li> <li>Word processing</li> <li>Project management</li> <li>Spreadsheet / Database</li> <li>Desktop publishing (DTP)</li> <li>Audio editing</li> <li>Video editing</li> <li>Web browser</li> </ul>																																
<b>Market research</b> <table border="1"> <thead> <tr> <th>Primary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td>Directly from source</td> <td>Indirectly sourced</td> </tr> <tr> <td>Meetings/Discussions</td> <td>Internet/Online</td> </tr> <tr> <td>Interview</td> <td>Magazine article</td> </tr> <tr> <td>Video footage</td> <td>News broadcast</td> </tr> <tr> <td>Autobiography</td> <td>Biography</td> </tr> <tr> <td>Surveys</td> <td>Report</td> </tr> <tr> <td>Questionnaires</td> <td>Commentaries</td> </tr> <tr> <td>Official records</td> <td>Books</td> </tr> <tr> <td>Original works</td> <td>Focus groups</td> </tr> </tbody> </table>	Primary	Secondary	Directly from source	Indirectly sourced	Meetings/Discussions	Internet/Online	Interview	Magazine article	Video footage	News broadcast	Autobiography	Biography	Surveys	Report	Questionnaires	Commentaries	Official records	Books	Original works	Focus groups	<b>Risk assessment</b> <ul style="list-style-type: none"> <li>Identify the hazards / dangers</li> <li>Decide who might be harmed and how</li> <li>Evaluate the risks and decide on precautions</li> <li>Record your findings and implement them</li> <li>Review your assessment and update if necessary</li> </ul> <b>Health &amp; Safety at Work Act</b> Using computers – RSI; Eye strain; Backache (relate to scenario) Safe working practices: <ul style="list-style-type: none"> <li>Equipment positioned properly – adjust chair height, distance from screen to eyes, cables (tripped – cover), drinks (short electrical device)</li> <li>Regular breaks (for eye strain)</li> <li>Seating posture</li> <li>Wrist rests for Keyboards / mice comfortable</li> </ul> Working at heights Working with electricity Working with heavy equipment <b>Work plans</b>	<b>Data Protection Act (DPA)</b> <ol style="list-style-type: none"> <li>Processed lawfully</li> <li>Held for a specific purpose</li> <li>Adequate, relevant and not excessive</li> <li>Kept accurate</li> <li>Not kept longer than necessary</li> <li>Processed in accordance with subject</li> <li>Held securely</li> <li>Not transferred to countries without similar DPA</li> </ol> <table border="1"> <thead> <tr> <th>Collecting Data</th> <th>Sorting data</th> </tr> </thead> <tbody> <tr> <td>Only collect data needed</td> <td>Ensure data stored securely</td> </tr> <tr> <td>Only collect data for purpose stated</td> <td>Not pass data onto others</td> </tr> <tr> <td>Ensure data is correct</td> <td>Data is up to date</td> </tr> <tr> <td>Seek permission / Confirm Tc &amp; Cs</td> <td>Complies with DPA</td> </tr> <tr> <td>Ensure sign up / registration is secure</td> <td></td> </tr> </tbody> </table> <b>Consequences of failing to follow DPA:</b> <ul style="list-style-type: none"> <li>Sued</li> <li>Fined</li> <li>Prosecuted</li> </ul>	Collecting Data	Sorting data	Only collect data needed	Ensure data stored securely	Only collect data for purpose stated	Not pass data onto others	Ensure data is correct	Data is up to date	Seek permission / Confirm Tc & Cs	Complies with DPA	Ensure sign up / registration is secure	
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Directly from source	Indirectly sourced																																	
Meetings/Discussions	Internet/Online																																	
Interview	Magazine article																																	
Video footage	News broadcast																																	
Autobiography	Biography																																	
Surveys	Report																																	
Questionnaires	Commentaries																																	
Official records	Books																																	
Original works	Focus groups																																	
Collecting Data	Sorting data																																	
Only collect data needed	Ensure data stored securely																																	
Only collect data for purpose stated	Not pass data onto others																																	
Ensure data is correct	Data is up to date																																	
Seek permission / Confirm Tc & Cs	Complies with DPA																																	
Ensure sign up / registration is secure																																		
<b>Target audience</b> <ul style="list-style-type: none"> <li>Income – target an audience that can afford your product</li> <li>Age – different ages appeal e.g. children different from adults (consider colour, language etc.)</li> <li>Gender – male and female e.g. colour is used to differentiate</li> <li>Location – Audience live a certain distance from store</li> <li>Interest / lifestyle – target at their hobbies</li> </ul>	<b>Accessibility for website</b> <ul style="list-style-type: none"> <li>Visual problems – use contrasting colours to allow people to read text easily</li> <li>Young members – make it easy to read as reading age lower</li> <li>Gender – content and colour schemes appeal to all genders</li> <li>Detect default language – of the user so easy for user or offer options</li> <li>Detect devices – depending on what it is being viewed on (e.g. mobile, tablet) load different version</li> </ul>	<b>Location recce</b> <ul style="list-style-type: none"> <li>Visit to a specific location for recording purposes                             <ul style="list-style-type: none"> <li>Filming, audio recording or photography</li> </ul> </li> <li>Check it is suitable:                             <ul style="list-style-type: none"> <li>Lighting?</li> <li>Safe?</li> <li>Electricity?</li> <li>Scenery?</li> <li>Distance / location / logistics</li> <li>Environmental issues – noise, people</li> </ul> </li> <li>Possible issues that may arise?</li> </ul>																																
<b>Client requirements</b> <ul style="list-style-type: none"> <li>Also known as brief or specification</li> <li>Must meet their requirements otherwise your work will not be fit for purpose</li> </ul> <b>Done by:</b> <ul style="list-style-type: none"> <li>Face to face discussion</li> <li>Script</li> <li>Specification</li> <li>Written brief</li> </ul> <b>Content</b> (look at brief and use words given): <ul style="list-style-type: none"> <li>Purpose</li> <li>Timescale</li> <li>Target audience</li> <li>Budget</li> </ul>	<b>Work plans</b> <ul style="list-style-type: none"> <li>Purpose:                             <ul style="list-style-type: none"> <li>Provide timescales so you don't spend too long on one thing</li> </ul> </li> <li>Allow projects to meet deadline using checkpoints to stay on track</li> <li>What order tasks need to happen (workflow)</li> </ul> <b>Content:</b> Tasks; Activities; Time / Duration; Deadlines; Milestones; Contingencies; Resources; Budget <b>Contingency</b> – extra time built in (plus extra costs) <ul style="list-style-type: none"> <li>Unexpected events                             <ul style="list-style-type: none"> <li>Equipment failure</li> <li>illness</li> <li>Health &amp; Safety concerns</li> </ul> </li> <li>Conditions not correct e.g. for filming</li> </ul> <b>Advantages:</b> <ul style="list-style-type: none"> <li>Allows team leader to track all members tasks</li> </ul>	<b>Questions not covered:</b>																																



# Level 1/2 Hospitality and Catering Knowledge Organiser: Unit 1: 1.1.1 - Types of Hospitality and catering provisions



## Hospitality and catering providers

You must understand, be able to name, and explain the two different provisions in hospitality and catering.

**Commercial:** the business aims to **make profit** from the hospitality and catering provision that they provide.

**Non-commercial:** the service provider **doesn't aim** to make a profit from the service they provide.



### Commercial (residential)

**Commercial (residential):** meaning the hospitality and catering provision aims to create a profit from the service they provide, but also offers accommodation.

For example:

- hotels, motels & hostels
- B&B, guest houses and Airbnb
- holiday parks, lodges, pods, and cabins
- campsites and caravan parks.

### Non-commercial (residential)

**Non-commercial (residential):** the hospitality and catering provision offers accommodation but does not aim to make a profit from the service they provide.

For example:

- hospitals, hospices, and care homes
- armed forces
- prisons
- boarding schools, colleges, and university residences.

### Commercial (non-residential)

**Commercial (non-residential):** catering establishments that aim to make a profit from their service, but no accommodation is provided.

For example:

- restaurants and bistros
- cafes, tea rooms and coffee shops
- takeaways
- fast food outlets
- public houses and bars
- airlines, cruise ships, long distance trains
- pop up restaurants
- food and drink provided by stadiums, concert halls and tourist attractions
- mobile food vans and street food trucks
- vending machines.

### Non-commercial (non-residential)

**Non-commercial (non-residential):** catering establishments with no accommodation provided and don't aim to make a profit from their service.

For example:

- schools, colleges, and universities
- meals on wheels
- canteen in working establishments (subsidised)
- charity run food providers.



## Level 1/2 Hospitality and Catering: Unit 1-1.1.1 - Types of service in commercial and non-commercial provisions



### Types of service in commercial and non-commercial provision

You need to be able to understand and know the different types of service within commercial and non-commercial provision. They are split into two main categories of food service and residential service.



#### Food service

The different types of food services in the catering sector are listed below. You should know the meaning of each one and be able to provide examples. For instance;

##### Table service

- **Plate:** the food is put on plates in the kitchen and served by waiting staff. Good portion control and food presentation consistent.
- **Silver:** a waiter will transfer food from a serving dish to the customer's plate using a silver spoon and fork at their table.
- **Banquet:** a range of foods suitable for large catered events such as weddings, parties, or award ceremonies.
- **Family style:** the food is placed on serving bowls on the customer's table for customers to share between them.
- **Gueridon:** is served from a trolley to the customer's table, the food is then cooked and/or finished and presented in front of the customer. Creates an atmosphere of sophistication and entertainment.

##### Counter service

- **Cafeteria:** all types of food and drink are shown on a long counter for customers to move along with a tray for them to choose what they want to eat.
- **Fast food:** the food and drink is displayed on a menu behind the counter, often with pictures. Quick, simple, and usually served with disposable packaging.
- **Buffet:** a range of foods served on a big serving table where customers walk up to collect their plate and help themselves to food and drink. The food can be hot or cold, and some items could be served by waiting staff.

##### Personal service

- **Tray or trolley:** the meals are served on trays from a trolley and customers sometimes order items in advance.
- **Home delivery:** the customer's order is made over the phone or online, and is then delivered by the business to their address.
- **Takeaway:** food that's cooked by the business onsite and then eaten elsewhere.

#### Residential service

Listed below are the different types of residential types of service in the hospitality and catering sector. You should know the different types of service offered in various hospitality provisions.

##### Rooms:

- single/ double/ king/ family
- suite (en-suite bath/ shower room, shared facilities).

##### Refreshments:

- breakfast/ lunch/ evening meal
- 24-hour room service/ restaurant available.

##### Leisure facilities:

- spa
- gym
- swimming pool.

##### Conference and function facilities:

- large rooms
- overhead projector and computer
- pens and paper provided
- refreshments available.





# Unit 4: International Travel and Tourism Destinations

## Learning Aim A Knowledge Organiser

### Continents

- Europe
- Africa
- Asia
- North America
- South America
- Australasia
- Arctic and Antarctica (The Arctic isn't actually a continent!)



### Short, Medium and Long Haul

- Short Haul- Up to 3 hours of flight time
- Medium Haul- between 3 to 6 hours of flight time.
- Long Haul- Anything over 6 hours of flight time



### Train Terminals

- London St Pancras International
- Berlin Hauptbahnhof
- Paris Gare du Nord International Station
- Sirkeci Station Istanbul
- Ebbsfleet International



### Sub Continents

- Middle East
- Central Asia
- Central America
- Micronesia
- Polynesia
- Melanesia



### Airports (Worldwide)

- LAX- Los Angeles
- ORD- Chicago O'Hare International
- SYD- Sydney Kingsford Smith International
- CDG- Paris Charles De Gaulle International
- AMS- Amsterdam Schiphol
- AGP- Malaga

Many more at...

<https://www.world-airport-codes.com/>



### Seaports

- Hong Kong
- Singapore
- Miami
- San Francisco
- Zeebrugge
- Calais
- Caen
- Bilbao



# Unit 4: International Travel and Tourism Destinations

## Learning Aim A Knowledge Organiser

### Summer Sun Destinations (Taken in UK summer time)

- Benidorm
- Algarve
- Faliraki
- Ayia Napa
- Zante
- South of France (Nice etc)



### City Breaks (short city break destinations)

- Paris, France
- Berlin, Germany
- Barcelona, Spain
- Riga, Latvia
- Reykjavik, Iceland
- Tallinn, Estonia
- And many more...



### Countryside Areas

- Bernese Oberland
- Tyrol, Austria
- Lake Maggiore, Italy
- Lake Como and Lake Garda
- Germany's Black Forest Region



### Winter Sun Destinations (Holidays taken in UK winter time for extra sunshine)

- Canary Islands
- Sicily
- Cyprus
- Southern Turkey
- Madeira, Portugal
- Malta



## Types of Destinations (Europe)



### Winter Sports

- Chamonix
- Val D'Isere
- Tignes
- Zermatt
- Lillehammer and many more...



### Cruise Areas

- UK- Shetlands and Orkney Islands
- Norway and the North Cape
- Baltic- St Petersburg, Stockholm and Helsinki
- River Cruises- Passing through the Rhineland Castles, passing by Danube cities of Vienna and Budapest
- Eastern Mediterranean- Greek Islands, Cyprus, Turkey
- West Mediterranean- Balearics, French Riviera, Sicily and Malta
- Atlantic Islands- Canary Islands and Madeira



# Unit 4: International Travel and Tourism Destinations

## Learning Aim A Knowledge Organiser

### City Breaks

- New York
- Las Vegas
- Dubai
- Hong Kong
- Bangkok
- Muscat



### Islands

- Seychelles
- Maldives
- Jamaica
- Barbados
- Cuba
- Dominican Republic
- Galapagos Islands
- Borneo



### Winter Sports

- Aspen
- Vail
- Whistler, Canada
- Banff, Canada
- Nagano, Japan
- Pyeongchang, South Korea
- Sochi, Russia
- Chile and New Zealand are also good skiing destinations



### Beach Resorts

- Florida's Gulf Coast
- Venice Beach, Malibu
- Copacabana Beach
- Kenya
- Gambia
- Thailand
- Malaysia
- India- Goa
- Bali and Lombok
- North and South Queensland



## Types of Destinations (Worldwide)



### UNESCO World Heritage Sites

- Taj Mahal, India
- Angkor Wat, Cambodia
- Machu Picchu, Peru
- Great Wall of China, China
- Petra, Jordan
- Tiananmen Square, China
- Mount Rushmore, USA
- Sugar Loaf Mountain, Brazil
- Table Mountain, South Africa

