Year 11 Knowledge Organiser

Autumn 2024

Name: _____

Tutor Group: _____

ORMISTON
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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
Split the knowledge organiser into manageable chunks.

Choose a chunk at a time to memorise.

Start with the most important or the most difficult. | Re-read your notes on the chosen topic.

Do some wider research on the internet until you understand it. | Write a detailed description or an explanation about everything that you know about this topic.

Try to do this without your notes.

Write key facts you need to memorise over and over until you have memorised them. | Give a verbal explanation about this topic as if you were teaching it.

Repeat the facts you need to remember 20 times.

Record key facts from the knowledge organiser into your phone. |

How to Use Your Knowledge Organiser:

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

English

AN INSPECTOR CALLS KNOWLEDGE ORGANISER

Context – *An Inspector Calls* was written by J.B. Priestley, and was first performed in the UK in 1946. However, it is set in 1912.

J.B. Priestley – John Boynton Priestley was born in Yorkshire in 1894. He fought in the first world war and came very close to death on a couple of occasions. In the 1930s, Priestley became concerned with the effects of social inequality in Britain, and in 1942 set up a new political party, the Common Wealth Party. It merged with the Labour Party, and was integral in developing the welfare state.

Pre and Post-War – Before the First World War, there was deemed to be a general air of complacency regarding the prospect of any war taking place. There were strong distinctions between upper and lower classes, and women were subservient to men in society. After the Second World War ended in 1945, class distinctions had been greatly reduced by the two wars, and women had earned a more valued place in society (they had filled in for men whilst they were away at war). After 1945, there was a greater desire for social change.

Realism and Postmodernism – Many see *An Inspector Calls* as a play that combines contrasting styles. Certainly, it contains elements of both realism (popular early in the 20th Century) and postmodernism (which became popular later). The play features very real characters, speaking in common prose in a similar manner to dialogue in a novel. However, with the presence of the Inspector, Priestley introduces elements that are beyond rational reasoning and explanation.

Socialism – Socialism is an approach to economic and social systems that is characterised by social ownership, democratic control, and high levels of equality. Socialist regimes are generally concerned with ensuring that disparities between wealth and social status are erased across society. After the two World Wars, British society was far more open to socialist ideas. In *An Inspector Calls*, the Inspector harbours socialist attitudes.

Social and Moral Responsibility – Attitudes towards social and moral responsibility changed rapidly in the time between when the play was set (1912) and the time when the play was written (1946). In 1912, the general attitude of those with social and economic sway was towards looking after oneself and one's family. By the mid-1940s, however, Clement Attlee's Labour party won a landslide election, reflecting a wave of enthusiasm towards communal responsibility for everyone in society.

The Titanic– RMS Titanic was a British passenger liner that sank in the North Atlantic Ocean in the morning hours of 15th April 1912. As around 1,500 people died, it was one of the deadliest commercial maritime disasters in modern history. The Titanic was designed to be the pinnacle of both safety and comfort, and due to its enormous size and quality was frequently labelled 'unsinkable.' In *An Inspector Calls*, Birling claims this, thus immediately losing respect from the audience.

Main Characters – Consider what Priestley intended through his characterisation of each of the below...

Arthur Birling – Arthur is the patriarch of the Birling family. He is described as a 'portentous man in his early fifties.' His success as a businessman in the manufacturing industry allows the Birlings to live in upper-middle class comfort. He believes in capitalist principles and rejects socialist ideas of responsibility for one another in society. He considers his daughters engagement as good for business.

Quote: "You'll have a good laugh over it yet."

Sybil Birling – Sybil is the matriarch of the Birling family. She is often described as being a 'cold' character. It is suggested that Sybil comes from a family of higher social standing than Arthur, and at times she reminds him of proper social etiquette. She serves on a local committee to aid those in need, and seems primarily consumed with protecting the family's public image.

Quote: "They're over-tired. In the morning they'll be as amused as we are."

The Inspector – The Inspector is (apparently) a representative of the local police force, sent to investigate the events leading up to the suicide of a young woman, who went by the name of both Eva Smith and Daisy Renton. When speaking to the family, the Inspector seems to know the answers to each of the questions that he asks, and appears to offer them a socialist message. After he leaves, the family gather evidence that he does not actually serve on the force.

Quote: "We are members of one body. We are responsible for each other."

Sheila Birling – Sheila is the daughter of Arthur and Sybil. She is described as being 'in her early twenties' and is engaged to Gerald Croft. Sheila is a sensitive character, who shows a caring side, and thus she is devastated upon hearing about her family's role in the death of Eva Smith. She wonders how others in her family can simply go on as though nothing has happened.

Quote: "You're pretending everything's just as it was before."

Eric Birling – Eric is the son of Arthur and Sybil Birling and the older brother of Sheila. Eric works part-time for the family business, and has a drinking problem that he attempts to hide from his family. When it is revealed that Eric has made a woman pregnant, outside of marriage, and has stolen from the family business, the family are finally forced to confront issues surrounding Eric.

Quote: "Don't forget I'm ashamed of you as well – yes both of you."

Gerald Croft – Gerald is the fiancé of Sheila and the son of another prominent manufacturing family. Gerald's family have an elevated social status, and as a result Arthur worries that Gerald's family may feel that he is marrying beneath himself. Although the Inspector criticises Gerald's affair (and subsequent breakup) with Daisy, he seems to suggest that Gerald is the least morally culpable of the family for her death.

Quote: "I didn't feel about her as she felt about me."

Themes – A theme is an idea or message that runs throughout a text.

Responsibility and Guilt – All of the family are forced to reflect upon their behaviour towards Eva Smith/ Daisy Renton, and consider how responsible they are for her death. Some characters admit responsibility and feel guilt more readily, such as Sheila and Eric. On the other hand, characters such as Arthur and Sybil are more unwilling to accept responsibility for the girl's demise.

Age– Priestley uses age to show the different prevailing attitudes in society at the time. The older characters represent an outdated way of thinking; characters such as Arthur and Sybil believe in only looking after themselves in their family. The younger characters (Sheila and Eric) represent new towards change in society.

Class and Gender – Class and gender are also predominant themes in the novel. Eva Smith's position in society is severely weakened because she is from a lower class background and she is also a woman. Because of biases related to class and gender, Birling is dismissive of the hundreds of working class girls looking for a pay-rise, whilst Mrs Birling refers to her as 'a girl of that sort' in a derogatory manner.

The Supernatural – The presence of the Inspector weaves a supernatural element into the play. His surname (Goole) is certainly a play on the word 'ghoul' (a ghost). He is unheard of by other members of the police force, leading the characters to at first dismiss him as simply a hoaxer, yet he seems to have prior knowledge of the characters' actions, and foresees the suicide before it happens.

Scene-by-Scene Summary – Alongside key quotations from each scene.

Beginning of Act I

The play begins in 1912, with a dinner at the Birling residence. Arthur leads a toast on the future marriage of his daughter, Sheila, to Gerald. Arthur is pleased that the marriage will bring his company closer together with Gerald's family's established company. Sheila lightly teases Gerald about his distant behaviour the summer before. Arthur explains that the world is in a good time, that talk of German aggression should be discounted, and that a new 'unsinkable' ship is being built. Priestley, after dinner, Arthur tells Gerald that he is up for a knighthood, which will nullify Gerald's mother's fears of him marrying down. Arthur then tells Eric and Gerald of his belief in looking after one's self and one's family – rejecting idea of socialism. Edna enters and says that an Inspector wants to speak with them.

"I've learnt in the good hard school of experience – that a man has to mind his own business and look after himself and his own"

End of Act I

The Inspector introduces himself as Coole. Arthur declares that he has never heard of him before. The Inspector states that a girl named Eva Smith has committed suicide by drinking disinfectant. He shows Arthur alone a photograph of her. Arthur admits that he employed her two years before, but dismissed her for striking over wages. He then shows Sheila the photograph, who is shocked. She admits to getting the girl fired from her next job, at a clothes shop, out of jealousy. There she worked under the name Daisy Renton. Sheila is horrified. Gerald becomes aware that this is a girl that he had an affair with.

"Two hours ago a young woman died on the infirmary. She'd been taken there this afternoon because she'd swallowed a lot of strong disinfectant."

Beginning of Act II

As the Inspector speaks to Gerald and Sheila, Sybil enters and calls his question 'impertinent'. Sheila warns Sybil not to fall into the trap of complacency with the Inspector, but Sybil warns her to be quiet. Sybil expresses that Eric had had too much to drink at dinner – to Sybil's embarrassment. Sheila and Gerald admit that this is a steady problem with Eric. The Inspector then question Gerald, who reluctantly admits that he knows a Daisy Renton. He had protected her in a bar from a lecherous old man, and they put her up in a friend's lodgings. She became his mistress. Eventually, it ended, and they lost contact. Sheila explains that she actually respect Gerald now, for telling the truth.

However, she says, they must start again in their relationship. Gerald is allowed to leave.

"I don't dislike you as I did half an hour ago, Gerald. In fact, in some odd way, I rather respect you more than I've ever done before."

End of Act II

The Inspector shows Sybil the photograph of the deceased woman – she lies and says that she does not know her. Sheila pleads with her to tell the truth. It emerges that Sybil refused to give the girl money in her role as a member of the Brumley Women's Charity Organisation, out of 'impudence'. She had pretended that she was called 'Mrs Birling.' The Inspector reveals that she was looking for money as she was pregnant (not Gerald's baby). The girl eventually admitted that she was not married, and couldn't take money off the father, as she knew it was stolen. Under pressure from the Inspector, Sybil contends that the man should bear the responsibility of the girl's subsequent death. It is at this point that the other characters realise that Eric must in fact be the father. Sybil pauses in shock, seemingly wishing to retract her post statements. Eric enters the room, with all staring at him.

"We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if man will not learn that lesson, then they well be taught it in fire and blood and anguish."

Beginning of Act III

Eric confesses that he was very drunk the night that he met the girl, and that he followed her home and convinced her to let him stay over. He began a relationship with her, and she fell pregnant. As she needed financial support, Eric swindled Arthur's company out of money. Arthur is extremely angry when he hears this. With the family now in a state of complete anguish, the Inspector goes through each of them, explaining that they all had a significant part to play in the girl's death. Before leaving, the Inspector states that all people should look out for one another if society is to survive. He notices that the Birling and Gerald must now live with the repercussions of their actions for the rest of their lives, as recompense for Eva Smith/ Daisy Renton, who lost her.

"Birling (pointing to Eric and Sheila) Now look at the pair of them – the famous younger generation who know it all. And they can't even take a joke."

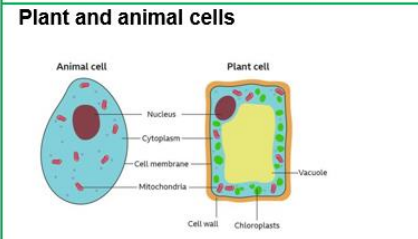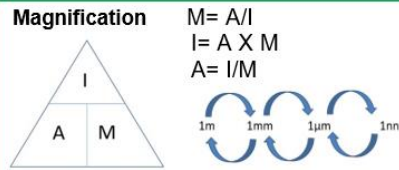### End of Act III

Arthur says that Eric is predominantly at fault for the death of the girl, and he worries about the public scandal that will be generated. Eric and Sheila criticise Arthur for worrying about his knighthood when someone has died, in light of what Arthur was discussing before the Inspector come, they begin to suspect that he was a hoax. To Sheila and Eric, this is not important (their actions were still terrible) but to Arthur, it means everything (no public scandal). These suspicion are confirmed, when Gerald return, having bumped into a police officer on the street – there is no Inspector Coole. Arthur then phones the hospital, who confirm that there has been no suicide. Arthur and Sybil delight in this, whilst their children are horrified that they have forgotten their behaviour (despite no one having actually died) so quickly. Just as Arthur is reveling in the fact that the others were all 'bluffed,' the phone rings. A girl has just been transported to hospital, dead. She has committed suicide. An inspector is on the way to the house.

The telephone rings sharply. There is a moment's complete silence. Birling goes to answer it.//

Priestley's Dramatic Devices

Dramatic Irony
Arthur Birling suggests that the *Titanic* is 'unsinkable, and yet the audience knows that it sank on its maiden voyage.

Cliffhangers
At the end of Act One, the Inspector appears and says 'Well?' to Gerald, leaving the audience to wonder how Gerald is implicated.

Stage Directions
The precise directions detailing Gerald 'gravely' stating his involvement with Daisy Renton adds more detail to aid the actor's delivery.

Dramatic Tension
The audience feels an increase in tension as they await information regarding how each character is implicated in Eva Smith's death.

Form – The play fits into three possible forms.

Well-Made Play
- A popular type of drama from the 19th Century
- The events build to a climax
- Primarily concerned with events that happened before the play
- Plot is intricate and complex.

Morality Play
- These were most popular during the 15th and 16th centuries
- They taught the audience lessons that focused on the seven deadly sins.
- Characters who committed these sins were punished.

Crime Thriller
- As the name suggests, this involves a gripping tale based around a crime
- The audience receives clues and must guess what has happened before the end.
- All is revealed by the climax.

Key words: Cell diffusion osmosis active transport surface area to volume ratio cell cycle cell wall vacuole nucleus ribosome mitochondria concentration gradient tissue organ

Light microscope

Magnification

$M = A/I$
$I = A \times M$
$A = I/M$

1m 1mm 1µm 1nn

Plant and animal cells

Animal cell   Plant cell

Parts of the cell

Structure	Function	Plant/anim
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	Plant

Prokaryote
Key features :
- **NO NUCLEUS**
- Smaller than eukaryotic cells
- Has a plasmid (ring of DNA which is used in genetic engineering)
- Divide by binary fission

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.

Cell division (the cell cycle) – Asexual reproduction or growth and repair
Stage 1: DNA replicates , ribosomes, and mitochondria replicate
Stage 2: Mitosis – the nucleus divides into 2
Each of the new nuclei move to opposite ends of the cell
Stage 3: Cytokinesis – the cell divides into 2
End result – 2 identical diploid cells
Different types of cells have different length . Embryonic cells have a very quick cell cycle

Stage 1 — Replication of DNA to form two copies of each chromosome and synthesis of new sub-cellular structures
Stage 3 (cell divides in two)
Stage 2 - Mitosis (nucleus divides)

Cell transport: Diffusion
The movement of a substance from a high to low concentration
Carbon dioxide and Oxygen move by diffusion

Direction of diffusion
Area one — Area two

Changing the rate of diffusion:
- Increase the temperature
- Increase the surface area
- Movement
- Thin barrier
- Good blood supply

Diffusion in living organisms

The leaf- CO2 moves in through the stomata and into the palisade cells to use in photosynthesis

A — Palisade mesophyll
B — Spongy mesophyll
C — Guard cell

The alveoli: CO_2 diffuses out of the blood and into the alveoli and is then exhaled.
Oxygen diffuses into red blood cells from the air

Osmosis:
The movement of water from a high to low concentration through a partially permeable membrane
Strong/concentrated solution: low water and high solute concentration
Weak/dilute solution: high water concentration and low solute concentration
water moves down the concentration gradient , not the volume gradient
Plant cells : the cell wall prevents bursting
Animal cells : may burst when water moves in by osmosis

Solution one — Higher water concentration
Solution two — Lower water concentration
Diffusion of water
Water molecule   Sugar molecule

Surface area to volume ratio
For a 1 cm × 1 cm × 1 cm cube

Volume — $1 cm \times 1 cm \times 1 cm = 1 cm^3$
Surface area — Six-sided cube $6 \times 1 cm \times 1 cm = 6 cm^2$
Surface area : volume ratio
6:1

Active transport
The movement of a substance from a low to high concentration against the concentration gradient

Soil – nitrates in low concentration
Active transport
Root epidermal cell
Root hair – nitrates in high concentration

This requires energy from the cell
The energy is released from respiration
Cells will have many mitochondria

Lumen of intestine
Glucose
Enters by active transport
Intestinal cells
Blood capillary

Organism	Surface area (m2)	Volume (m3)	Surface area : volume
Bacterium	6×10^{-12}	1×10^{-18}	6 000 000 : 1
Blow fly	6×10^{-4}	1×10^{-6}	600 : 1
Whale	6×10^{4}	1×10^{6}	0.06 : 1

1 cm — $SA = 6 cm^2$, $Vol = 1 cm^3$, SA:Vol = 6:1
2 cm — $SA = 24 cm^2$, $Vol = 8 cm^3$, SA:Vol = 3:1
3 cm — $SA = 54 cm^2$, $Vol = 27 cm^3$, SA:Vol = 2:1

Organisation

cell	tissue	organ	organ system
Cells are the basic building blocks of all living things.	A group of cells with a similar structure and function is called a tissue.	An organ is a combination of tissues carrying out a specific function.	Organs work together within an organ system.

The stomach as an organ

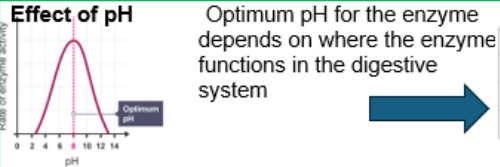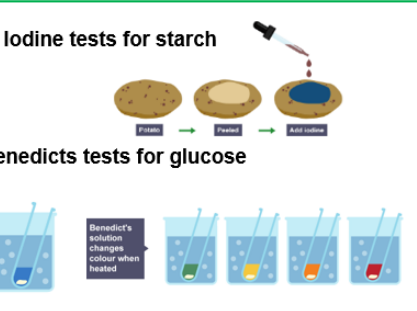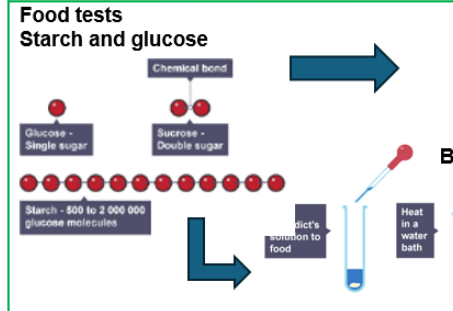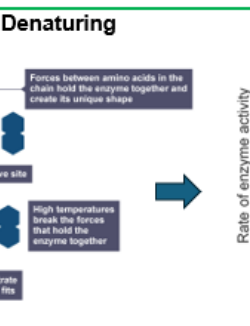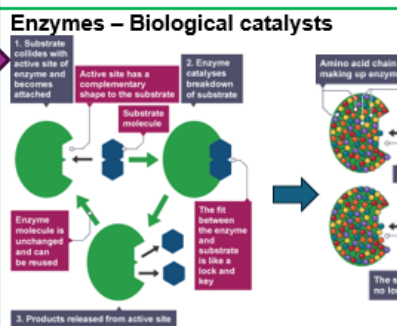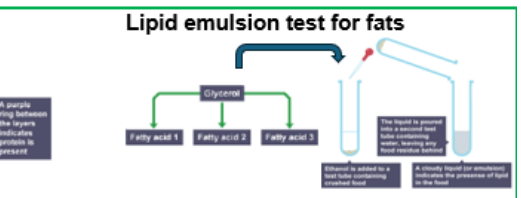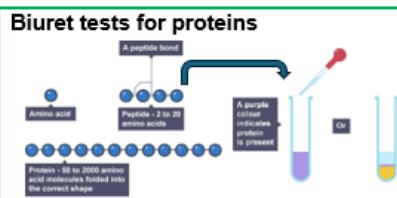**Key words:** organ system enzyme lock and key model biological catalyst denature benedicts biuret lipid emulsion starch iodine amylase bile emulsify pancreas

The digestive system – large insoluble food molecules are broken down into small soluble molecules
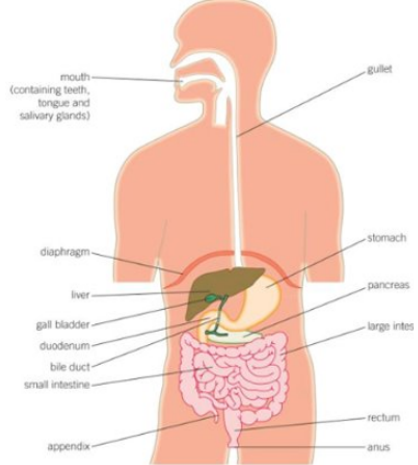

Region	Function
Mouth	Begins the **digestion** of carbohydrates
Stomach	Begins the **digestion** of protein; small molecules such as alcohol absorbed
Small intestine -Duodenum	Continues the **digestion** of carbohydrate and protein; begins the **digestion** of lipids
Small intestine -Ileum	Completes the **digestion** of carbohydrates and proteins into single sugars and amino acids; **absorption** of single sugars, amino acids and fatty acids and glycerol
Large intestine	**Absorption** of water; **egestion** of undigested food

Breaking down food
Protein – amino acids – used for growth and repair – proteases
Carbohydrates – sugars – used for respiration - carbohydrases
Lipids – Glycerol and 3 fatty acids – used as energy store – lipase
Bile - emulsifies fats
Salivary amylase – in the mouth - starch to glucose
Pancreatic amylase – in the small intestine – starch to glucose

Food tests
Starch and glucose

Iodine tests for starch

Benedicts tests for glucose

Biuret tests for proteins

Lipid emulsion test for fats

Enzymes – Biological catalysts   **Denaturing**   **Effect of temperature**

Effect of pH   Optimum pH for the enzyme depends on where the enzyme functions in the digestive system
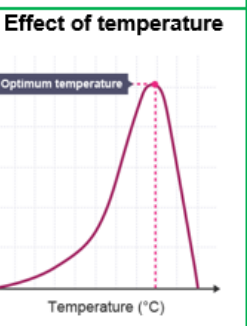
Enzyme	Optimum pH
Salivary amylase	6.8
Stomach protease (pepsin)	1.5 - 2.0
Pancreatic protease (trypsin)	7.5 - 8.0

Bile: Produced by the liver
-Emulsifies fat giving a larger surface area for lipase
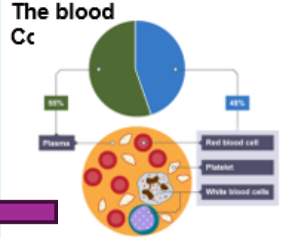-Alkali which neutralizes food for pancreatic enzymes to digest

The need for transport systems
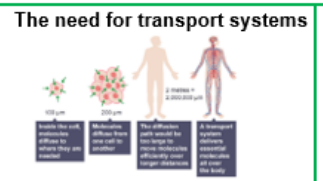
Substances transport by blood
Oxygen
Carbon dioxide
Glucose
Urea
Antibodies
Hormones

The blood Cc

Component	Function	Feature
Red blood cell	Carry oxygen	Small, flexible, no nucleus only hemoglobin
White blood cell	Destroy bacteria make antibodies	Change shape, multi lobed nucleus
Platelet	Small cell fragments	Clotting of blood
Plasma	Carries dissolved glucose, carbon dioxide, urea, hormones, and antibodies	

The blood vessels
Artery — Carry oxygenated blood away from the heart at high pressure. Thick muscular and elastic walls and a small lumen to withstand and maintain high pressure

Capillary

Site of exchange between the blood and tissues, walls are thin and one cell thick for fast diffusion
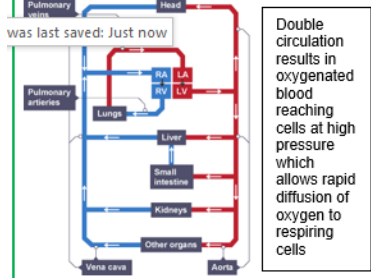
Vein — Bring deoxygenated blood back to the heart at low pressure, large lumen, thinner walls and valves

Double circulation – blood returns to the heart twice per circuit of the body

was last saved: Just now

Double circulation results in oxygenated blood reaching cells at high pressure which allows rapid diffusion of oxygen to respiring cells

The heart – made from cardiac muscle tissue

Right side of heart – deoxygenated blood pumped to the lungs
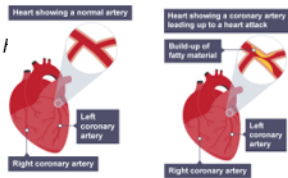Left side of the heart – Oxygenated blood pumped to the body

The coronary arteries supply the heart with oxygenated blood
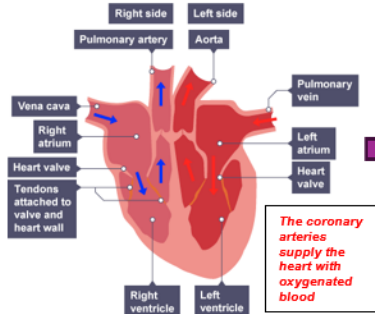
Control of the heart
-The pacemaker in the wall of the right atrium initiates the heart beat
-Betablockers – slow the heart
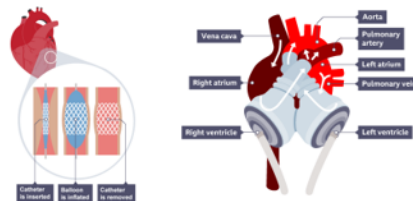-Digitalis – strengthens the heart beat

Problems with the heart
Coronary heart disease

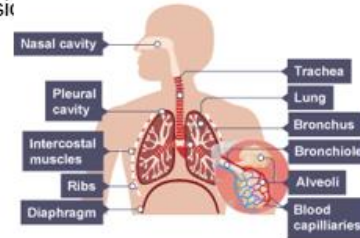## Ways to treat problems with the heart
Statins – reduce cholesterol in the blood and reduce Fatty deposits
Stents   **Heart transplant** – *artificial*

The gaseous exchange system
- exchange of oxygen into the blood by diffusion and carbon dioxide out of the blood into the alveoli by diffusion

Gaseous exchange in the alveoli

CO_2 out
O_2 in

Deoxygenated blood (blood cells blue for purposes of diagram only)
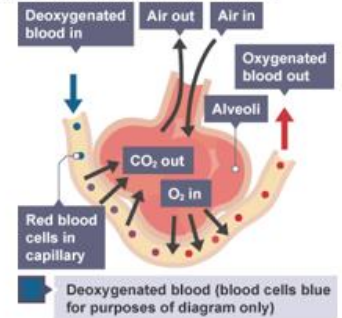
Features of the gaseous exchange system
- Small numerous alveoli increase the total surface area for gaseous exchange
- Good blood supply maintains the concentration gradient for diffusion
- Ventilation of the lungs supply oxygen rich air to the alveoli
- Short diffusion path for gases results in quicker diffusion

Breathing in – inhalation

Intercostal muscles contract - The ribs move upwards and outwards

Volume of thorax increases so pressure decreases and air is drawn into the lungs

Diaphragm contracts, pulling downwards

Breathing out – exhalation

Intercostal muscles relax - The ribs move downwards and outwards

Volume of thorax decreases so pressure increases and air leaves the lungs

Diaphragm relaxes and moves up

Transpiration – The evaporation of water vapour through the stomata of the leaf
Movement of water through the plant → Transpiration from the leaf

Factors effecting the rate of transpiration
Temperature – increases the rate of transpiration
Humidity – high humidity decreases transpiration
Air movement – increases transpiration
Light intensity – increases rate of transpiration
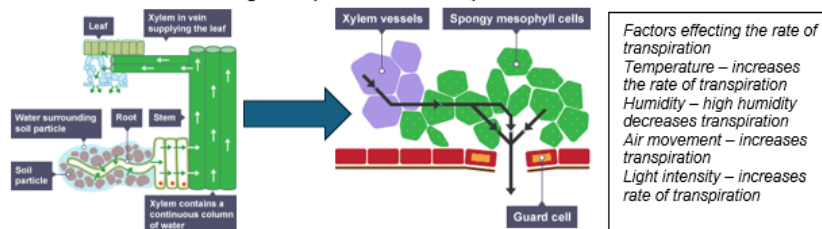
Plant transport systems – plant tissues
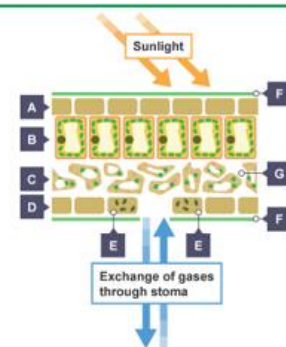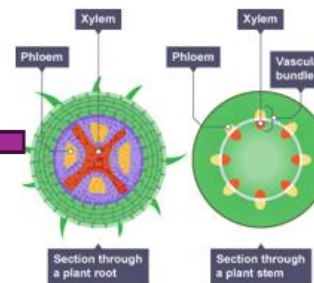
Exchange of gases through stoma

9

Year 11 Biology paper 1

Respiration – A chemical reaction in every living cell which releases energy
An exothermic reaction which releases energy to the environment
The energy is used for cell division, homeostasis, active transport and nervous transmission
Aerobic respiration: Controlled by enzymes which are found in the mitochondria
Word equation : glucose + oxygen → carbon dioxide + water + energy released
Symbol equation : $C_6H_{12}O_6 + 6O_2 → 6CO_2 + 6H_2O$ + energy released
Anaerobic respiration: Occurs without oxygen in the cytoplasm
In animal cells: glucose → lactic acid + energy released (lactic acid builds up causing cramps , it is broken down in the liver by oxidation)
In plant cells and yeast: glucose → ethanol + carbon dioxide + energy released – This is the process of fermentation and is used in brewing and baking

The response to exercise :
Muscles contract ➡ energy required from respiration (heart beats faster to supply more blood carrying oxygen to respiring muscle cells, breathing rate increases)
If insufficient oxygen is available cells will respire anaerobically which produces lactic acid
The lactic acid builds up causing cramps and sores
The lactic acid is broken down in the liver by oxygen, the amount of oxygen required to do this is the **oxygen debt**

Metabolism: All the chemical reactions in an organism
Animals : building up   **Animals :breaking down molecules**
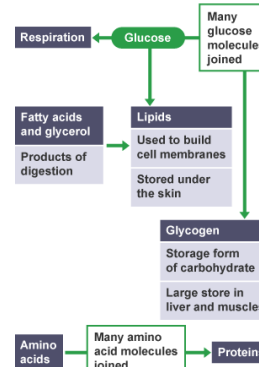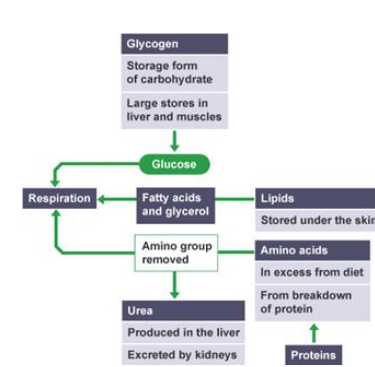
Photosynthesis : Endothermic reaction in all green plants
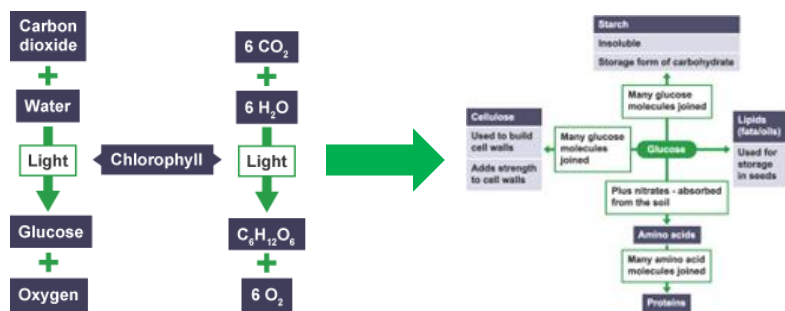
Factors effecting the rate of photosynthesis
Light   **Carbon dioxide**   **Chlorophyll**
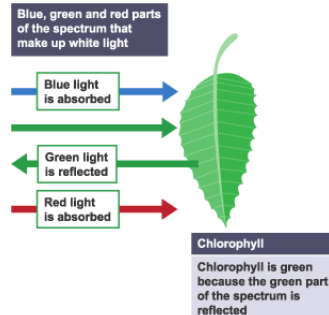
Metabolism: All the chemical reactions in an organism
Plants: Building up   **Plants: Breaking down**

Year 11 Biology Paper 1

Keywords: respiration photosynthesis vaccination communicable non communicable disease antibiotics painkillers placebo clinical trial cancer benign pathogen immune system white blood cell
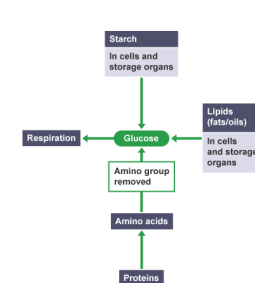
Required practical : Investigating the effect of light intensity on photosynthesis
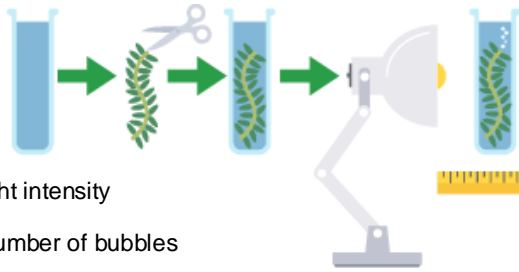
To increase the light intensity, move the lamp towards the light – the rate of photosynthesis can be measured by the number of bubbles released over a given time

IV: Light intensity

DV: Number of bubbles

Control : Temperature, bulb , time , CO2 concentration

The light intensity can be changed by moving the lamp

Communicable Disease – caused by pathogens (diease causing micro organisms)

Pathogen	Example in animals	Example in plants
Viruses	HIV potentially leading to AIDS	Tobacco mosaic virus
Bacteria	Salmonella	Agrobacterium
Fungi	Athlete's foot	Rose black spot
Protists	Malaria	Downy mildew

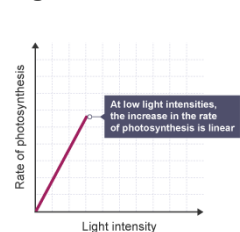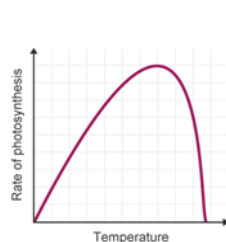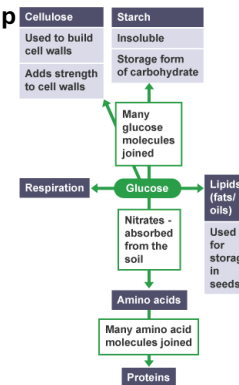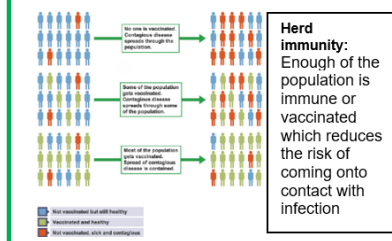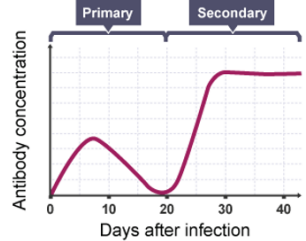| Type	Examples
Direct contact	This can be sexual contact during intercourse or non-sexual contact, like shaking hands.
Water	Dirty water can transmit many diseases, such as the cholera bacterium.
Air	When a person who is infected by the common cold sneezes, they can spray thousands of tiny droplets containing virus particles to infect others.
Unhygienic food preparation	Undercooked or reheated food can cause bacterial diseases like Escherichia coli which is a cause of food poisoning.
Vector	Any organism that can spread a disease is called a vector. Many farmers think tuberculosis in their cattle can be spread by badgers.

Communicable disease

Type of disease	Name	Symptoms
Bacterial	Gonorrhoea	STD. yellow/ grteen dischare from penis or vagin a, pain urinating. Treated with antibiotics . Condoms prevent transmission
	Salmonella	Uncooked food and unhygeintic kitchens , uncooked poultry. All poulktry are vaccinated against it , cook food throughly
Protist	Malaria	A palsmodium protist is sporead by mosquitos feeding from infected to uninfected person. No vaccination. Avoiding insect bites is the best form of prevention
Virus	TMV	Reduces groth of tobabcco plants , tranmistted by farmers. No cure
	HIV/AIDS	Transmitted through body fluids , attacks the immune system until a secondary infection kills you. No cure.
	Measles	Highly infectious didease . Often kills children. Can cause infertility on adults , people are vaccinated against it
Fungal	Atheletes foot	Found between peoples toes, spread in swimmimg pools or infected surfaced. Treated with antifungal medication
	Rose black spot	Causes blackening of leaves and then reduces phtotsynthesis and growth. Transmitted by direct contact . remove infected plants

Preventing the spread of disease

Method	Example	How it works
Sterilising water	Cholera	Chemicals or UV light kill pathogens in unclean water.
Suitable hygiene - food	Salmonella	Cooking foods thoroughly and preparing them in hygienic conditions kills pathogens.
Suitable hygiene - personal	Athlete's foot	Washing surfaces with disinfectants kills pathogens.Treating existing cases of infection kills pathogens.
Vaccination	Measles	Vaccinations introduce a small or weakened version of a pathogen into your body, and the immune system learns how to defend itself.
Contraception	HIV/AIDs	Using barrier contraception, like condoms, stops the transfer of bodily fluids and sexually transmitted diseases.

Defence against pathogens

Defence	Works by
Skin	Waterproof physical barrier, forms scabs , antimicrobial enzymes
Nose	Hairs which trap pathogens
Airways	Ciliated cells move mucus (made by goblet cells) which has trapped pathogens , out of the lungs
Stomach	Stomach acid (hydrochloric) kills pathogens in food or water

The skin
The immune system: White blood cells
Phagocytosis , produce antibodies, produce Anti toxins

Devloping drugs – A drug is a substnace which physically or mentally alter the organism
Vaccination : 1. Inject inactive/dead pathogen   2. White blood cells recoignise the pathogenic antigen 3. The body produces antibodies to destroy the pathogen and memory cells
If exposed to the pathogen again the ,me mepory cells quickly produce antibpody producing white blood cells and destroy the pathogen

Herd immunity: Enough of the population is immune or vaccinated which reduces the risk of coming onto contact with infection
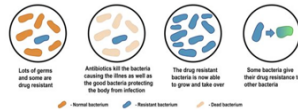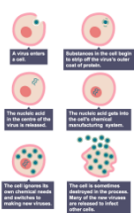
Different types of drugs
Painkillers : Remove symptoms
Aspirin ibruprofen paracetamol
Antibiotics: Stop or slow the rate of Growth of bacteria, penicillin is an example

Antibiotic resistance

All viruses cause illness

Antibiotic rtesistance has arisen because of
Overuse ,Failing to comlete courses of antibiotics on farms
Ways to redcue antibiotic resistance
Only prescribe antibiotics when needed ,Use specific antibiotics
Specific infectiosn, isolate patients, clean hospitals

Discovering new drugs – safety , effectiveness , dosage
Placebo : fake drug
Preclinical: cells , tissues , animals and computer models
Clinical trial 1: Test on hrealthy people to see if it is safe
Clinical trial 2: Test on patients to see if it works
Clinical trial 3: Dosage

Non communicable disease – Cannot be spread from another source. Not caused by a pathogen
Cancer : Uncontrolled cell division results in the growth of a tumour. Benign tumours do not spread, malignant can spread . Treated by chemotherapy , radio therapy and surgery
Risk factors
Obesity – Blood sugar is unregulated – leads to type II diabetes
Alcohol – Scar tissue forms in the liver which stops it working – leads to liver cirrhosis
Smoking – damages lungs and increased risk of premature babies – lung cancer

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Key words

Atom-Smallest part of an element that can exist

Element- Found on the periodic table only contains 1 type of atom

Compound-Two or more elements chemically bonded

Mixture- Two or more different substances not chemically bonded together

Molecule- Single part of a substance

The Atom
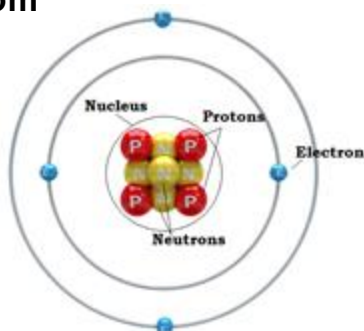
	Mass	Charge	Location
Proton	1	+	nucleus
Neutron	1	0	nucleus
Electron	Very small	-	shells

History of the atom

Dalton – atoms can't be divided

JJ Thompson discovered electrons – Plum pudding model

Spherical cloud of positive charge
Electron
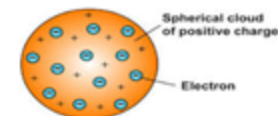
Geiger-Marsden The Nuclear Model of the Atom
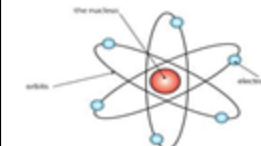
Bohr – electrons in shells

Electron shells

Nucleus - almost all of the mass of an atom is here
Radius of a nucleus is less than 1/10 000 of that of an atom (about 1 x 10^{14}m)

The first shell (energy level) can hold 2 electrons

The second can hold 8 electrons

The third can hold 8 electrons

Shells are filled in from the inner shell onwards
Eg. Na has 11 electrons
First shell=2
Second shell=8
Third shell= 1

Simple distillation
This technique separates a liquid from a mixture by evaporation follow by condensation
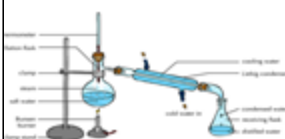
Example - obtaining water from sea water

Filtration
This technique separates substances that are insoluble in a solvent from those that are soluble
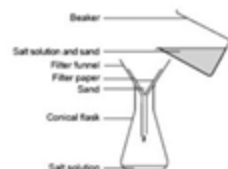
Example - filtering a mixture of sand, salt and water to collect the sand

Fractional distillation
This technique differs from distillation only in that it separates a mixture into a number of different parts, called fractions.

Example - obtaining ethanol from a mixture of ethanol and water

Crystallisation
This technique separates a soluble substance from a solvent by heating
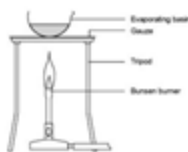
Example - crystallisation of sodium chloride from salt solution

Elements, Compounds and Mixtures
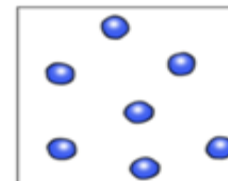
a) Atoms of an element
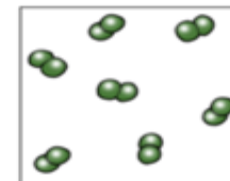
b) Molecules of an element
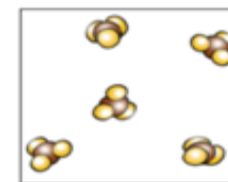
c) Molecules of a compound
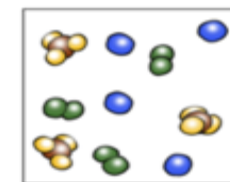
d) Mixture of elements and a compound

Key words

Ion- Atom that has gained or lost electrons to become charged
Ionic bonding- Bonding between a metal and nonmetal through transfer of electrons
Covalent bonding- Bonding between nonmetals where electrons are shared
Metallic bonding- Bonding within metals where outer shell electrons are delocalised

Types of bonding

Using the periodic table to select the correct type of bonding
Ionic = Metal and nonmetal
Covalent = Just non metals
Metallic = Just metals
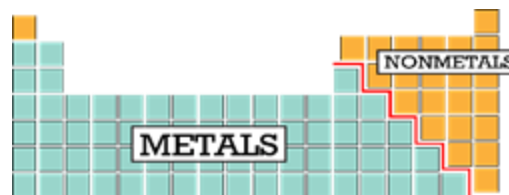
Atoms into ions

Metals LOSE ELECTRONS to form POSITIVE IONS
Non-metals GAIN ELECTRONS to form NEGATIVE IONS

Group	Electrons in outer shell	Charge on ion
1	1	1+
2	2	2+
6	6	2-
7	7	1-

Year 11 Chemistry   Knowledge organiser   Bonding

Ionic bonding

$Na \bullet + {}^{x}_{x}\ddot{C}l_{x}^{x} \longrightarrow [Na]^{+} [{}^{x}_{x}\ddot{C}l_{x}^{x}]^{-}$

(2,8,1)   (2,8,7)   (2,8)   (2,8,8)
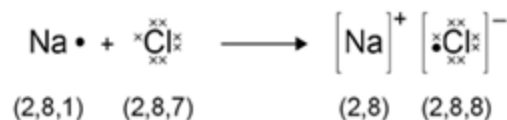
Ions have electronic structure of a noble gas

What is an ionic bond?
STRONG electrostatic force of attraction between **oppositely charged ions**

Metallic bonding

Metals LOSE ELECTRONS to form POSITIVE IONS

Delocalised electrons
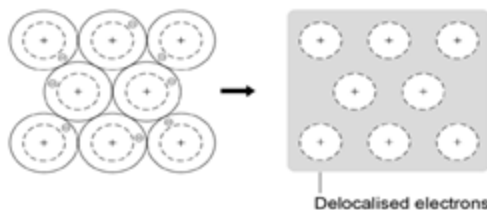
GIANT structures of atoms in a REGULAR pattern

Delocalised electrons are free to move.

Covalent bonding

Small molecules

A small group of atoms sharing electrons

Giant Structures

Many atoms sharing electrons

For ammonia (NH₃)
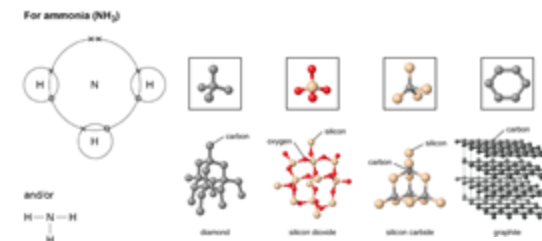
Key Words
Pole - The places on a magnet where the magnetic forces are strongest

Magnetic Field - The area around a magnet where a force acts on another magnet or magnetic material.

Magnetic Material - There are four magnetic materials: iron, steel, cobalt and nickel.

Compass - Compasses contain small bar magnets which points to the north pole of the Earth's magnetic field

Solenoid - A solenoid is a long coil of wire that produces a controlled magnetic field.

Electromagnet - A solenoid containing an iron core which increases its strength

Magnetic Fields
The magnetic field lines of a bar magnet curve around from the north pole of the bar magnet to the south pole. The field lines always go from north to south and never touch.
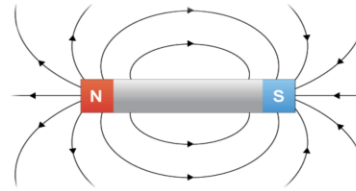
Induced magnetism is magnetism created in an unmagnetised magnetic material when the material is placed in a magnetic field. Steel is used instead of iron to make permanent magnets because steel does not lose its magnetism easily but iron does.

Repel & Attract
Like poles repel. When two north poles (or two south poles) are placed together, they will repel each other.
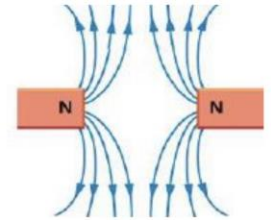
Unlike poles attract. When a north pole and a south pole are placed together, they will attract.
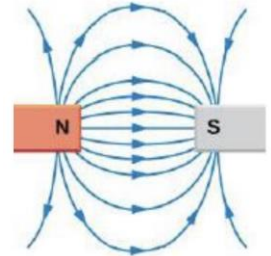
Attraction and repulsion between two magnetic poles are examples of non-contact forces.

Electromagnetism

Earth as a magnet
The Earth behaves as if there is a bar magnet inside it. The geographic north pole is a magnetic south pole. A compass will point towards geographical north and is the north-seeking pole. We know it is the core of the Earth that is magnetic(not the whole thing) because a compass at the north pole points below your foot
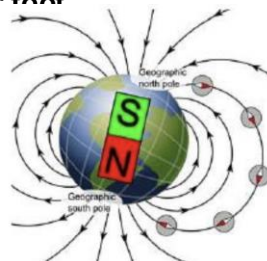
Magnetic Fields in Electric Currents
We can increase the strength of the magnetic field by putting a magnetic (e.g. iron) core in the solenoid (long coil of wire.) The magnetic field in a solenoid is concentrated inside the coil in a uniform direction, otherwise it acts in the same way as a bar magnet
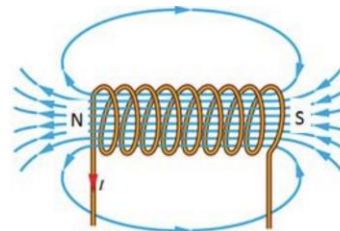
Increasing Current
Increasing current makes the magnetic field stronger. Reversing the direction of the current reverses the magnetic field lines.

Electromagnets
An electromagnet is a solenoid that has an iron core. It consists of an insulated wire wrapped around an iron bar.

Increasing the force of a solenoid
• Add an iron core • Increase the number of coils of wire • Increase the current • Move the magnetic material closer to the solenoid.

The Periodic Table of Elements

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

1	2											3	4	5	6	7	0
																	4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4											11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12											27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	[285] **Cn** copernicium 112	[286] **Nh** nihonium 113	[289] **Fl** flerovium 114	[289] **Mc** moscovium 115	[293] **Lv** livermorium 116	[294] **Ts** tennessine 117	[294] **Og** oganesson 118

Hydrogen (separate box):
1
H
hydrogen
1

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.

Relative atomic masses for **Cu** and **Cl** have not been rounded to the nearest whole number.

Insert for GCSE Chemistry (8462), Combined Science: Trilogy (8464), and Combined Science: Synergy (8465) papers v1

AQA

Physics Equations Sheet

GCSE Combined Science: Trilogy (8464) and GCSE Combined Science: Synergy (8465)

FOR USE IN JUNE 2024 ONLY

HT = Higher Tier only equations

Equation	Symbol form
kinetic energy = 0.5 × mass × (speed)²	$E_k = \frac{1}{2} m\, v^2$
elastic potential energy = 0.5 × spring constant × (extension)²	$E_e = \frac{1}{2} k\, e^2$
gravitational potential energy = mass × gravitational field strength × height	$E_p = m\, g\, h$
change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m\, c\, \Delta\theta$
power = $\dfrac{\text{energy transferred}}{\text{time}}$	$P = \dfrac{E}{t}$
power = $\dfrac{\text{work done}}{\text{time}}$	$P = \dfrac{W}{t}$
efficiency = $\dfrac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\dfrac{\text{useful power output}}{\text{total power input}}$	
charge flow = current × time	$Q = I\, t$
potential difference = current × resistance	$V = I\, R$
power = potential difference × current	$P = V\, I$
power = (current)² × resistance	$P = I^2\, R$
energy transferred = power × time	$E = P\, t$

Physics Equations Sheet –
GCSE Combined Science: Trilogy (8464) and GCSE Combined Science: Synergy (8465)
FOR USE IN JUNE 2024 ONLY

Turn over ▶

16

	energy transferred = charge flow × potential difference	$E = Q\,V$
HT	potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p\,I_p = V_s\,I_s$
	density = $\dfrac{\text{mass}}{\text{volume}}$	$\rho = \dfrac{m}{V}$
	thermal energy for a change of state = mass × specific latent heat	$E = m\,L$
	weight = mass × gravitational field strength	$W = m\,g$
	work done = force × distance (along the line of action of the force)	$W = F\,s$
	force = spring constant × extension	$F = k\,e$
	distance travelled = speed × time	$s = v\,t$
	acceleration = $\dfrac{\text{change in velocity}}{\text{time taken}}$	$a = \dfrac{\Delta v}{t}$
HT	(final velocity)² − (initial velocity)² = 2 × acceleration × distance	$v^2 - u^2 = 2\,a\,s$
	resultant force = mass × acceleration	$F = m\,a$
	momentum = mass × velocity	$\boldsymbol{p = m\,v}$
	period = $\dfrac{1}{\text{frequency}}$	$T = \dfrac{1}{f}$
	wave speed = frequency × wavelength	$v = f\,\lambda$
HT	**force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length**	$F = B\,I\,l$

8A) Ce qui est important pour moi

Ce qui est important pour moi dans la vie, c'est *(What's important for me in life, its)* Ma priorité, c'est *(My priority, it's)* Ce qui compte pour moi, c'est *(What counts for me, it's)*	le sport *(sport)* la musique *(music)* l'argent *(money)* ma famille *(family)* mes amis *(my friends)* mes études *(my studies)* mes animaux *(my animals)* ma santé *(my health)*	parce que car puisque *(because)*	je ne pourrais pas vivre sans … *(I couldn't live without …)* c'est important pour (+ inf) *(it's important in order to)* ça m'aide à décompresser *(it helps me to unwind)* il en faut pour vivre *(you need it in order to live)* il faut s'occuper de son corps et de son bien-être *(you have to look after your body and your wellbeing)* tout le monde a besoin de … (+ inf) *(everyone needs …)* ça me permet de …. (+ inf) m'exprimer/me détendre *(it allows me to express myself/relax)* ça m'aide à oublier mes soucis *(it helps me to forget my worries)* c'est d'une importance capitale pour moi *(it's of huge importance for me)* ça me fait du bien *(it does me good)*

8B) Ce qui me préoccupe

Ce qui me préoccupe, c'est *(What concerns me, it's)* Ce qui m'inquiète, c'est *(What concerns me, it's)*	l'environnement *(the environment)* le réchauffement climatique *(global warming)* l'état de la planète *(the state of the planet)* le racisme *(racism)* la cruauté envers les animaux *(cruelty towards animals)* la faim *(hunger)* la guerre *(war)* l'injustice *(injustice)* la pauvreté *(poverty)* la violence *(violence)* les sans-abri *(homeless people)*	et pour aider *(and in order to help)*	on peut faire du bénévolat *(one can do some charity work)* on peut parrainer un enfant *(one can sponsor a child)* on peut donner de l'argent à une association caritative *(one can give some money to charity)* on peut recycler *(one can recycle)* il faut agir *(you have to act)* il faut lutter contre la faim *(you have to fight against hunger)* il faut signer des pétitions *(you have to sign petitions)* il faut participer à des manifestations *(you have to take part in demonstrations)* il faut éduquer les gens *(you have to educate people)*

8C) Les problèmes environnementaux

À mon avis *(In my opinion)* Je pense que *(I think that)* Je dirais que *(I'd say that)* Selon moi *(According to me)* Pour moi *(For me)*	le plus grand problème pour la planète c'est *(the biggest problem for the planet is)*	le changement climatique *(climate change)* Le déboisement *(deforestation)* le manque d'eau douce *(the lack of fresh water)* la disparition des espèces *(the extinction of species)* la destruction des forêts tropicales *(the destruction of the rainforests)* la surpopulation *(overpopulation)* la pollution de l'air *(air pollution)* la sécheresse *(drought)* les inondations *(floods)* les incendies *(fires)* un tremblement de la terre *(an earthquake)* une fuite de pétrole *(an oil spill)*	parce que parce qu' *(because)*	on détruit la planète *(we destroy the planet)* les arbres nous donnent de l'oxygene *(the trees give us oxygen)* beaucoup de personnes n'ont pas access à cette resource vitale *(lots of people don't have access to this vital resource)* c'est inquiétant *(it's worrying)* c'est catastrophique *(it's catastrophic)* c'est grave *(it's serious)*

8D) Ce qu'on doit faire pour protéger l'environnement		
Pour protéger l'environnement *(In order to protect the environment)*	je pourrais *(I could)*	recycler *(recycle)* éviter les produits jetables *(avoid disposable products)* favoriser le covoiturage *(encourage car-sharing)* récupérer l'eau de pluie pour arroser le jardin *(collect rain water in order to water the garden)* trier les déchets *(separate the rubbish)* faire du compost *(make compost)* consommer moins d'énergie *(consume less energy)* éteindre les appareils éléctriques *(turn off electrical appliances)* éteindre la lumière *(turn off the light)* mettre un pullover au lieu d'allumer le chauffage *(put on a jumper instead of turning on the heating)* faire des achats responsables *(make responsible purchases)* utiliser du papier recyclé *(use recycled paper)* privilégier les produits bios *(choose organic products)* voyager autrement *(travel differently)*
	on devrait *(one should)*	utiliser les transports en commun *(use public transport)* aller au collège à vélo *(go to school by bike)* réutiliser *(reuse)* refuser les sacs en plastique *(refuse plastic bags)* avoir une bouteille d'eau au lieu de prendre un gobelet jetable *(have a bottle of water instead of taking a disposable cup)* économiser l'eau *(save water)* boire l'eau du robinet *(drink tap water)* prendre une douche au lieu de prendre une bain *(take a shower instead of taking a bath)* fermer le robinet en se lavant les dents *(turn off the tap whilst brushing your teeth)* installer des panneaux solaires *(install solar panels)*

8E) D'où vient ton tee-shirt?

Les produits pas chers sont souvent fabriqués dans les conditions de travail inacceptables *(Cheap products are often made in inacceptable working conditions)*	donc *(therefore)*	il faut *(you/we have to)*	boycotter les grandes marques qui ne respectent pas leurs ouvriers *(boycott big brands who don't respect their workers)*
Les ouvriers sont sous-payés *(The workers are under-paid)*			forcer les grandes marques à garantir un salaire minimum *(force big brands to guarantee a minimum wage)*
Leur journée de travail est trop longue *(Their working day is too long)*		on devrait *(one should)*	acheter des produits issus de commerce équitable *(buy fair trade products)*
Si un produit est bon marché, je ne l'achète pas *(If a product is cheap, I don't buy it)*			acheter des vêtements fabriqués en France/au Royaume-Uni *(buy clothes that are made in France/in the UK)*
			réfléchir à l'impact sur l'environnement *(think about the impact on the environment)*
			essayer de respecter l'homme et l'environnement à la fois *(try to respect people and the environment at the same time)*

8E) Faire du bénévolat

Je travaille sur un stand Oxfam *(I work on an Oxfam stand)*	parce que car puisque *(because)*	ça me permet d'élargir mes compétences *(it allows me to expand my skills)*
Je travaille dans un refuge pour les animaux *(I work in an animal sanctuary)*		ça me donne plus confiance en moi *(it gives me more confidence in myself)*
Je fais partie d'organisation X *(I'm a member of X)*		ça me donne le sentiment d'être utile *(it gives me the feeling of being useful)*
Je rends visite à une personne âgée *(I visit an elderly person)*		c'est important de participer à la vie en société *(it's important to participate in society)*
Je participe à des projets de conservation *(I take part in conservation projects)*		
Je soigne les animaux *(I care for animals)*		
Je soutiens les SDF *(I support homeless people)*		

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

7B) Qu'est-ce que tu voudrais faire?

Je voudrais travailler dans *(I would like to work in)*	le commerce *(business)* le sport *(sport)* les loisirs *(leisure)* la médecine *(medecine)* la santé *(health)* l'audiovisuel *(audiovisual)* l'informatique *(ICT)* les médias *(media)* les télécommunications *(telecommunications)* l'hôtellerie *(hotel industry)* la restauration *(catering industry)*	parce que *(because)*	le plus important est de /d' *(the most important thing is to)*	faire quelque chose de satisfaisant/gratifian t *(to do something satisfying/rewarding)*
Ça m'intéressait de travailler dans *(it would interest me to work in)*				
Le secteur qui m'attire le plus, c'est *(The sector that attracts me the most is)*		car *(because)*		faire quelque chose pour ameliorer la societe *(to do something to improve society)*
Mon but est de trouver un poste dans *(My aim is to find a job in)*		puisque *(seeing as)*		avoir un métier bien payé *(to have a well-paid job)* avoir un métier qui me plaît *(to have a job that pleases me)*

7C) Les ambitions

Avant de continuer mes études *(Before continuing my studies)*	je veux *(I want)* je préférerais *(I would prefer)* j'espère *(I hope)* j'ai envie de *(I want)* j'ai l'intention de *(I intend to)* j'aimerais *(I would like)* mon rêve serait de/d' *(My dream would be)*	prendre une année sabbatique *(to take a gap year)* faire un apprentissage *(to do an apprenticeship)* aller à l'université/à la fac *(to go to university)* faire du bénévolat *(to do some charity work)* faire le tour du monde *(to do a tour of the world)* fonder une famille *(to start a family)* me marier *(to get married)* avoir des enfants *(to have some children)* m'installer avec mon copain/ma copine *(to move in with my boy/girl friend)*
Après avoir terminé mes examens *(After having finished my exams)*		
Après avoir quitté le collège *(After having left school)*		
Plus tard *(Later)*		
Un jour *(One day)*	Je ne voudrais pas *(I would not like)* Je n'ai aucune intention de/d' *(I have no intention)*	

7D) Les langues sont un atout!

Je parle *(I speak…)*			est indispensable pour certaines professions *(is indispensable for certain jobs)*
Je parle courrament *(I speak… fluently)*			donne plus de possibilités de carrière *(gives more career opportunities)*
Je parle assez bien *(I speak… quite well)*	l'anglais *(English)* l'allemand *(German)*		
Je parle très bien *(I speak… very well)*	l'arabe *(Arabic)* l'espagnol *(Spanish)*		est un atout *(is an advantage)*
Je parle un peu *(I speak a little …)*	l'italien *(Italian)* l'ourdou *(Urdu)*	savoir parler des langues *(to know how to speak languages)*	on peut plus facilement trouver un emploi *(you can more easily find a job)*
Je parle seulement *(I speak only …)*	le français *(French)* le hindi *(Hindi)*		on comprend mieux sa propre langue *(you better understand your own language)*
Je parle mal *(I speak… badly)*	le polonais *(Polish)* le japonais *(Japanese)* le portugais *(Portugese)*		on a plus de chances d'obtenir une promotion *(you have more chances to get a promotion)*
J'apprends actuellement *(I'm currently learning …)*	l'italien *(Italian)*		
J'utilise *(I use)*	le roumain *(Romanian)* le russe *(Russian)*		on peut mieux connaître les gens et la culture d'un pays *(you can better know the people and the culture of a country)*
Je me débrouille en *(I get by in)*			

7E) Mon boulot dans le tourisme

Je suis étudiant(e) en *(I am studying)*

J'apprends à devenir *(I am learning to become)*

Il y a six mois j'ai commencé à travailler dans *(Six months ago I started to work in)* Je voudrais travailler à plein temps/mi-temps *(I would like to work full/part time)* Lorsque j'étais petit(e) je rêvais d'être *(When I was little I used to dream of being)* Je suis passionné(e) par mon travail *(I am passionate about my job)*

Pour faire ce métier il faut être souriant *(In order to do this job you have to be smiley)*

Il faut savoir parler d'autres langues *(You have to know how to speak other languages)*

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.

Ich	**du**	**er/sie**
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 – **ge**spiel**t**.

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

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!

← By word group

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

By prefix/suffix →

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

1. The festival takes in Germany place.	Das Festival findet in Deutschland statt.
2. The athletes skate through the town.	Die Athleten skaten durch die Stadt.
3. There was so much air pollution.	Es gab so viel Luftverschmutzung.
4. Sometimes are the stadiums unsafe and there are accidents.	Manchmal sind die Stadien unsicher und es gibt Unfälle.
5. The interesting is, that she in German and English sing can.	Das Interessante ist, dass sie auf Deutsch und Englisch singen kann.
6. One should fruit and vegetables compost.	Man sollte Obst und Gemüse kompostieren.
7. One wants more often the rubbish separate, but there is for it not enough time.	Man will öfter den Müll trennen, aber es gibt dafür nicht genug Zeit.
8. Without doubt is the biggest problem of our welt the global warming.	Ohne Zweifel ist das größte Problem unserer Welt die globale Erwärmung.
9. I want with blind children in Nepal to work.	Ich will mit blinden Kindern in Nepal arbeiten.
10. Before the trip had the volunteers panda sculptures packed.	Vor der Reise hatten die Freiwilligen Pandaskulpturen eingepackt.

Grammar focus for this module:

Pluperfect tense: We use this to describe an action that happened before another action in the past. E.g. before the rain, the family **had taken** the washing in. To form it you need the imperfect form of haben **(hatte)** and the **past participle**.

Adjectival nouns: In German, you can often use adjectives as nouns. They begin with a capital letter and take an article (der/die/das), but they still have the same endings as a normal adjective.

1

in England = in England
im Sommer = in summer
im Winter = in winter
im Herbst = in autumn
im Frühling = in spring

2

um das Stadtzentrum = around the town centre
die Straßen entlang = along the streets
laufen = run
spielen = play
gegen = against
ohne = without

8

die Dürre = drought
der saure Regen = acid rain
die Wasserverschmutzung = water pollution
die Abholzung = deforestation
das Aussterben von Tierarten = the extinction of
animal species
die Gletscher schmelzen = the glaciers are melting

3/4

bringt es viel Geld = it brings lots of money
bringt es viele verschiedene Kulturen
zusammen = it brings lots of different
cultures together
einen großen Zeitdruck = a big time
pressure
viel Stau = lots of traffic jams

6/7

man kann = one can
eine Solaranlage installieren =
install solar panels
eine Fahrradwoche organisieren =
organise a bike week
Energie sparen = save energy
Nistkästen für Vögel bauen = build
bird boxes
Bienenvölker im Schulgarten
halten = keep beehives in the
school garden.
effektiver recyceln = recycle more
effectively

9

in einer Schule unterrichten = to teach in a school
bei einer Schutzorganisation arbeiten = to work for a
protection organisation
Fußball mit armen Kindern spielen = to play football with
poor children
freiwillig arbeiten = to work as a volunteer
der Natur helfen = to help nature
der Umwelt helfen = to help the environment
armen Menschen helfen = to help poor people
ein Projekt im Ausland machen = to do a project abroad

5

das Gute = the good thing
das Schlechte = the bad thing
etwas Gutes = something good
etwas Interessantes = something
interesting

10

hatte ich = had I
hatten wir = had we
hatte er/sie = had he/she

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

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

1/2/4/7/8
Schauspieler = actor (m)
Arzt / Ärztin = doctor / (f)
Arkitekt/in = architect m/f
Elektriker/in = electrician m/f
Freiwillige = volunteer
Metzger/in = butcher m/f
Verkäufer/in = sales assistant m/f
Feuerwehrmann = fireman

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

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

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

4
danach = after that
dann = then
schließlich = finally

5/6
ich freue mich auf = I am looking forward to

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*
vas	a	*going to work*	
va	a	estudiar	
vamos	a	beber	
vais	a	comer	
van	a	abrir	
		vivir	

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

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**

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**		abrir-**íais**
nadar-**ían**	beber-**íais**	abrir-**ían**
	beber-**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.**

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
O	pequeño	pequeños	pequeña	pequeñas
OTHER VOWELS	naranja	naranjas	←	
	fuerte	fuertes	←	
CONSONANTS	azul	azules	←	
	marrón	marrones	←	
	veloz	veloces	←	

Key Sentences

1. I live in a house detached in the outskirts that is very old.	Vivo en una casa individual en las afueras que es muy vieja.
2. Normally I carry a life healthy but not I can avoid the food rubbish.	Normalmente llevo una vida sana pero no puedo evitar la comida basura.
3. In order to protect the environment in house one should turn off the light and recycle the plastic.	Para proteger el medio ambiente en casa se debería apagar la luz y reciclar el plástico.
4. The problem most serious of the world is the obesity.	El problema más serio del mundo es la obesidad.
5. We need to save energy and water and plant more trees.	Necesitamos ahorrar energía y agua y plantar más árboles.
6. Before I drank alcohol but not it I do now because not it is good for the health.	Antes bebía alcohol pero no lo hago ahora porque no es bueno para la salud.
7. The events sports serve in order to promote the participation in the sport but a disadvantage is the traffic.	Los eventos deportistas sirven para promover la participación en el deporte pero una desventaja es el tráfico.

Substitution Language

1

un bloque de pisos = a block of flats
una casa adosada = a terraced house
una granja = a farm
un barrio = a neighbourhood
el campo = the countryside
la costa = the coast
la montaña = the mountain
hermoso/a = beautiful
cómodo/a = comfortable
está limpio/a = is clean
está sucio/a = is dirty

2

a veces = sometimes
siempre = always
nunca = never
a menudo = often
variada = varied
los dulces = desserts

3

no se debería = you shouldn't
ducharse en vez de bañarse = shower instead of bathe
separar la basura = separate the rubbish
cerrar el grifo = turn off the tap
desenchufar los aparatos eléctricos = unplug electronic devices
malgastar el agua = waste water
usar bolsas de plástico = use plastic bags

4

más grave = most grave
mayor = greatest
del país = in the country
el paro = unemployment
el hambre = hunger
los sin hogar = homelessness
la pobreza = poverty
la contaminación de los ríos = river pollution
la drogadicción = drug addiction

5

se debería = you should
se debe = you must
usar productos ecológicos = use eco products
usar el transporte público = use public transport
reciclar todo lo posible = recycle everything possible

6

fumaba cigarrillos/porros = smoked cigarettes/joints
tomaba drogas duras = took hard drugs
tomaba drogas blandas = took soft drugs
es ilegal = it's illegal   es peligroso = it's dangerous
un vicio muy caro = a very expensive habit
muy perjudicial para la salud = very damaging to your health
huele mal = it smells bad
te relaja = it relaxes you
a partir de ahora = from now on
voy a dejar de fumar = I am going to stop smoking
voy a cambiar mi vida = I am going to change my life

7

regenerar los centro urbanos = regenerate urban centres
elevar el orgullo nacional = increase national pride
transmitir los valores de respeto y disciplina = transmit the values of respect and discipline
unir a la gente = unite people
animar el turismo = encourage tourism
el riesgo de ataques terroristas = the risk of terrorist attacks
el dopaje = doping
el coste/precio = the cost/price

J o b s	**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	**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	**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 **recepcionista** – receptionist **socorrista** – lifeguard **soldado** – lifeguard **veterinario/a** – vet	**(porque) es un trabajo...** - (because) it is a ___ job	**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
	Tengo que... - I have to... **Suelo...** – I usually	**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			

Personality	**Creo que soy...** - I think that I am... **Sería un(a) buen(a)... porque soy...** - I would be a good... because I am...	**ambicioso/a** – ambitious **creativo/a** – creative **extrovertido/a** – extroverted/outgoing **fuerte** – strong **organizado/a** – organised **práctico/a** – practical **trabajador/a** – hard working	**comprensivo/a** – understanding **extrovertido/a** – **inteligente** – clever **paciente** – patient **serio/a** – serious **valiente** – brave
Part time jobs	**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	**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	
Applying for a job	**Se busca...** - required **Se requiere....** – required **Una entrevista** – an interview **(No) hace falta experiencia** – Experience (not) needed **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		

Year 11 Spanish Viva GCSE Module 7

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

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… **hacía 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.
The future	**El desempleo/el paro** unemployment **El dinero** – money **El éxito** success **El fracaso** – failure **El matrimonio** marriage **La independencia** - independence	**me interesa** - interests me **me importa** - matters to me **me preocupa** - worries me
	Espero… - I hope to… **me gustaría** – I would like to… **Pienso** – I plan to/intend to… **quiero** – I want to **Tengo la intención de** – I intend to **Voy a** – I'm going to	**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	

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

What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Where is Urbanisation happening?

Urbanisation is happening all over the word but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.
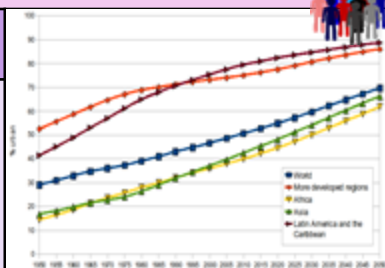
Causes of Urbanisation

Rural - urban migration (1)	The movement of people from rural to urban areas.

Push	Pull
• Natural disasters • War and Conflict • Mechanisation • Drought • Lack of employment	• More Jobs • Better education & healthcare • Increased quality of life. • Following family members.

Natural Increase (2)	When the birth rate exceeds the death rate.

Increase in birth rate (BR)	Lower death rate (DR)
• High percentage of population are child-bearing age which leads to high fertility rate. • Lack of contraception or education about family planning.	• Higher life expectancy due to better living conditions and diet. • Improved medical facilities helps lower infant mortality rate.

Types of Cities

Megacity	An urban area with over **10 million people** living there.

More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

Sustainable Urban Living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use then.

Water Conservation

This is about reducing the amount of water used.
- Collecting rainwater for gardens and flushing toilets.
- Installing water meters and toilets that flush less water.
- Educating people on using less water.

Energy Conservation

Using less fossil fuels can reduce the rate of climate change.
- Promoting renewable energy sources.
- Making homes more energy efficient.
- Encouraging people to use energy.

Creating Green Space

Creating green spaces in urban areas can improve places for people who want to live there.
- Provide natural cooler areas for people to relax in.
- Encourages people to exercise.
- Reduces the risk of flooding from surface runoff.

Waste Recycling

More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.
- Collection of household waste.
- More local recycling facilities.
- Greater awareness of the benefits in recycling.

Unit 2a **Geography**

AQA

Urban Issues & Challenges

Sustainable Urban Living Example: Freiburg

Background & Location	Sustainable Strategies
Freiburg is in west Germany. The city has a population of about 220,000. In 1970 it set the goal of focusing on social, economic and environmental sustainability.	• The city's waste water allows for rainwater to be retained. • The use of sustainable energy such as solar and wind is becoming more important. • 40% of the city is forested with many open spaces for recreation, clean air and reducing flood risk.

Integrated Transport System

This is the linking of different forms of public and private transport within a city and the surrounding area.

Brownfield Site

Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.

Traffic Management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

Environmental problems

- Traffic increases air pollution which releases greenhouse gases that is leading to climate change.

Economic problems	Social Problems
• Congestion can make people late for work and business deliveries take longer. This can cause companies to loose money.	• There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.

Congestion Solutions

- Widen roads to allow more traffic to flow easily.
- Build ring roads and bypasses to keep through traffic out of city centres.
- Introduce park and ride schemes to reduce car use.
- Encourage car-sharing schemes in work places.
- Have public transport, cycle lanes & cycle hire schemes.
- Having congestion charges discourages drivers from entering the busy city centres.

Traffic Management Example: Bristol

In 2012 Bristol was the most congested city in the UK. Now the city aims to develop it's integrated transport system to encourage more people to use the public transport. The city has also invested in cycle routes and hiring schemes.

Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

Urban Regeneration

The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.

Urban Change in a Major UK City: London Case Study

Location and Background

London is the capital and largest city of England and the United Kingdom. The city stands on the River Thames in the south-east of England, at the head of its 50-mile (80 km) estuary leading to the North Sea.

City's Importance

- London is a world city. A world city is not just important nationally, but also on the international stage. Along with New York, London is one of the two most important financial centres in the world
- Many headquarters of international companies are located in London as well as major British companies. The city attracts highly skilled workers from across the globe
- London generates around 22 per cent of the UK's GDP, even though it only accounts for 12.5 per cent of the UK population.

Migration to London

During the industrial revolution, the population dramatically increased with people migrating from nearby rural communities.

More recently, migrant workers have arrived. They are employed in a wide range of sectors;
Hospitality
Manufacturing
Construction
Retail
health

City's Opportunities

Social: social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems

Economic: High tech industries employing people. Attracts educated workforce. Different industries working collaboratively.

Environmental: 47 per cent of the city consists of green space. Through its ambitious urban greening programme, London recently became the world's first National Park City.

City Challenges

Social: urban deprivation, inequalities in housing, education, health and employment

Economic: industrial decline, decrease in wealth. People move away. Derelict land in inner city provides brownfield sites

Environmental: dereliction, building on brown eld and green eld sites, waste disposal

London Stratford regeneration

It had one of the most deprived communities in the country, where unemployment was high and levels of health were poor. There was a lack of infrastructure and the environmental quality was poor.
The 2012 London Olympics bid was partly successful on the understanding that Stratford would be used during the games and regenerated for local people to use after the competitors had left. After the Olympic Games were over, the park was named the Queen Elizabeth Olympic Park. Economic - Stratford is now a well-connected area of London, which allows commuters to travel to work easily.

Urban Change in a Major NEE City: RIO DE JANEIRO Case Study

Location and Background

Rio is a coastal city situated in the South East region of Brazil within the continent of South America. It is the second most populated city in the country (6.5 million) after Sao Paulo.

City's Importance

- Has the second largest GDP in Brazil It is headquarters to many of Brazil's main companies, particularly with Oil and Gas.
- Sugar Loaf mountain is one of the seven wonders of the world.
- One of the most visited places in the Southern Hemisphere.
- Hosted the 2014 World Cup and 2016 Summer Olympics.

Migration to Rio De Janeiro

The city began when Portuguese settlers with slaves arrived in 1502. Since then, Rio has become home to various ethnic groups.

However, more recently, millions of people have migrated from rural areas that have suffered from drought, lack of services and unemployment to Rio. People do this to search for a better quality of life.

This expanding population has resulted in the rapid urbanisation of Rio de Janeiro.

City's Opportunities

Social: Standards of living are gradually improving. The Rio Carnival is an important cultural event for traditional dancing and music.

Economic: Rio has one of the highest incomes per person in the country. The city has various types of employment including oil, retail and manufacturing.

Environmental: The hosting of the major sporting events encouraged more investment in sewage works and public transport systems.

City Challenges

Social: There is a severe shortage of housing, schools and healthcare centres available. Large scale social inequality, is creating tensions between the rich and poor.

Economic: The rise of informal jobs with low pay and no tax contributions. There is high employment in shanty towns called Favelas

Environmental: Shanty towns called Favelas are established around the city, typically on unfavourable land, such as hills.

Self-help schemes - Rocinha, Bairro Project

- The authorities have provided basic materials to improve peoples homes with safe electricity and sewage pipes.
- Government has demolished houses and created new estates.
- Community policing has been established, along with a tougher stance on gangs with military backed police.
- Greater investment in new road and rail network to reduce pollution and increase connections between rich and poor areas.

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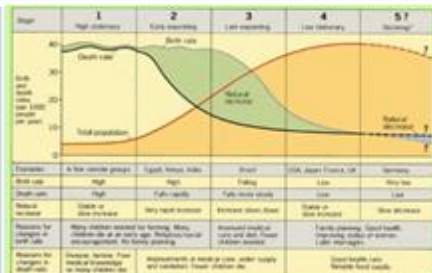
Population pyramids change over time too – from having a lot of babies (a wide base), to good healthcare and more elderly people (a wide top).

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.

Unit 2b
The Changing Economic World

AQA

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.

UK Links

Ports	Air	Roads
• 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 3rd biggest. • 12 million people and 700,000 freight lorries travel from Dover a year.	• 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.	• 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 no

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.

Economic and Industrial Change in Nigeria

History and Landscape

- West Africa, North of the Equator
- Largest population of Africa – 184 million
- NEE – 3rd 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.

- 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 – 3rd 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 that 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 Harem 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.
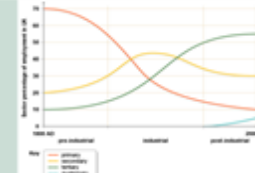
De-industrialisation is the decline in secondary (manufacturing) industries, and the subsequent growth in tertiary and quaternary employment.

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 Middlesborough 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. Hoever 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.

Year 11 MUSIC – Component 2

Music Skills Development

Learning Aim A: Professional and skills for the music industry.

Professional Skills
Time management
Self-discipline
Working with others
Correct and safe use of equipment
Identifying resources
Auditing existing skills
Planning Music Skills Development
Planning targets for development
Organised approach
Managing equipment
Capturing musical development
Sharing and commenting on work

1. Music Performance
2. Creating Original Music
3. Music Production

Compositional Features	
Elements of music and techniques that are used to create a piece.	
Melody	Features of the melody/ tune.
Harmony	Different features that make up the accompaniment.
Tonality	The key the piece is in – major, minor, sharps an flats.
Rhythm	Features that can be heard in the rhythms of the piece.
Structure	The way the music is laid out.

Sonic Features	
Features to do with how the music sounds.	
Instrumentation	The instruments used to create a piece of music.
timbre	Instrumental tone and playing techniques/effects.
texture	Focusing on the number of musical lines being played.
Production	How music is produced – digital software and recording.

Learning Aim B: Apply skills and techniques in development.

Music Performance
Tuning
Learning repertoire
Physical preparation and exercises
Instrumental/vocal techniques
Practice routines – warm-ups/scales
Following accompaniment
Composing/Creating Original Music
Exploring and Extending Ideas
Using structure effectively
Rhythmic and melodic patterns
Development of harmony
Music Production
Using software and audio tools
Using software instruments
Inputting and editing audio
Using effects
Structuring music

Year 11 BTEC Dance Knowledge Organiser – Component 2

What is a stimulus?
A stimulus is the starting point/theme of a dance. Anything can be used as a stimulus if it allows the choreographer to generate ideas for movement. The stimulus of a dance can be communicated to the audience through movement or through constituent features.

Who creates briefs for choreographers?
- Producers/artists for a music videos
- Local Councils
- Directors of a theatre productions or films
- Funding organisations
- Theatres
- Marketing companies
- An individual (for example wedding dance choreography)
- Dance Companies or choreographers

Physical Skills: Aspects enabling effective performance, that can be trained and developed through technique.

Posture: The way the body is held.

Alignment: Correct placement of body parts in relation to each other.

Strength: Muscular power.

Stamina: Ability to maintain physical and mental energy over periods of time.

Balance: A steady or held position achieved by an even distribution of weight.

Coordination: The efficient combination of body parts

Flexibility: The range of movement in the joints (involving muscles, tendons and ligaments).

Control: The ability to start and stop movement, change direction and hold a shape efficiently.

Extension: Lengthening one or more muscles or limbs

Mobility: The range of movement in a joint; the ability to move fluently from action to action

Interpretive skills: Aspects that contribute to performance artistry and that engage the audience. You have to actively think about applying these skills.

Facial expressions: Use of the face to show mood, feeling or character.

Projection: The energy the dancer uses to connect with and draw in the audience

Musicality: The ability to make the unique qualities of the accompaniment evident in performance.

Sense of style: Characteristic way of dancing.

Dynamic Awareness: Applying variation of qualities of movement, considering speed, strength and flow

Focus: Use of the eyes to enhance performance or interpretative qualities.

Timing: The use of time or counts when matching movements to sound and/or other dancers.

Key words for choreography:

- **Stimulus** – The starting point for a dance
- **Motif** – A short phrase of movement
- **5 basic dance actions** – 5 basic movements that must be included in all pieces of choreography
- **Motif development** – Developing an original motif using choreographic devices and RADS.
- **Structure** – How the dance is pieced together to communicate the stimulus
- **Target Audience** – a particular group that the performance is aimed at

Technical Skills: These include accuracy of action, timing, dynamic, rhythmic and spatial content and the reproduction of movement in a stylistically accurate way

Rhythm: Repeated patterns of sound or movement

Spatial Awareness: Consciousness of the surrounding space and its effective use.

Action: What a dancer does e.g. travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight

Dynamic: The qualities of movement based upon variations in speed, strength and flow

Stylistic Qualities: Qualities which define a dance style/practitioner

Mental Skills:

Confidence: A measure of domain-specific self-esteem as applied to how a person feels about their social and recreational dance ability.

Movement Memory: The automatic recall of learned movement material, without conscious thought.

Commitment: The state or quality of being dedicated.

Concentration: The action or power of focusing all one's attention

Discipline: Learning, practicing, and demonstrating expected behaviors specifically associated with dance. Discipline comes from the desire to meet and obtain the desired results in class, that is, learning and perfecting the steps taught.

Responding to feedback: Acting upon advice from teacher and peers, using this to improve performance.

Constituent features:

Constituent features refer to anything that you see in the performance space. These include the characteristics of choreography, the physical and the aural setting. Constituent features are used to enhance a performance and to communicate the stimulus/choreographic intention with the audience.

Personal Plan – Smart Targets:

- **Specific**

What is your specific target and why?

- **Measurable-** Is it measurable?
How will you measure your target?

Roles, Responsibilities & Skills:

When creating a piece of choreography, you will take on both the role of a choreographer and a dancer.

Choreographer - A choreographer's responsibility it to develop ideas from the stimulus or brief and use this to create movement. They have to develop the movement using choreographic devices and then teach it to the dancers. Choreographer's choose the dance style for the piece and give feedback to the dancers throughout the rehearsal process. Skills needed to do this include the following:
- Choreography skills
- Creativity

- **Characteristics of choreography** - Dance style, stimulus, subject matter, number/gender of dancers, action content, choreographic principles, form, and structure.

- **Lighting** - The use of light in a performance, this can include coloured washes, spotlights, blackouts, and natural light.

- **Sound/Aural Setting** - Aural setting includes the music, sound, any spoken words, any audible aspects of the dance and silence.

- **Set/Physical Setting/Performance Environment** - The set for a performance includes the type of stage, use of props, any raised platforms, backdrops, and special effects.

- **Costume** - What the dancers wear when they perform. This can include jewellery or accessories depending on the piece.

Filming yourself over a period of time to measure the progression.

Take photos of my progression each lesson. Timing the amount you can do.

Asking your peer to provide feedback over a period of time.

- **Achievable**- is it achievable?
Is there going to be big distractions to prevent you from reaching your smart target?
Are you motivated enough to achieve them?
Is there enough time for you to achieve this goal?

- **Relevant** - how is it relevant and realistic to the course?

- **Time**- How long are you going to give yourself till what date? E.G 27.11.23

- Communication skills
- Organisation skills
- Leadership skills
- Technical & performance skills

Dancer - A dancer's responsibility it to continuously develop their performance and technical skills so that they are able to learn and perform new movements. They should learn and remember the choreography as well as contributing to any choreography tasks that are set. They must attend all rehearsals and apply any feedback given by the choreographer. Skills needed to do this include the following:
- Creativity
- Communication skills
- Organisation skills
- Time management skills
- Technical & performance skill

PSHE – signposting support

Health and wellbeing

NHS — nhs.uk

CALL 111 — NHS non emergency 111
111.nhs.uk

Beat — beateatingdisorders.org.uk

mind — mind.org.uk

shout 85258 — giveusashout.org
text *'shout'* to 85258

YOUNG MINDS — youngminds.org.uk

CANCER RESEARCH UK — cancerresearchuk.org

TEENAGE CANCER TRUST — teenagecancertrust.org

Adfam — adfam.org.uk

Personal safety

ALCOHOL CHANGE — alcoholchange.org.uk

FRANK — talktofrank.com
0300 123 6600

withyou — wearewithyou.org.uk

childline — childline.org.uk
0800 11 11

IS THIS OK? — isthisok.org.uk

YOU &CO — victimsupport.org.uk/you-co
0808 1689 111

Suffolk Police — Suffolk.police.uk

EXTREME DIALOGUE — extremedialogue.org

Relationships and Sex Education

REPORT HARMFUL CONTENT — reportharmfulcontent.com

THE MIX — themix.org.uk
0808 808 4994

brook — brook.org.uk

Refuge — refuge.org.uk

ManKind Initiative — mankind.org.uk

galop — galop.org.uk

CLICK CEOP Internet Safety — Ceop.police.uk

History

The Early Settlement of the West, C.1835-1862

Term	Definition
Band	A sub-group within a tribe, about 300-500 people, that a Native American would belong to.
Claim	A legal declaration that someone intends to take control over an area of land.
Counting Coup	A way of winning prestige or honour in tribes. During battle, a warrior would attempt to touch an enemy with their weapon or a stick. These acts of bravery were valued.
Frontier	The border between two countries, or the border between a 'civilised' country and undeveloped areas.
Great American Desert	The name given to the Great Plains at the time, due to the lack of water and wood making it apparently unsuitable for farming.
Great Spirit	The religious force that Native American tribes worshipped. It was believed the Great Spirit was in all living things, and worked in cycles like the seasons, bringing people into life and into death. Native Americans wanted to live in harmony with the earth as a result.
Indian Appropriations Act	Created 'reserved land' for Native American tribes in Indian Country and made tribe members relocate.
Manifest Destiny	The belief that it was God's will for white people to take possession of the whole of the continent and make it productive and civilised.
Mormon	Mormons, also known as 'Latter Day Saints', were named after the Book of Mormon, supposedly found by Joseph Smith and creating a new Christian Church.
Pioneer	A person who is among the first to explore or settle a new area or country.
Posse	A group of men called together by a sheriff or marshal to help him in enforcing the law.
Permanent Indian Frontier	The idea of separate and clearly defined lands for Natives & white settlers, separated by the Mississippi river.
Prairie	The large areas of flat grasslands, mostly without trees, of the Great Plains region of North America.
Prospector	Someone who searches for gold or other precious metals, looking for signs of the metals in rocky outcrops or in the silt of streams and in river beds.
Reservation	An area of land 'reserved' for use by American Indians and managed by the federal government.
Oregon Trail	The only practical route for migrants to get across the plains and mountains of the West to land on the other side.
Sheriff	An elected law officer with the responsibility of keeping the peace in his area and carrying out the orders of a law court, such as issuing warrants, making arrests and delivering prisoners to jail.
Tipi	Tent-like homes of Plains Indian families, made of animal hide stretched over wooden poles.
Trails	Routes marking out 'tried-and-tested' ways across the West.
US Marshal	A police officer in charge of a district. A US marshal was a federal law officer appointed to an area.

Key Dates

Key Dates	Event
1830	Indian Removal Act creates Indian Country west of Mississippi
1836	First wagon trains set off west using the Oregon Trail
1845	USA annexes Texas which becomes its 28th state
1845	Mormons forced to leave Illinois after rioters murdered their leader, Joseph Smith
May 1846	Donner Party sets off along the Oregon Trail.
1846-7	Mormon Migration West
1848	USA defeats Mexico and signs Treaty of Guadalupe-Hidalgo, gaining land in south and west, including California.
1849	Gold Rush towards California
1851	Fort Laramie Treaty Indian Appropriations Act
1854	The government created two new territories: Kansas and Nebraska behind the Permanent Indian Frontier.

Key People

Name	Description
Donner Brothers	The leaders of the Donner Party in May 1846
Brigham Young	Leader of the Mormons that believed God had called on the Mormons to migrate to the Salt Lake Valley, south of the Oregon trail.

The Development of the Plains, C.1862-1876

Term	Definition
Abilene	Rail town where cattle were transported to Chicago for sale in the old Eastern markets.
Barbed Wire	New style of fencing which protected crops and enclosed animals.
Bozeman Trail	Trail to Montana, across Natives' hunting grounds, which contravened the Fort Laramie Treaty.
Cattle Barons	Those that owned huge herds of cattle and controlled the towns of the West.
Cattle Trails	Routes used to drive cattle from the Western farms to markets.
Chisholm Trail	Cattle trail from Texas to Kansas to the Abilene rail terminal.
Deserters	Soldiers who ran away from the army. This was a criminal offence.
Goodnight-Loving Trail	The first trail from Texas cow towns to population centres in the West.
Homestead Act	**May 1862**: aimed at settling the west with individual farms.
Long Drives	Herding cattle over long distances
Open Range	Open, unfenced land where cattle grazed. Ownership of cattle was signified by branding.
Pacific Railroad Act	**July 1862**: aimed at developing connections between the new lands of the West and the northern industrial cities.
Red Cloud's War	Fight against settlers crossing his tribe's land through the Bozeman Trail. This should not have happened after the Fort Laramie Treaty.
Reno Gang	Example of a group of Civil War deserters that carried out a train robbery in 1866.
Sand Creek Massacre	Killing of 130 Native Indian soldiers to force movement onto reservations.
Second Fort Laramie Treaty	**1868**: Red Cloud agreed to move the Sioux to a reservation in Dakota in exchange for the closure of the Bozeman Trail.
Sulky Plow	New style of plough which were pulled by horses and more productive than old ploughs.
Timber Culture Act	Allowed Homesteaders to claim a further 160 acres of land from the government if they promised to build trees on a quarter of it. (1873)

Name	Description
Red Cloud	A Sioux Chief who fought a victorious war against the US army.
Little Crow	Chief of a band of Sioux that fought against the reservation system.
Charles Goodnight & Oliver Loving	Realised the potential of selling cattle directly to the new population centres of the West.
John Iliff	The first rancher on the Plains
Colonel Chivington	The US Army colonel who carried out the Sand Creek Massacre.

Key Concepts	Description
Civil War	The battle fought between northern and southern states, over the issue of slavery & the rights of individual states.
Grant's Peace Policy	President Grant's 1868 policy of more peacefully managing reservations.

Key Dates	Event
1854	Self-governing windmill introduced
1861-65	American Civil War
1862	Little Crow's War
May 1862	Homestead Act passed
July 1862	Pacific Railroad Act passed
1864	Sand Creek Massacre
1866	John Iliff sets up his first ranch in Colorado, to sell cattle to mining towns of the West.
1866-68	Red Cloud's War
1868	Second Fort Laramie Treaty
1869	Completion of the first Transcontinental Railroad.
1874	Introduction of barbed wire
1875	Introduction of the sulky plow

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

Key Words		
17	**Abdication**	When a monarch leaves the throne
18	**Republic**	A country without a King or a Queen
19	**Ebert**	The first President of the Republic
20	**Stresemann**	The Chancellor of Germany from the Summer of 1923
21	**Article 48**	The President could use this to ignore the Reichstag and rule as he saw fit
22	**Kaiser**	King
23	**Armistice**	An agreement to end war
24	**Weimar**	The new government could not meet in Berlin as it was so dangerous, so they met here instead
25	**Constitution**	This is an agreement about how the country would be ruled
26	**Reichstag**	German parliament
27	**Gewaltfrieden**	An enforced peace
28	**Freikorps**	Ex military soldiers who wanted to overthrow the Republic
29	**Rentenmark**	The currency of Germany after November 1923
30	**Hyperinflation**	When money looses its value
31	**Dawes Plan**	An agreement where the USA would lend Germany money
32	**Young Plan**	This lowered the reparations payment and gave Germany longer to pay
33	**Treaty of Versailles**	This decided how Germany was going to be treated after WW1
34	**Locarno Pact**	An agreement on borders signed by Britain, France, Italy and Belgium
35	**Kellogg Briand Pact**	65 counties including Germany agreed to resolve conflict peacefully
36	**Coalition**	A government of two or more political parties

Hitler's Rise to Power

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

Key events

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

Key Concepts

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

Key Words

18	**NSDAP**	The Nazis
19	**Iron Cross Award**	Given for bravery in war
20	**Volk**	The notion of pure German people
21	**25 Point Programme**	The political manifesto of the Nazi Party
22	**Volkischer Beobachter**	People's Observer, a Nazi newspaper
23	**Fuhrerprinzip**	Belief that one person should run a Party
24	**Swastika**	Emblem of the Nazi Party
25	**SA or Sturmabteilung**	Private army of the Nazi Party headed by Himmler
26	**Aryan**	Pure German people
27	**Anti-Semitism**	Hatred of the Jewish people
28	**Mein Kampf**	Hitler's autobiography
29	**Putsch**	An attempt to get power illegally
30	**Blood Martyrs**	16 Nazis who died at the Munich Putsch
31	**Gaue**	Local party branches
32	**SS or Schutzstaffel**	Hitler's bodyguards
33	**KPD**	German Communist Party
34	**Propaganda**	Goebbels attempted to make people think in a certain way
35	**Hindenburg**	The President of the Republic from 1925 to 1934
36	**Roter Frontkampferbund**	The Communist's own private army

Nazi Control and Dictatorship

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

Key events

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

Key Concepts

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

Key Words

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

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

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

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Practices: Islam

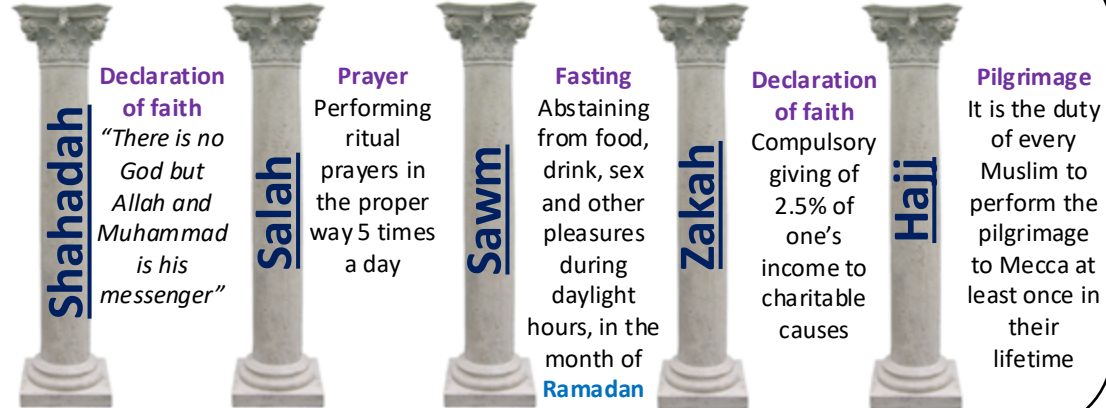## 10 obligatory acts of Shi'a Islam

1. **Salah** - prayer
2. **Sawm** – fasting
3. **Zakah** – charitable giving
4. **Khums** – 20% tax on income
5. **Hajj** – pilgrimage
6. **Jihad**
7. **Amr-bil-Maruf** – encouraging people to do what is good
8. **Nah Anil Munkar** – Discouraging people form doing what is wrong
9. **Tawallah** – to be loving towards friends of God
10. **Tabarra** – disassociating from enemies of God.

5 pillars of Sunni Islam

Shahadah
Declaration of faith
"There is no God but Allah and Muhammad is his messenger"

Salah
Prayer
Performing ritual prayers in the proper way 5 times a day

Sawm
Fasting
Abstaining from food, drink, sex and other pleasures during daylight hours, in the month of **Ramadan**

Zakah
Declaration of faith
Compulsory giving of 2.5% of one's income to charitable causes

Hajj
Pilgrimage
It is the duty of every Muslim to perform the pilgrimage to Mecca at least once in their lifetime

Ashura

The day of Ashura (Day of remembrance) is a major Shi'a festival that takes place on the 10th day of the month of Muharram.

Shi'a Muslims remember the **death of Hussein** (Muhammad's grandson) in Karbala, Iraq.

In many Muslim countries a **public holiday** takes place. Some Muslims will beat themselves with chains, **beat their chest** or (a minority) cut themselves. For Sunni Muslims, Ashura is a day when many **fast voluntarily**.

Festivals

It is said that when Muhammad arrived in Medina, he noticed people were celebrating 2 days with entertainment and activities. Muhammad explained that God had appointed 2 other days that are better to

	Why?	How?
Eid-il-Adha	Remembers & honours Ibrahim, who was willing to sacrifice his son on Allah's command	Forms a part of Hajj; Animals are sacrificed; Give money to the poor; cards & presents
Eid-ul-Fitr	Marks the end of the month of Ramadan	Prayers; decorations; best clothes; feasts; cards & presents

Salah

Rak'ah: One unit of prayer
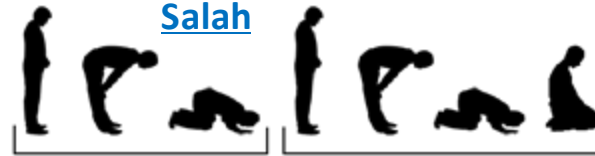
First Rak'ah   Second Rak'ah

Wudu: Ritual washing before prayer

Qibla: Direction of Mecca
QIBLA القبلة

FRIDAY Jummah Prayer

Jummah prayer: Friday, midday prayer

Jihad

Jihad is an important concept for Muslims. It refers to struggling against evil, either as an individual or as the collective fellowship of Islam.

Lesser: Greater jihad is a personal, inward struggle of all Muslims to live in line with the teachings of their faith.

Greater: Lesser jihad is seen as the outward struggle to defend Islam from threat. In the early days of the faith, this was important when Muslims were being persecuted and they needed to protect their freedom to practise their faith.

Theme A: Relationships & families

Contraception

Artificial – man made e.g. condom
Natural – a type of practice or behaviour aimed at preventing pregnancy e.g. NFP (natural family planning)

Christianity teaches that sex should be open to the possibility of **procreation**. Therefore, by using contraception, you are preventing procreation from happening. *The Roman Catholic Church* teaches that the use of contraception is a sin. *The Church of England* teaches that sex should open to procreation; however, it accepts that sex is also an *expression of love* and promotes *responsible parenthood*. Therefore, the use of contraception is encouraged if you cannot properly look after and raise a child. You should wait until you're ready.

Islam teaches that children are a blessing from God, if a couple wishes to have them. Muhammad taught that parents should only have as many children as they can properly look after – *responsible parenthood*. So, Muslims <u>can</u> and <u>should</u> use contraception.

Families

- **Nuclear** – mum & dad + children
- **Extended** – Nuclear family + other relatives
- **Single-parent** – mum or dad + children
- **Polygamy** – illegal in the UK. Man + more than 1 wife

Many people would argue that the best place for raising children is within a family environment/ Religious families also provide a basis for a religious upbringing, enabling parents to educate their child in a faith.

Sexual relationships

Roman Catholics believe that sex should have 2 purposes: to **UNITE** a couple in married love and to **CREATE** new life. **Pre-marital** sex is a sin, as is masturbation (as it cannot lead to procreation).
Some other Christians accept sex before marriage in a committed and loving relationship, as it is an *expression of love*. The Bible says "Do not commit **adultery**", so having sex with someone other than your marriage partner is committing a **sin**.
Islam teaches that it is a religious duty to marry & have children. Every person should be a virgin before marriage, and observe **chastity** before and during marriage.

♀ Gender equality ♂

Traditionally, men have held positions of authority in most religions. However, there is a debate about what the role of women should be. In the **RC Church** women cannot become priests. Many argue this because: Jesus had male disciples; Jesus chose a man to lead his Church after his ascension (Peter); A woman cannot completely represent Christ during the Eucharist. In the **C of E** women can become both vicars and bishops.
Some of the earliest converts to Christianity were women, for example Priscilla at Ephesus.
"There is neither Jew nor gentile, neither slave nor free, nor is there male and females, for you are all one in Christ" (Galatians 3:28)
"So God created mankind in His own image, in the image of God he created them; male and female he created them" (Genesis 1:27)

Homosexual relationships

For some Christians, **homosexual** sex is thought to be unnatural and cannot lead to pregnancy, so it is a sin and it is wrong. In places, the Bible also says it is wrong for a man to sleep with another man, which has also been used to show that homosexuality is wrong.
For other Christians, homosexual couples are able to provide the same love, that builds the foundations for a family, as a heterosexual couple. They argue that God loves all his creations and people should act in the same way, showing acceptance and compassion.
The **Qur'an** sets out specific punishments for those who have homosexual relationships. It calls these people fornicators, and **punishment** is severe e.g. flogging or execution.

Marriage & divorce

Marriage is a sacrament in some Christian traditions; it brings a blessing from god. In marriage, a couple promise to each other through **vows**/promises, to be good to each other, to be faithful, to love and cherish each other, until the marriage is ended by death. The rings represent the eternal bond the couple are entering into, in front of God.

For **RC** Christians, divorce is always wrong. Marriage is a sacrament which cannot be broken. The vows state *"until death do us part"* and these promises are binding.

It is possible to have an **annulment**, which is where the marriage is set aside, as if it were never real.

For most other Christians, divorce is discouraged but acceptable as a last resort. It is sometimes the *lesser of two evils*, and also a *necessary* evil.
Christianity teaches:
- God hates divorce (OT)
- "Whoever divorces... then marries another; it as if he committed adultery" (Jesus)
- We should forgive those who wrong us and show love to all (Jesus)

Art - Annotation sheet – Self Evaluation

Basic thinking   Higher thinking

Working below a 4   *Working above a 4*

Describe ➤ *Understand* ➤ *Analyse* ➤ *Evaluate*

Levels	Questions	Sentence starters
1. **Describe** Basic ability	Describe, explain, painting, sculpture, etching, print, large, small, scale,	
	What is it? What have you done?	*I have created …* *I have developed…*
2. Understand Competent ability	Media, skill, colours, experiment, theme,	
	How have you made it? What technique have you used?	*I have used…* *The way I made the work…* *The artwork is…*
3. **Analyse** Confident ability	Compare, similarities, differences, techniques, inspired, decided, idea	
	Who are you responding to? 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…
4. **Evaluate** 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 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…

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

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Art - Annotation sheet – Artist Research

Basic thinking   Higher thinking

Working below a 4   **Working above a 4**

Describe ➤➤➤ *Understand* ➤➤➤ *Analyse* ➤➤➤ *Evaluate*

Levels	Questions	Sentence starters
1. **Describe** 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…*
2. **Understand** 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…*
3. **Analyse** 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…
4. **Evaluate** 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…

Keywords

Tone
Light
Shade
Mid
Dark
Contrast

Line
Clean
Thick
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Soft
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Colour
Dull / Bright
Bold / bleached
Warm / Cold
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Surface
Shiny
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weathered

Media
Paint
Collage
Print - etching/mono
Charcoal
Pen
oil/chalk pastel

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Healthy Active Lifestyles

A healthy active lifestyle includes regular physical activity and contributes to **physical, mental** and **social** well-being.

Physical Benefits of Exercise

Fitness – *is the ability to meet the demands of your environment, which is different for everyone. Fitness benefits include;*
- Improved aerobic endurance
- Improved flexibility
- Improved strength and muscular endurance
- Improved performance

Health – *is a state of complete physical, mental and social well-being and not merely the absence of disease; health benefits include;*
- Reduces the risk of heart disease
- Reduces the risk of obesity
- Increased life expectancy
- Stronger bones

Physical Activity - *"Any bodily movements produced by the skeletal muscles, that requires energy expenditure."*

Mental Benefits of Exercise

- Relieves stress
- Improves confidence
- Increase serotonin levels and improves mood
- Reduces the chance of developing stress-related illnesses, such as depression.
- Improves resilience

Social Benefits of Exercise

- Meet new people
- Catch up with existing friends
- Develop leadership skills
- Improve teamwork and co-operation skills

Category	Description	Step Count
Very High	Over 45 minutes per day of moderate intensity physical activity	12,500+
High	45 minutes per day of moderate intensity physical activity	10,000-12,499
Moderate	30 minutes per day of moderate intensity physical activity	7,500 – 9,999
Low	Typical daily activities excluding any recreational, transport, occupational physical activity	5,000 – 7,499
Sedentary	Very little movement during a day	<5,000

Nutrition

What is a balanced diet? A balanced diet is eating the correct proportion of the 7 main food groups below:

Carbohydrates:

This is our main energy source (provides us with energy).

Examples:

Bread, rice, pasta potato and wheat.

Protein:

This is needed for muscle growth and repair. Protein strengthens the muscles in the body and is used for cell repair and replacement.

Examples:

Eggs, fish, chicken, cheese and nuts.

Fibre:

This is used to help digestion occur efficiently in the body.

Examples:

Cereal, fruit, wholemeal bread and vegetables.

Vitamins:

This is required to ensure the body works efficiently, vitamins can also aid concentration. They contribute to healthy skin, nails and hair.

Examples:

Fruit and vegetables.

Minerals:

Minerals are necessary to ensure bodily functions occur efficiently.

Examples:

Spinach, milk, eggs and salt.

Fats:

This is used to keep us warm and also as a secondary supply of energy. Fat also protects the vital organs in the body.

Examples:

Butter, oil, and cakes/crisps.

Water:

Water is necessary to stop the body from becoming dehydrated and allows our body to work efficiently. The human body is made of mostly water.

Examples:

Water.

Calories Eaten — Calories Burned

Balanced Weight

Calories Eaten — Calories Burned

Weight Gain

Calories Eaten — Calories Burned

Weight Loss

energy in versus energy out

BALANCE SCALE

Travel

Data Type	Definition
Qualitative	**Qualitative research provides detailed information. It allows opinions to be expressed and may be based on feelings. This research will usually measure the quality of something. For example, the open question 'what can we do to improve our customer service?'. Travel organisations will often use qualitative research to understand travel behaviours.**
Quantitative	**Quantitative research provides statistical data that can be analysed numerically. This will usually measure the quantity of something and assess its value or importance. For example, the closed question ' how many holidays have you taken this year?' will produce quantitative data as the answers will likely only contain a number. Travel organisations will often use quantitative research to plan and forecast by finding out which destinations are growing in popularity and which destinations are in decline.**

Product development- Butlins focus
- Butlins opened in 1936, yet it is still drawing in many visitors almost 100 years later.
- Originally, the park included chalet accommodation, meals and entertainment on site.
- Butlins has made improvements to ensure it caters to guests in 2023 and beyond. In 1950 Butlins opened an indoor heated pool and in the 1960s Butlins built revolving bars and a monorail. In the 1980s, on site waterparks were created and in the 1990s Butlins downsized to only 3 camps, however these 3 camps were developed to have a large indoor entertainment area for poor weather.
- Butlins now has a website that allows potential customers to research into their holiday and also allows them to book online.

Primary research- is research that directly collects new data or facts to address a certain problem, validate a decision taken or answer specific questions
Secondary research- is research that build on and uses existing primary research, sometimes by bringing together similar data from different sources or analysing their findings

Changing Trends
- Increasing cultural and environmental awareness. More people than ever are considering the ethical issues around tourism. 54% of people think say that the green, environmental and sustainability credentials of their holiday are important.
- Active and wellness breaks are increasing as people understand that taking time to support their mental health is important. Spa breaks, yoga retreats and relaxing holidays are rising.
- Sports tourism is increasing. Global events such as the world cup and the Olympics attract tourists from around the world. However, the amount of tourists travelling to take part in a sport, such as golfing, is also increasing.

Pet friendly facilities

More customers are taking their pets on their trips, both domestically and internationally. In 2023, there was an increase of 80% in bookings in dog-friendly locations. Many owners expect pets to be allowed in bedrooms, and some accommodation providers go the extra mile and provide pet towels, blankets and bowls.

Petcation- taking your pet on holiday with you.
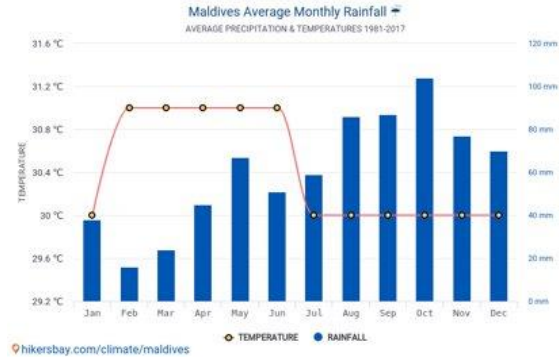
Visiting friends and relatives

- People can visit friends and relatives (VFR) as domestic, inbound or outbound tourists. Not only do people spend money travelling to the destination, they also spend money enroute and during their stay. Even if they stay with friends and family, money is likely to spent on activities, food and transport.

Information to plan a holiday

- Customer details
- Destination, duration, dates
- Transport
- Accommodation
- Activities and excursions
- Health risks and entry requirements
- Safety/security concerns and local customs
- Total and itemised breakdown of costs

Travel Dates

Time of year affects bookings in the travel and tourism industry vastly. This can be due to the climate, specific events or school holidays.

Maldives Average Monthly Rainfall
AVERAGE PRECIPITATION & TEMPERATURES 1981-2017

hikersbay.com/climate/maldives

Purpose Of Travel

- There are many different holiday types to choose from to give customers a choice of holidays linked to their reason for travel.
- Activity- water sports
- Adventure- rafting on the Colorado river
- Celebrations- abroad wedding
- Clubbing- Ibiza nightlife
- Culture- Rio carnival
- Festivals- Coachella
- Relaxation- spa breaks
- Sport- golfing
- Volunteering- elephant sanctuary
- Wellbeing- yoga retreat

Accommodation Requirements

Accommodation needs will vary by customer. Business travellers are often looking for adults only hotels close to the city centre, whereas a family may be looking for accommodation with children's meals available.

Responsible Tourism

While most people consider price and location as important when booking a trip, more people are beginning to also consider the ethical issues. More people are choosing to travel by rail due to the decreased carbon footprint. France have banned domestic short haul flights where a train can be taken instead to improve the carbon footprint of travel.

Carbon footprint- is a measure of the amount of carbon dioxide released due to an activity of an individual or organisation

Challenging texts

Scan the QR code for the specification document

Learning Objectives
A – Understand the different types of health and social care services and barriers to accessing them.
B – Understanding the skills, attributes and values required to give care.

LAA – Understand the different types of health and social care services and barriers to accessing them.

Health Conditions –

Type 2 Diabetes
- The Sugar levels (glucose) in the blood become too high (7 mmol/l +)
- Symptoms include – headaches, thirst, urinating a lot, blurred vision/tiredness

Arthritis
- Affects the joints.
- Symptoms include stiffness in joints, swelling around the joint, pain/tenderness, warmth around the joint.

Coronary Heart disease
- When fatty substances build up in the coronary arteries making them narrower and restricting blood flow to the heart.
- Symptoms include chest pain, feeling dizzy, nausea (sick) and shortness of breath

Dementia
- Reduced brain function resulting in memory loss.
- Symptoms include understanding and processing difficulties, difficulties in speech, loss of independence etc. these progressively get worse.
- 1 in 14 people over 65 have dementia

Cerebral Vascular Accident
- Interrupted flow of blood to the brain caused by either a stroke or brain injury.

Obesity
- Someone with a high level of body fat.

Asthma
- A chronic life threatening condition which affects the lungs.
- Symptoms include breathlessness, wheezing and coughing.

Chronic Obstructive Pulmonary Disease
- An inflammation of the lungs which obstructs (reduces) airflow.
- Symptoms include breathlessness, chesty cough, wheezing, frequent chest infections and tiredness.

Additional Needs - Extra support needed to ensure good standard of living and quality of life.
Sensory Impairment –
- Vision/Hearing difficulties which significantly impact communication and well-being.
Learning Disability
- Less able to understand complex information and learn new skills.
Physical Disability
- "A limitation on a persons' functioning, mobility, dexterity or stamina that has a substantial and long-term negative effect on an individual's ability to do normal daily activities" – *Equality Act 2010*

Primary Care – First point of contact with the NHS. e.g. GPs, Walk-in Centres, Dentist etc.
Secondary Care – When you need more can than a primary service can provide. E.g. Cardiology, Endocrinology – they usually support diagnosis and treatment.
Tertiary Care - Advanced specialists who are highly skilled and experiences. E.g. complex surgeries i.e. Brain, etc.

Allied Health Professionals- They support people who are experiencing both mental and physical health problems. They must be registered with the Health and Care Professions Council (HCPC) e.g. Paramedics, dieticians, Art Therapists, Speech and Language Therapists etc.

Services for children and young people.

Foster Care – provides a safe environment for children who for whatever reasons can't be at home with their family. Can be short-term or long-term.
Residential Care – best for people with complex needs – provides high quality care.
Youth Work – Supports young people between 11-25. Helps with personal and social development.

Key terms –
Formal Support
Informal Support
Type 2 Diabetes
Arthritis
Coronary Heart Disease
Dementia
Cerebral vascular accident
Obesity
Asthma
Chronic Obstructive
Pulmonary Disease
Primary Care
Secondary Care
Tertiary Care
Allied Health Professionals
Respite Care
Domiciliary Care
Residential Care
Informal Carers
6 C's

Informal Social Care

Informal Carer – family or friends.
Charities - Voluntary organisations that support individuals and their families e.g.. Homestart.
Faith-based groups – Supporting Individuals who share religious or Spiritual beliefs e.g. Islamic relief.
Community groups – Support within the community. E.g. Food banks

Types of Care.

Respite – Short term care which provides relief to families who provide full time care. This can be at home or in a residential care home.
Residential – Living in a setting instead of your home. Accommodation, Laundry and meals are all provided. Staff are specifically trained to support individuals 24 hours a day.
Domiciliary – Care workers visiting the home of an individual to support them with daily living e.g. Personal Care.

Scan the QR code for the specification document

TOPIC CONTENT:
- You will learn a range of health and social care services, any barriers individuals face accessing them and how they can be overcome.
- You will learn about the skills, attributes and values required to give care.

LAA – Understand the different types of health and social care services and barriers to accessing them.

LEARNING OBJECTIVES
A – Understand the different types of health and social care services and barriers to accessing them.
B – Understanding the skills, attributes and values required to give care.

Barriers – **stop people being able to access a service. Meaning people miss appointments, treatments and support.**

Barriers to accessing Services	Overcoming Barriers
Physical – something that stops someone physically accessing the service they need. E.g. Stairs into a GP surgery	Special adaptations which enable someone to access the service they need e.g. wider corridors to allow wheelchair access.
Sensory Barriers – something which reduces a persons' ability to access a service due to a sensory impairment. E.g. not being able to hear what is happening around you due to a deterioration in hearing.	Adaptions put in place to support sensory barriers e.g. large print for sight impairments.
Cultural barriers – something which reduced a persons' ability to access a service due to cultural beliefs, practices and needs. E.g. worrying they will be judged or not taken seriously because of their beliefs.	Proper training and collaborative approaches to understand cultures and beliefs to ensure that a persons' wishes/needs are fulfilled e.g. enabling a Muslim to pray regularly during the day in a quiet and private setting in a hospital.
Language Barriers – something which reduces a person's ability to access a service due to not understanding the words or language used. E.g. having English not as a first language.	Having adapted leaflets, translators etc to enable someone to access the information they need.
Geographical Barriers – Being unable to access a service due to location e.g. poor public transport in a village making it difficult to get to the local GP surgery.	Providing serviced which allow someone to access the service e.g. Phone Consultations with GP. Home visits.
Learning disabilities – being unable to fully understand complex information and make an informed decision without support.	Ensuring that adequate support is given to ensure that someone with a learning disability is supported to ensure that they are able to fully understand/make decisions e.g. Communication cards to help someone express emotions and preferences
Financial Barriers – Being unable to access a service due to money. E.g. not being able to afford care/therapies that will aid their condition.	Some charities and Local Authority provision can be put in place/claimed to help assist with reducing the financial burden that can be created.

LAB - Understanding the skills, attributes and values required to give care.

Skills and Attributes in Health and Social Care

- ✓ Problem Solving
- ✓ Observation
- ✓ Dealing with difficult situations
- ✓ Organisation
- ✓ Empathy
- ✓ Patience
- ✓ Trustworthiness
- ✓ Honesty

Values in Health and Social Care

Value	Definition
Communication	The exchange of information between two people that helps to provide care and support.
Care	Looking after and providing for the needs of a person.
Compassion	Working with empathy, respect, and dignity.
Competence	Skills and knowledge to understand a person's needs and to deliver effective care, based on research.
Courage	Doing the right thing for the people being cared for and speaking up when concerns arise.
Commitment	A determination to improve the quality of care.

Obstacles that individuals face

- Lack of motivation
- Self-esteem issues]
- Stress
- Previous bad experiences
- Anxiety
- Lack of support
- Time constraints
- Unachievable targets
- Lack of resources
- Disability
- Health Conditions
- Addiction

Benefits of skills, attributes and values.

- ♀ High quality care
- ♀ Person-Centred Care
- ♀ Respect
- ♀ Independence
- ♀ Involvement in care decisions
- ♀ Not discriminated against
- ♀ Protected from harm
- ♀ Able to raise complaints
- ♀ Protected dignity and privacy
- ♀ Rights promoted
- ♀ Confidentiality maintained

Graphics - Designer Research

Give some general background information about the photographer/ artist. E.G: Date of birth/death, place of birth, nationality, age, influences.	The designer I am researching is... I have chosen this designer because... This designers work is based on... They always use this ...	Designer:- Advertising Marketing Packaging Illustrator Web/game Publications
What do you see? What is the style? Describe the photo/ artwork directly.	What makes their designs interesting is... The designers are... The designer has used... I would describe their style as ...	
What does it make you think/feel/realise? What do you think they are trying to communicate?	What the work reminds me of is ... The way they have... I think the way they have used ...	Brand Logo Layout Print
How does the designer communicate this? Is it a clear message or is it hidden?	The way the designer has... The use of ... The designer has used... The idea behind ...	Symbols Shapes Patterns Image Edit layer Digital
How do you think it was designed? What do you like/dislike about the work?	The .... was designed on. The design combines......	Convey
What ideas can you take from this artwork? How will this influence your response to their work?	I am going to adapt ... I like the way ... I am going to try...	Content Purpose Point

Graphics - Self Evaluation

What?	<u>Explain your work.</u> What did you do to respond to the brief/idea?	*This is a series of designs I created to...* *This is an experiment using...* *This is a drawing I...*
Why?	What is the purpose of your design? How did you communicate this? Explain what you included and why?	*I created this design for...* *I used... to appeal to the target audience.* *I experimented with...* *The style I used...*
How?	How did you create the design/photo? What did you use to create your design/photo? What tools did you use?	*I used Photoshop to...* *The tools I used are...* *I worked from a series of drawings to...*
WWW	<u>What went well?</u> What specific part of your design looks the best?	*The part that looks the best is...* *What went well was...*
EBI	<u>Even better if?</u> What could you improve on? What could you have done differently? How could you have done this? What tools would you have used? What was the least effective part of your design/ photo?	*My experiment would have been better if...* *I think ...* *I could have used...* *To improve...*

Keywords

Line
Shape
Tone
Colour
Space
Alignment
Size
Value

Design
Create
layout
Typography
style
Illustration
Photoshop

Imagery
Skill
Technique
Theory
Research
respond

Photography - Photographer Research

Give some general background information about the photographer/ artist. (E.G: Date of birth/death, place of birth, nationality, age, influences.) Why did you choose this photographer?	The photographer I am responding to is..... They are a …. photographer Their work is based around… Their work links to my idea…	**Keywords**
Take a look at their work. What do you see? What is the style? Describe the photo. How you see it.	The photograph is of… They mainly work in… I would describe the colour as…	**Style-** Digital Documentary Fashion Portraiture Journalism Still life
What does it make you think/feel/realise? What do you think they are trying to communicate?	When I look at the image … I think they are trying to… The first thing I see…	**Elements -** Shape line Form Colour/ B&W Scale
How does the photographer communicate this? Is it a clear message or is it hidden?	The work is based around…	**Looking at an image** Focal point Lighting Composition Rule of thirds Depth
How do you think the photo was created? What do you like/dislike about the work?	The image uses… They composition of the image..	**Technique** Manipulation Digital- photoshop Layering Contrast-
Tell me about your idea… before you begin. What ideas can you take from their work?	I am going to experiment …….. I like the way the photographer uses …….. I am going to try…… What I think is successful in their work is…	

Photography - Self Evaluation

Write about your photos the way you talk about them.

What?	Explain your work. What did you do to respond to the idea?	*This is a series of photos I took of...* *This is an experiment using...* *This is a drawing I...*
Why?	How does this link to your photographer? What are you trying to achieve in your photo? Why did you take the photo this way?	*I created this design for...* *I used... to appeal to the target audience.* *I took the photo this way because...*
How?	How did you create the photo? What techniques did you use? What has	*I used Photoshop to...* *The tools I used are...* *I worked from a series of photographs to...*
WWW	What went well? What experiment do you think is your best? Why? Is it what you planned? Has your idea changed?	*The part that looks the best is...* *What went well was...*
Re-evaluate what you have done.	Even better if? What needs changing ? What could you improve on? What could you have done differently? How could you have done this? What tools would you have used? What was the least effective part of your design/ photo?	*My experiment would have been better if...* *I think if I had.......* *I could have used... to improve...* *To develop my idea ...* *This links to ...*

Keywords

Basics-
Contact sheet
Annotate
Develop
Focus

Looking at an image
Focal point
Lighting
- Studio
- natural

Composition
Rule of thirds
Depth of field

Technique
Manipulation
Adjustments -
- Contrast
- Brightness
- Hue
- Saturation

Digital- photoshop
Layering
Lasso/ magic wand
Edit
Crop

OCR Sport Studies Knowledge Organiser
R184 TA1 Understand the issues which affect participation in Sport.

User Groups

People from different ethnic groups
A group within a community which have different national or cultural traditions from the main population
Retired people/people over 60
A person who has retired from working or a professional career/over the age of 60.
Gender
sometimes different genders have different needs, goals and requirements for sport
Families with young children
A group of one or more parents and their children living together as a unit.
Carers
Adults or children, caring for relatives, elderly, parents or siblings.
Young children
A young human from birth to the end of primary school
Teenagers
A person aged between 13-19.
People with disabilities
A person with a physical/mental condition that may limit movement, senses or everyday activities (not just wheelchair users)
People with family commitments
A person who needs to do certain tasks for family.
Parents (singles or couples)
A person/people bringing up a child/children with or without a partner.
People who work
A person who works/has a professional career.
Unemployed/economically disadvantaged people
A person/people living in a less favourable social and economic circumstance.

Barriers to participation

- Lack of positive sporting role models - Lack of equal coverage in media in terms of gender & ethnicity by the media - Negative portrayal by the media	- Employment and unemployment - Lack of leisure time - Lack of disposable income	- Family commitments - Lack of childcare - Lack of positive family role models or family support	- Lack of transport - Lack of specialist equipment - Lack of appropriate activity/ awareness of provision

Possible solutions to the barriers which affect participation in sport

Provision strategies
- Appropriate programmes/sessions /activities
- Times for the different user groups

Promotion strategies:
- Use of targeted promotion
- Promotion using role models
- Initiatives (free/reduced costs)
- Inclusive schemes to get into sport

Access strategies:
- Increased and appropriate transport availability (free/car share)
- Availability of appropriate user group facilities and equipment (provide free equipment)
- Improved access to facilities for all user groups
- Appropriate pricing for all user groups (sensible pricing/concessions)

Factors that affect popularity of sport

Participation- Number of people participating in the sport compared to other sports. E.g football compared to hockey.
Acceptability -How people view the sport is it cruel/violent as people may be less likely to participate. E.g horse racing/boxing.
Media coverage- Not all sports have live, catch up sport views, coverage changes for different sports. E.g. football gets more live coverage than badminton.
Provision- certain types of sports have more available clubs than others. E.g more football clubs than basketball.
Environmental conditions - Specific environmental conditions needed for some sport. E.g. skiing requires snow/ mountainous terrain.
Role models- Performers who are positive in the media. E.g Marcus Rashford.
Success- Performers whose success has increased the popularity for their sport. E.g female football
Spectatorship opportunities-certain types of sports activities available for both watching and participating in sporting activities. E.g rugby.

Emerging sports in the UK

Korfball	Ultimate Frisbee	American Football
Futsal	Paddleball/Pickleball	Crossfit

OCR Sport Studies Knowledge Organiser: R184 TA2 The role of sport in promoting values

Sporting values that can be promoted through sport

Team Spirit working together to achieve the same goal
E.g working together as a team to win a trophy.
Excellence Striving to be the best you can be. E.g. beating a personal best or representing your country.
National Pride A feeling of being united when watching/representing your country. E.g. wearing your country's strip to support.
Tolerance/Respect An understanding of different countries and cultures through sport. E.g shaking hands with opposition or calling the referee sir in rugby.
Fair Play The importance of adhering to rules and not cheating. E.g. helping up the opposition if they are injured.
Inclusion Initiatives/sessions aimed at giving equal opportunities to everyone to play sport. E.g wheelchair basketball, blind football, women only sessions.
Citizenship Taking an opportunity to get involved in the local community. E.g. helping at a local football club.

Local/Regional/National Sports Initiatives

Gallaghers Premier Rugby- Project Rugby (Local)
England Netball- Open Active (Local)
England Cricket Board-Chance to shine (regional)
FIFA- Football for hope (regional, 6 bases in UK)
UEFA-#Real scars (national)
Sport England- Sport Relief (national)
Sport England- This girl can (national)
England Basketball- Projectswish (national)

The Olympic Creed

"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

Sporting etiquette and behaviour

Observing etiquette and sporting behaviour such as fairness, the safety of fellow participants or the reinforcement of positive sporting values.

Sportsmanship - playing within the spirit of sport should be reinforced when participating.
E.g. shaking hands with the opponent after the match
E.g kicking the ball out in football when a player is injured
E.g promoting tolerance and respect by trying to avoid disagreements/tension with the opposition

Spectator etiquette - spectators have a responsibility to each other and the players to view the action in a manner that does not jeopardise fellow spectators or players.
E.g Being quiet when a point is being played in tennis
E.g Being quiet when the kicker is kicking in rugby
E.g.Applauding fair play within a match.

The Olympic symbol

The 5 interlocking rings represent the closeness between the 5 continents
5 interlocking rings represent the closeness between the five continents

Olympic Values

Respect- This includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment
Excellence- Giving your best, not only in sport but in life, and achieving your goals.
Friendship- Understanding each other through sport even though there may be differences.

Paralympic Values

Determination- The drive and motivation to overcome both physical and mental barriers in order to achieve your goals.
Inspiration- To be motivated by the achievements and actions of others and to be a positive example to others.
Courage- Having the self-belief and confidence to show what can be achieved when testing your body to the absolute limits.
Equality- Showing respect towards all those around you by being inclusive and breaking down social barriers and discrimination towards people with disabilities.