

Haggerston School



Year 11 Knowledge Organiser Term 2

2024

Aspiration Creativity Character

Knowledge **Organiser** - Guidance

- You must bring your Knowledge Planner to school every day in your school bag.
- You should place your Knowledge Planner on your desk at the start of every lesson so that you can refer to it when instructed by your teacher.
- If you lose your Knowledge Planner, you will need to purchase a replacement one from Student Services.
- **In the Study Centre**, you will use your Knowledge Planner to study the relevant subject's Knowledge Organiser and **learn** the information provided.
- Use your blue exercise book to make notes to help revise and learn the information provided in each Knowledge Organiser.

NB - If you do not study one of the subjects listed then move to the next subject you do study

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Term 1

1

Aspiration Creativity Character

Art Periods/ Movements	Characteristics	Chief Artists and Major Works	Historical Events
Baroque (1600–1750)	Splendor and flourish for God; art as a weapon in the religious wars	Reubens, Rembrandt, Caravaggio, Palace of Versailles	Thirty Years' War between Catholics and Protestants (1618–1648)
Neoclassical (1750–1850)	Art that recaptures Greco-Roman grace and grandeur	David, Ingres, Greuze, Canova	Enlightenment (18th century); Industrial Revolution (1760–1850)
Romanticism (1780–1850)	The triumph of imagination and individuality	Caspar Friedrich, Gericault, Delacroix, Turner, Benjamin West	American Revolution (1775–1783); French Revolution (1789–1799); Napoleon crowned emperor of France (1803)
Realism (1848–1900)	Celebrating working class and peasants; <i>en plein air</i> rustic painting	Corot, Courbet, Daumier, Millet	European democratic revolutions of 1848
Impressionism (1865–1885)	Capturing fleeting effects of natural light	Monet, Manet, Renoir, Pissarro, Cassatt, Morisot, Degas	Franco-Prussian War (1870–1871); Unification of Germany (1871)
Post-Impressionism (1885–1910)	A soft revolt against Impressionism	Van Gogh, Gauguin, Cézanne, Seurat	Belle Époque (late-19th-century Golden Age); Japan defeats Russia (1905)



Rembrandt



Canova



Delacroix



Millet

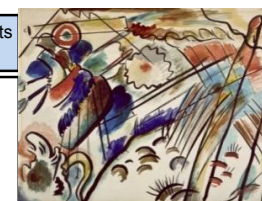


Monet



Van Gogh

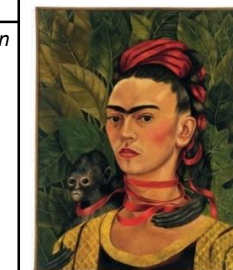
Art Periods/ Movements	Characteristics	Chief Artists and Major Works	Historical Events
Fauvism and Expressionism (1900–1935)	Harsh colors and flat surfaces (Fauvism); emotion distorting form	Matisse, Kirchner, Kandinsky, Marc	Boxer Rebellion in China (1900); World War (1914–1918)
Cubism, Futurism, Suprematism, Constructivism, De Stijl (1905–1920)	Pre- and Post-World War 1 art experiments: new forms to express modern life	Picasso, Braque, Leger, Boccioni, Severini, Malevich	Russian Revolution (1917); American women franchised (1920)
Dada and Surrealism (1917–1950)	Ridiculous art; painting dreams and exploring the unconscious	Duchamp, Dali, Ernst, Magritte, de Chirico, Kahlo	Disillusionment after World War I; The Great Depression (1929–1938); World War II (1939–1945) and Nazi horrors; atomic bombs dropped on Japan (1945)
Abstract Expressionism (1940s–1950s) and Pop Art (1960s)	Post-World War II: pure abstraction and expression without form; popular art absorbs consumerism	Gorky, Pollock, de Kooning, Rothko, Warhol, Lichtenstein	Cold War and Vietnam War (U.S. enters 1965); U.S.S.R. suppresses Hungarian revolt (1956) Czechoslovakian revolt (1968)
Postmodernism and Deconstructivism (1970–)	Art without a center and reworking and mixing past styles	Gerhard Richter, Cindy Sherman, Anselm Kiefer, Frank Gehry, Zaha Hadid	Nuclear freeze movement; Cold War fizzles; Communism collapses in Eastern Europe and U.S.S.R. (1989–1991)



Kandinsky



Picasso



Kahlo



Lichtenstein



Anselm Kiefer



Zaha Hadid

Self Quiz:

1. List art periods/movements in chronological order
2. List their characteristics
3. List key artists and major works associated with each movement
4. List historical events which happened during those times

Practical application of art history:

1. Create a drawing of your hand in one of the styles you've learned about from this knowledge organiser.
2. Create sketches of your surroundings (room, objects such as chairs, tables, books, your pencil case, etc), people in the room in a different art style.
3. Create a composition on your table (books, stationary, clothing) and sketch it in the style of one of the above mentioned art movements.
4. Every piece of work should be evaluated using art vocabulary. Compare your work to the artists' examples.

Biology Exchange and Transport in Animals Knowledge Grid

	Question	Answer
1	Substances transported in and out of organisms	oxygen, carbon dioxide, water, dissolved food molecules, mineral ions and urea
2	Multicellular organisms need transport systems because...	they have a low surface area to volume ratio so substances cannot diffuse quickly into the middle.
3	Single celled organisms don't need transport systems because...	they have a high surface area to volume ratio for diffusion.
4	Surface area : volume ratio	surface area volume : 1
5	Surface area of a cuboid	= sum of the area of the 6 sides
6	Volume of a cube	= l x w x h
7	Diffusion	The net movement of particles from an area of high concentration to an area of low concentration.
8	Job of the alveoli	gas exchange
9	Gas exchange	the diffusion of oxygen into the blood and carbon dioxide into the lungs
10	Four components of blood	red blood cells, white blood cells, plasma, platelets
11	Job of red blood cells (erythrocytes)	contain haemoglobin that combines with oxygen to transport it around the body
12	Job of plasma	moves nutrients, urea and carbon dioxide around the body
13	Job of platelets	helps the blood clot
14	Three types of blood vessels	Arteries, veins and capillaries
15	Function of arteries	Takes oxygenated blood away from the heart
16	Function of veins	Takes deoxygenated blood back to the heart
17	Function of capillaries	Exchange of blood and substances to and from tissues
18	Adaptation of arteries	thick walls, small lumen
19	Adaptation of veins	thin walls, large lumen, valves to prevent backflow
20	Adaptation of capillaries	one cell thick walls for diffusion
21	Double circulatory system	two circuits of blood flow - one to the body, one to the lungs
22	Route of blood through the heart, lungs and body	body → vena cava → right atrium → right ventricle → pulmonary artery → lungs → pulmonary vein → left atrium → left ventricle → aorta
23	Cardiac output equation	cardiac output = stroke volume × heart rate
24	Cellular respiration	an exothermic reaction which occurs continuously in living cells to release energy for metabolic processes
25	Aerobic respiration	Respiration using oxygen as a reactant
26	Anaerobic respiration	Respiration without oxygen as a reactant
27	Word equation for aerobic respiration	glucose + oxygen → carbon dioxide + water (+ energy)

28	Symbol equation for aerobic respiration	$C_6H_{12}O_6 + O_2 \rightarrow CO_2 + H_2O$
29	Word equation for anaerobic respiration	glucose \rightarrow lactic acid (+ energy)
30	Symbol equation for anaerobic respiration	$C_6H_{12}O_6 \rightarrow C_3H_6O_3$
31	Oxygen debt	the amount of extra oxygen the body needs after exercise to react with lactic acid and remove it from the cells
32	How lactic acid is removed from the body	lactic acid goes in the blood to the liver where reacts with oxygen to make glucose
33	When anaerobic respiration occurs	during vigorous exercise
34	When aerobic respiration occurs	all the time
35	Fermentation	anaerobic respiration in yeast cells
36	Word equation for fermentation	glucose \rightarrow carbon dioxide + ethanol (+ energy)
37	Symbol equation for fermentation	$C_6H_{12}O_6 \rightarrow CO_2 + C_2H_5OH$
38	Anaerobic respiration produces _____ energy than aerobic respiration.	surface area volume : 1

BTEC sport – Fitness Testing**Muscular Strength****Test:** Hand Grip Dynamometer Test**Protocol:** Grip the dynamometer in one hand. Start with your hand up and bring down to side while pulling in handle. No swinging your hand.

Advantages	Disadvantages
<ul style="list-style-type: none"> Simple and easy to complete 	<ul style="list-style-type: none"> Only one size of dynamometer which may affect reading. Focuses solely on forearm strength.

Muscular Endurance**Test:** 1 minute sit up test**Test:** 1 minute press up test**Protocol:** Complete as many full sit ups/press ups as possible in 1 minute.

Advantages	Disadvantages
<ul style="list-style-type: none"> Simple test to complete Minimal equipment needed. 	<ul style="list-style-type: none"> Difficult to assess whether each repetition is performed correctly. Difficult to accurately measure large groups.

Flexibility**Test:** Sit and Reach Test**Protocol:** Sit with legs straight out in front and soles of feet against box/table. Reach forward without bending knees. No jerking movements.

Advantages	Disadvantages
<ul style="list-style-type: none"> Quick and easy to perform. Data table readily available for comparison 	<ul style="list-style-type: none"> Can cause injury if not fully warmed up appropriately. Only measures flexibility of lower back and hamstrings.

Cardiovascular Fitness (Aerobic Endurance)**Test:** 12 min Cooper Run**Protocol:** Continuously run/swim for 12 minutes. Distance recorded.**Test:** Harvard Step Test**Protocol:** Step continuously for 5 minutes. Measure heart rate at 1, 2 and 3 minutes after exercise.

Advantages	Disadvantages
<ul style="list-style-type: none"> Minimal equipment needed Test can be self administered. 	<ul style="list-style-type: none"> Inaccuracy of heart rate measurements Motivation dependant

Advantages	Disadvantages
<ul style="list-style-type: none"> Simple test to complete 	<ul style="list-style-type: none"> Motivation dependant

Agility**Test:** Illinois Agility Test**Protocol:** Start lying down at the start line. Complete course as quick as possible (10m x 5m – 4 central cones)

Advantages	Disadvantages
<ul style="list-style-type: none"> Simple and easy to complete 	<ul style="list-style-type: none"> Motivation dependant / Timing errors.

Speed**Test:** 30m Sprint Test**Protocol:** Start from stationary position. Complete distance in the quickest possible time. Time is stopped when chest crosses the line.

Advantages	Disadvantages
<ul style="list-style-type: none"> Quick test to complete. Minimal equipment needed and can be performed anywhere with a flat 50m run. 	<ul style="list-style-type: none"> Running surfaces/weather conditions can affect the results. Inaccuracies with stopwatch usage.

Power**Test:** Vertical jump Test**Protocol:** Stand next to wall and mark an initial reach while feet are flat on the ground. Standing jump to reach as high as possible. Measure distance from firstmark to second.

Advantages	Disadvantages
<ul style="list-style-type: none"> Quick and easy to perform. Easy to complete with large groups. 	<ul style="list-style-type: none"> Technique plays a large role in successful completion.

Reliability /Validity**Validity** relates to whether the test actually measures what it sets out to measure.**Reliability** is a question of whether the test is accurate. It is important to ensure that the procedure is correctly maintained for ALL individuals.**Results can be improved:**

- By using experienced testers & calibrating equipment
- Ensuring performers have the same level of motivation to complete each test
- Repeatedly test to avoid human error (x3)

Subject Content	What students need to learn?
2.3.1	The purpose of business operations
Business Operations	Production processes
	Impacts of technology on production

The Purpose of Business Operations

Operations is the name given to the section of the business that provides the customer with the goods or services he or she has ordered.

When the product is produced in a factory, every part of the factory is part of 'operations', so too is the delivery process.

Services such as window cleaning also require operations—that is, a process from website or app ordering through to appointments being made and kept, and perhaps a quality control system to make sure that customers are happy.

Flow Production

Flow production is continuous output of identical products. The world's biggest baked bean factory is in Wigan; it produces 3 million tins of Heinz Beans a day, working 24/7 for the past 70 years.

Flow production allows a factory to be highly automated

Examples:

- Cadbury's Dairy Milk
- Cadbury's Crème Eggs
- Nissan Jukes and BMW Minis

Mix of Job, Batch and Flow?

There often is a mix between job, batch and flow production depending on the type of product made.

For example there may be a batch of wedding cakes made, however each one may be decorated to fit with the customers requirements.

Although Mini are made using flow production, each car has a specific set of specifications that the customer has requested e.g. roof colour or patterns.

Job Production

Job production is one-off production for a one-off order. It is tailor made to the specific requirements of a single customer and therefore requires a high input of labour rather than machinery

Examples:

- A loft conversion in an unusually shaped house
- A tailor made suit for Prince Harry
- A babysitter for Mrs Jenkins between 19.30 and 23.30 on Friday night

Batch Production

Batch production means producing a limited number of the same item. It might be a huge batch of 10,000 or a small batch of 4. Small batches may be useful for mixing the same ingredients and making goods that have a short life span, larger batches are useful for businesses that may need different sizes, so doing 1 size all together is easier and cheaper.

Examples:

- The production of 1 million Cadbury Creme Eggs for Halloween
- 10 crispy bread rolls followed by 10 soft baps
- A meals-on-wheels lunch service for 20 elderly people in Leeds

	Advantages	Disadvantages
Job Production	Highly flexible (fit to customer needs) Satisfying work for the individual as it re-	Expensive to make the product Skills may be hard to find so staff
Batch Production	Gain a cost advantage from producing several items at once yet still able to offer a range of colours/sizes	Limited scope for automation—labour is expensive
Flow Production	Can automate production fully—more cost effective Customers value consistency—all products	Expensive to set up and inflexible Modern customers like products tailored to their needs

Subject Content	What students need to learn?
2.3.1 Technology, Productivity and Production	Impacts of technology on production

Measuring Productivity

Productivity is a measure of efficiency, usually output per person per time period

Productivity allows a business to gain a competitive advantage, by lowering costs and making products quicker this allows businesses to maintain a competitive price and potentially push out other competitors.

Technology can help to increase productivity, especially if it is the latest technology.

The Benefits of Technology

Successful production involves 3 main things:

- Producing the right quantity at the right time
- Producing to high standards of consistency and quality
- Producing cost efficiently

High-tech equipment can help with all three. Automation (produced by machines) is especially effective at ensuring consistent quality and low labour costs per unit.

On the Other Hand

Traditionally factory design has been the main reason why efficiency has not been as high as it should. Companies such as Nissan and Toyota are efficient because they make sure their working environment is as constructive to efficiency as possible.

Sometimes efficiency requires new technology, but surprisingly often improvements come from reorganising the workplace based on staff ideas. This is known as Kaizan.

	Pay	Output	Labour Cost per Brick
Gavin	£120	800	$120/800 = \text{£}0.15$ (15p)
John	£120	400	$120/400 = \text{£}0.30$ (30p)

Impact of Technology on Production

Customers want products that fit their needs and wants at a price they can afford. If technology can help achieve this, it is valuable.

However technology does have its downsides—it has ensured that we can transport fruit from further away with longer sell-by dates, however this has negatively effected the taste of the product.

A well run business will aim to use technology in a balanced way to match the needs of the customer and the needs of the business. There are 4 elements that need to be considered:

- Production costs, which has a knock on effect on the price of the product—technology can help to automate a process which makes it cheaper to operate in the long term
- Productivity can be boosted by mechanising some parts of the production process. Higher productivity means lower labour costs per unit and therefore a lower cost per unit. This means the business can either cut prices or enjoy higher profits
- Quality is important for all businesses to ensure that they are meeting customer needs. Technology can help with this as it ensures that all products are the same. This allows a business to reduce the waste they create which increases their overall efficiency
- Flexibility is important, it allows businesses to meet the needs of the customer and this ensure that they are receiving happy customers and good profits. However technology can prevent a business from being flexible, if the technology cannot be changed to meet the needs of the customer the business is likely to lose out on sales.

Subject Content	What students need to learn?
2.3.2	Managing stock
Working with Suppliers	The role of procurement

Managing Stock

Stock are items held by a firm for use or sale, for example components for manufacturing or sellable products for a retailer.

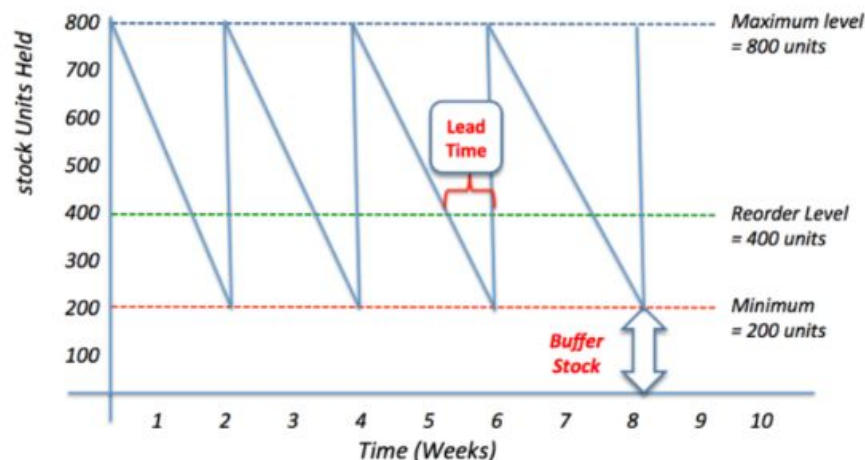
Without stock sales cannot happen. Manufacturers and retailers need to make sure they supply the right amount of goods to keep the shelves full.

Simply ordered lots of stock carries other risks, however. Too much and you have excess stock which needs to be sold off, usually at discounted prices.

Bar Gate Stock Graphs

Successful stock management requires the right balance between reliability and cost. The traditional approach is shown below.

It shows the level of demand for the product, how much buffer stock is required (minimum held in storage to stop running out) and how often to order from the supplier.



Subject Content	What students need to learn?
2.3.3	The concept of quality and its importance in the production of goods and services and allowing businesses to control costs and gain a competitive advantage
Managing Quality	

Quality Control

Quality control is a system of inspection to try to make sure that customers don't experience a poor quality product or service.

This is usually done at certain points of the production process and is controlled by the managers of the business

This is good because it is very systematic and ensures that a clear routine is followed, in addition it means that only a few employees (usually managers) need to be trained in quality control which reduces the training costs of the business.

However this does not solve the problem of quality, it only identifies issues at certain points in the production process. Employees are rarely involved and any issues usually result in the product being scrapped as it is too late to fix.

Quality, Cost Control and Competitive Advantage

High quality production means things are right first time; this means the job has got to be done once only. This means:

- Less wastage on raw materials
- Lower wage bills, less overtime needed as jobs are done right first time
- Fewer managers as staff are more self sufficient and don't need to be constantly looked over to check the quality

This allows a business to achieve a competitive advantage, quality can be a USP and lower costs can mean cheaper prices than competitors.

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Key Vocabulary

Quality control – putting measures in place to check that the customer receives an acceptable level of quality

Quality assurance – a system based on preventing quality problems by involving all staff within the production team to understand their role in maintaining highest quality standards

Warranty – the guarantee by a producer that it will repair any faults in a product for a specific period of time

Topic 2.3.3 Managing Quality

Core Knowledge

Quality is about meeting a minimum standard to satisfy customer expectations

Quality control

- Finished goods are inspected
- Checks for defects rather than preventing them
- Costly as it can lead to a high level of wastage
- Workers less involved in process so may be less motivated

Quality assurance

- Quality is checked at every stage in the production process – more time consuming, but defective products are dismissed before being completed
- Aims to prevent defects
- Staff need training – costly in short term; more motivating in long term

Importance

- Lowers costs through less wastage
- As production costs lower, profit margins increase
- Quality can improve reputation and build brand loyalty leading to a competitive advantage

Don't be a "man on the street"

- Remember quality is important for goods as well as services
- Don't confuse quality control and quality assurance
- Quality assurance can not be put in place quickly – staff need to be trained and it takes time to be embedded into the culture of the business



Wider Business World

Gordon Ramsey – in his restaurant the Head Chef will check every plate of food before it is sent out

Hotels – have a check list for cleaners to ensure that all rooms are same standard



Synoptic Links

Motivation – motivated staff are more likely to deliver a high-quality service

Customer needs – quality is one of the needs of customers

Promotion – quality can be used as a promotion tool

Consumer law – products must be 'fit for purpose'; a minimum quality measure

Technology – led to an increase in reviews online, which impacts a firm's reputation

Subject Content	What students need to learn?
2.3.4	Knowing the sales process
The Sales Process	The importance to business of providing good customer service

Customer Service

To be effective, customer service must be:

- Rooted in a clear understanding of what customers really care about
- Practical and cost effective enough to ensure it can be sustainable
- Based on a genuine wish to help, rather than an attempt to seem helpful
- Offered at the right time, in the right way at the right place

The Sales Process

Great customer service is a wonderful thing, however there is far more than that to the sales process. To be successful businesses need to provide:

- Strong product knowledge and therefore helpful advice
- Speedy and efficient service
- Customer engagement
- Responses to customer feedback
- Excellent post sales advice

Response to Customer Feedback

Due to social media and the internet, customer feedback is much more public. This means that businesses need to be seen to respond so that customers aren't put off by the complaints made by others. TripAdvisor is a good example of this.

Product Knowledge

Customers expect employees to have good knowledge of the products and services being offered.

Some things need to be covered to ensure good product knowledge:

Good training, loyal staff that have been with the business for years and staff who are committed to customers

Speed and Efficient Service

Good service is designed for the customer, not the business and ensures the customer feels cared for.

Efficiency service gets products to the customer exactly when you want them, in good condition and if there is a problem it will be sorted out as soon as possible and in the right spirit.

Customer Engagement

Customers need be interested in the company and that cannot happen if they are not contacted regularly. Social media ensures that this is much easier now but emails are also very important for some businesses. Customer engagement can also come in lots of other ways, from word-of-mouth to information received via post.

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Topic 2.5.1a Organisational structures

Key Vocabulary

Centralised structure – an organisation where most decisions are made at head office not within the branch

Decentralised structure – an organisation that allows staff to make decisions at a local level

Flat structure – an organisation with few layers of hierarchy

Hierarchical structure – an organisation with many layers of management, therefore creating a tall organisational pyramid

Organisation chart – a diagram that shows the internal structure of an organisation

Span of control – the number of people a manager is directly responsible for in an organisation

Subordinate – the term for people underneath another in an organisation chart

Core Knowledge



An example of an organisation chart. Each box represents an employee or set of employees. The vertical lines represent lines of communication.

	Benefits	Limitations
Tall hierarchical	Regular promotion opportunities Easier to maintain standards / check everyone's work	Very hard for lower levels to communicate with the top Decision making may be slow due to many layers
Flat	Fewer managers needed Workers have more responsibility	Each manager is responsible for more people Fewer promotion opportunities
Centralised	Decisions taken with an overview of whole company Consistent policies and decisions	Reduces delegation, so local managers can not respond to changes quickly Less job satisfaction
Decentralised	Involvement in decision making by more staff Can adapt to local conditions	Managers will need more training A mistake in one branch could impact reputation

Don't be a "man on the street"

- When counting a span of control, only include those directly underneath, not all staff
- Delegating work and having more responsibility can make staff more motivated – they feel valued. Don't assume employees want to do as little work as possible
- Consider the level of skills of the workers – more skilled generally need less supervision so flatter structures can work well



Wider Business World

Sainsbury – an example of a centralised business where local branch managers have little power over decision making

NHS, police force – examples of tall hierarchical structures



Synoptic Links

Recruitment – an organisation structure shows the roles within a business

Finance – more managers increases costs for the business

Motivation – responsibility is a non-financial factor



Growth – as businesses expand so will their structures. This can include adding in or removing layers

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Topic 2.5.1b Communication

Key Vocabulary

Communication – the passing of information from one person or organisation to another

Insufficient communication – too little communication which may leave some staff under-informed and demotivated

Excessive communication – too much communication, causing overload for staff; a particular problem with email

Barrier to communication – something that prevents the flow of communication

Jargon – technical or obscure words used by a particular group of people that may not be understood by everyone

Core Knowledge

Communication methods:

- **Verbal** – meetings, telephone, digital methods such as Zoom
- **Written** – letters, reports, posters
- **Digital** – email, instant messenger, texting, social media

Communication problems:

- Too little communication – can lead to employees being unaware of what is happening, leading to mistakes and inefficiency
- Too much communication so employees are overloaded
- Other information or activities act as barriers to communication

Barriers to communication

- **Written** – illegible handwriting, poor spelling and grammar, poor font or presentation
- **Verbal** – language not understood, accent not understood, speaking too fast or slow, not pausing when speaking
- **Receiver** – poor attitude, not listening
- **General** – timeliness, structure of communication not clear, cultural differences, use of jargon, technical issues, no opportunity for feedback

Don't be a "man on the street"

- Remember that not all people have the internet or social media, so don't assume this is always the best way to communicate
- Remember that email is not free communication – it is cheaper than traditional methods, BUT, still costs in terms of connections and time to compose / send and monitor



Wider Business World

Microsoft – research by Financial Times identified Microsoft as having excellent communication



Synoptic Links

Motivation – too little, or too much can lead to poor motivation

Technology – has enabled more methods to be available

Stakeholders – different groups will need to be communicated with in different ways

Globalisation – being able to use electronic communication has helped with globalisation

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Topic 2.5.1c Different ways of working

Key Vocabulary

Full time work – 35-40 hours per week

Part-time – less than 35 hours and usually predictable hours /days

Flexible hours – where days and hours vary from week to week

Zero hour contract – a type of flexible working where employees are not guaranteed any work from week to week

Freelance contract – an agreement over one job between a business and a self-employed worker

Permanent contract – an agreement between a business and an employee that work and income will be provided consistently into the long-term future

Remote working – working away from the office, typically at home

Temporary contract – an agreement between a business and an employee that work and income will be provided for a specific time period, e.g. six months

Core Knowledge

3 main types of employment: full-time, part-time and flexible hours

3 main types of contract: permanent, temporary and freelance

Benefits of a full or part-time contract are:

- Stable earnings and high degree of job security
- Regular contributions towards pension
- Likely to receive holiday and sick pay, providing more security
- More likely to be sent on training courses to improve skills

The impact of technology:

- Has made it easier to work with people without being physically close to them
- Can be used to monitor staff, e.g. productivity, breaks, accuracy
- Can be used to improve efficiency by doing repetitive jobs more consistently and accurately
- Remote working has pros and cons – a lack of natter and banter could mean good ideas are missed

Don't be a "man on the street"

- Remember not all self-employed people are super rich and successful entrepreneurs
- Self-employed workers will not get holiday pay, sick pay or contributions by their employer into their pension
- Flexible working may sound ideal to some, but for others it would not work. Don't assume everyone wants to work as little as possible!



Wider Business World

Remote working – due to COVID-19 there has been a huge increase in people working this way

Amazon – reputation for poor working conditions with excessive monitoring

Brompton bikes – uses automation and robotics alongside skilled workers



Synoptic Links

Technology – has enabled more remote working and can contribute to improvements in efficiency

Recruitment – the type of contract offered may impact where and how the vacancy is advertised

Training – more likely for permanent staff

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Topic 2.5.2 Effective recruitment

Key Vocabulary

Directors – people who make the biggest decisions faced by the business, e.g. aims and objectives

Managers – the people who organise others to carry out tasks

Supervisors / team leaders – these people ensure that the staff below them do what they are supposed to do

Operational staff – a member of staff who has specific responsibility for meeting for meeting a target set by the business that is focused on achieving the business's aims and objectives

Support staff – staff who provide help to operational staff, providing assistance with computer networks, administration task etc

Job description – a short account of the main features of the job

Person specification – a description of the type of person who would best fit the job: their character, their experience and skills

Application form – a series of questions a job-seeker must fill in when trying to get an employer interested in interviewing them

CV – curriculum vitae. Sets out the person's experience, qualifications and other relevant facts

References – people such as teachers or previous bosses who are willing to answer questions about the qualities of a job applicant

Internal recruitment – appointing someone from within an organisation

External recruitment – appointing a new employee who does not work for the business

Core Knowledge

In a large business there are 5 main job roles:

- Directors
- Senior Managers
- Supervisors / team leaders / junior managers
- Operational staff
- Support staff

Documents used in the recruitment process:

- **Job description** and **person specification** – created by the business so they are clear about the job that is needed to be filled and what the ideal candidate would be like
- **Job advert** – this can be placed in various places, such as job centre, recruitment agency, online, internal notice board or email, newspapers or specialist magazines
- **Application form, CV, letter of application** – completed by the candidate to provide all the information required by the business
- **References** – supplied by people who know the candidate to support an application

A candidate can be chosen through an interview, assessments, further tests or tasks

	Benefits	Limitations
Internal	Quicker and cheaper Motivational for employees Business knows the candidate well	Existing workers may not have necessary skills Creates a new vacancy
External	Wider range of applicants New skills and ideas	Expensive and time consuming processes

Don't be a "man on the street"

- Don't confuse Directors or Managers with owners of a business
- Not all businesses will have all job roles – it will depend on the structure and size of the business
- Not all vacancies will be advertised in the same way, or place. It will depend on the role and urgency



Wider Business World

McDonald's – only recruit online

Merlin entertainments – require candidates to attend assessment centres

B&Q – one of many businesses that no longer accept CVs, only application forms



Synoptic Links

Organisational structures – HR will need to know where a vacancy fits within the hierarchy

Legislation – there are laws regulating how employees can be recruited

Motivation – offering internal promotion opportunities can be non-financial motivation

BUSINESS: *Creating informed, discerning employees, consumers and future leaders*

Topic 2.5.3 Effective training and development

Key Vocabulary

Formal training – the official training program, e.g. a 2 year graduate training program

Informal training – the unexpected, unplanned extra advice or demonstrations that come from colleagues or occasionally from customers

On-the-job training – training that occurs in the workplace whilst doing the job, e.g. on an apprenticeship

Off-the-job training – training away from the workplace, e.g. in a college

Induction training – training that occurs when you first start a job or join a new business

Self-learning – teaching yourself, perhaps by thinking why a problem occurred and making sure you learn from your mistakes

Ongoing training – regular, perhaps weekly training sessions for all staff

Target setting – when you are set goals by a manager and your job is to achieve them

Performance review – discussion between you and your line manager about how well you are working towards the targets set for you

Retention – calculation of how many staff stay loyal rather than leaving

Core Knowledge

Benefits of providing training

Improvements to efficiency and quality

Wider range of staff skills allows a business to respond to market changes quickly

Boosts motivation of staff

Costs of providing training

Paying to send staff on courses or bringing in external providers can be expensive

Staff who are training can not do normal work

Staff may leave for better jobs

Training can be:

- Formal and informal
- Self-learning
- On-going throughout your career

A formal method to ensure staff develop throughout their career, and to ensure staff contribute to the business aims is to set targets for staff each year. These are reviewed in performance reviews or appraisal meetings.

Why train?

- Motivate staff therefore improving retention
- Introduction of new technology or working practices

Don't be a "man on the street"

- Remember training does need to have a formal qualification linked to it
- Remember to analyse training benefits from the employer's point of view, not the employees



Wider Business World

Teachers – must have a minimum of 5 training days per year (INSET)

Doctors – an example of on-the-job training as part of their medical degree and after

Aldi – offer a training program for all new branch managers



Synoptic Links

Motivation – providing training can motivate staff by making them feel valued

Aims – performance targets usually relate to the overall aims of the business

Technology – an investment in new technology will be wasted if staff are not trained to use it

Sales process – effective training leads to better customer service, part of the sales process

BUSINESS: *Creating informed, discerning employees, consumers and future leaders*

Topic 2.5.4 Motivation

Key Vocabulary

Motivation – the desire to do the best you can

Remuneration – all the financial rewards received from work, both direct and indirect

Fringe benefits – rewards you get from work that are non-financial such as a company car or free membership of a club

Salary – an annual amount paid to employees, usually divided into 12 equal payments

Wage – an hourly rate

Overtime – working more than your contracted hours. Sometimes paid at a rate above your usual pay

Bonus – extra payments over and above your basic wage, often related to a target

Commission – being paid a percentage of the value of a sale you made

Promotion – being given a more important job in the organisational structure

Job rotation – having several tasks to do at work to remove the boredom of doing the same thing all the time

Job enrichment – being given a range of activities and responsibilities, some more complex than others

Autonomy – the independent power to decide what you are going to do at work

Core Knowledge

Having staff who want to work, want to do the best job possible and are committed to the success of the business is important because

- Higher productivity
- Attracts the best employees to apply for vacancies
- Lower staff turnover, so lower recruitment costs
- Better quality production or customer service, leading to repeat customers and less wastage
- More ideas from staff

Why is motivation important?

motivated workers → high productivity → increased output → higher profits ☺

unhappy workers → low productivity → low output → low or no profits ☹

Financial methods

- Payment, i.e. a wage or salary
- Fringe benefits (more likely in private sector)
- Bonuses
- Commission
- Promotion

Non-financial methods

- Job rotation
- Job enrichment
- Autonomy

Wider Business World

Avon – sales representatives are paid a commission rate

Clothing retailers – use job rotation, e.g. time on tills, time on changing room, time on shop floor



Synoptic Links

Costs & revenue – remuneration impacts on fixed costs; commission on variable costs, therefore affecting profit margins

Training – employees who are invested in tend to be more motivated

Business aims – bonuses can be related to targets, which usually relate to the business aims

Don't be a "man on the street"

- Remember earning more money does not motivate staff to work harder – they may be pleased but won't do any more
- Financial rewards cost the business, so can affect profit margins, unless greater sales and revenue can be generated or cost savings
- Don't confuse job rotation and job enrichment
- Don't assume that staff want to do the littlest amount of work



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Topic 2.4.1 Business Calculations

Key Vocabulary

Revenue – the money that a business receives from selling its goods and services. Also called Turnover or Income

Cost of sales – the name for the costs that are directly involved in the making of a product for a manufacturer or the provision of a service for a service provider

Gross profit – the amount left after the cost of buying or making the product has been deducted from revenue

Expenses – costs of the business that are not directly involved in the making of the product, e.g. rent, rates

Net profit – overall profit made by a business. What is left after deducting all costs.

Gross profit margin – expressed gross profit as a percentage of sales revenue

Net profit margin – expresses net profit as a percentage of sales revenue

ARR – Average Rate of Return. Expresses the average yearly profit as a percentage of the sum invested. Shows profitability and can be compared with interest rates on bank deposits

Core Knowledge

Key formulas:

Gross profit = Revenue – cost of sales

Net Profit = Gross profit – expenses

Gross profit margin = (Gross profit ÷ Sales revenue) x 100

Net profit margin = (Net profit ÷ Sales revenue) x 100

ARR = (lifetime profit ÷ years the investment will last) ÷ initial investment x 100

In all cases the higher the number the better, BUT these must be compared to other businesses and previous performance

Wider Business World

Ryanair – has a greater Net profit margin than other airlines as it keeps costs down by not offering meals on board



Synoptic Links

Revenue & costs – knowledge of these terms is built on in this topic; fixed costs are expenses; variable costs are cost of sales

Don't be a "man on the street"



- Remember not all investments will be profitable
- Even if an investment is not profitable, this does not mean a business should dismiss it – it may be needed to maintain a competitive position
- A business cannot lose profit – it makes a profit OR a loss
- A loss in one year does not always indicate failure – this may be due to high one-off costs

BUSINESS: *Creating informed, discerning employees, consumers and future leaders*

Topic 2.4.2 Understanding Business performance

Key Vocabulary

Line graph – shows data represented as lines, making it easy to identify trends

Bar graph – data represented so that the height of the bar represents the quantity involved. Good for making comparisons

Pie chart – shows data represented in a circle, with each slice of the pie representing a proportion of the whole, e.g. market share

Core Knowledge

Data can be figures or visually represented. The most common types of visual representation are graphs.

	Line graphs	Bar charts	Pie charts
Pros	Good for data shown over many time periods and for comparisons with how one factor affects another	Good for data over 2-3 time periods Good for comprising size / number of several different items	Good for showing proportions
Cons	Too many lines can be confusing Assumptions can be made about trends continuing	Cannot be easily used to compare data over many time periods	Show big differences clearly but not small differences Cannot show trends over a number of years

A business can use a variety of data:

- **Financial data** – profit margins, profit levels, ARR, break-even point, cash flows
- **Marketing data** – analysis of sales figures, market research data
- **Market data** – analysis of data such as market size, changes in market size, figures for different segments

Limitations of data:

- A need to understand why trends are happening and the causes of these trends
- Bias can be in place when interpreting data
- Some numbers will be estimates not facts

Don't be a "man on the street"

- Remember that data may be biased or unreliable – always check the source
- One set of data alone is not much help – a business will need to compare to previous years or competitors to put the data into context
- Financial data alone is not the whole picture – consider what external factors may have caused a change, as well as HR and Marketing data
- Don't confuse market data and marketing data



Wider Business World

Government – use line charts to show changes in taxation, inflation etc; pie charts to show how taxation is distributed



Synoptic Links

Business calculations – profit and profit margin calculations can be used to assess financial performance

HR – data on staff retention and performance can be used

Operations – productivity and quality data can also be measures of performance

Marketing – data on sales figures and market research

External influences – economic factors may affect a business performance

Aims – the importance of each measure can be different depending on the aims of the business

Chemistry Fuels Knowledge Grid				
	Question	Answer		
1	Hydrocarbons	Compounds that contain only carbon and hydrogen.	17	Incomplete combustion happens because... there is insufficient oxygen supply for the fuel to fully oxidise.
2	Crude oil	A finite mixture of hydrocarbons with carbons in chains and rings.	18	Carbon monoxide is toxic because... it displaces oxygen in the blood by binding with haemoglobin and deprives our organs of oxygen.
3	Uses of crude oil	Fuels and feedstock for the petrochemical industry.	19	Problems from incomplete combustion in appliances Soot blocks air flow in appliances, causes breathing problems and blackens buildings.
4	Fractional distillation	The separation of crude oil into simpler, more useful mixtures which are mainly alkanes.	20	Sulfur dioxide is made in combustion because... there are sulfur impurities in the fuel that react with oxygen.
5	Names of crude oil fractions in order from top to bottom	liquid petroleum gases, petrol, kerosene, diesel oil, fuel oil, bitumen.	21	Acid rain is caused by... sulfur dioxide and nitrogen oxides dissolving in rain water.
6	Uses of liquid petroleum gases	domestic heating and cooking	22	Oxides of nitrogen are produced by... oxygen and nitrogen from the air reacting due to the high temperatures in engines.
7	Use of petrol	Fuel for cars	23	Effects of acid rain Wears away limestone buildings and statues, damages the waxy cuticle on leaves so plants die, makes lakes too acidic for aquatic life.
8	Use of kerosene	Fuel for aircraft	24	Cracking the breaking down of larger alkane molecules into smaller more useful alkanes and alkenes.
9	Use of diesel oil	Fuel for some cars and trains	25	Cracking is necessary because... short chain molecules are in more demand and the alkenes are used in the petrochemical industry.
10	Use of fuel oil	Fuel for large ships and some power stations	26	Saturated All single bonds.
11	Use of bitumen	Road surfaces and roofs	27	Unsaturated Some double bonds.
12	Steps in fractional distillation	vaporise crude oil, goes into fractionating column which is hotter at the bottom, fractions condense.	28	Three ways hydrogen is produced - react of methane from natural gas with steam - cracking of crude oil fractions (hydrogen is a by-product of this process) - electrolysis of water
13	As you go down the fractionating column	Carbon chains get longer, boiling points increase, ease of ignition decreases, viscosity increases.	29	Advantages of using hydrogen as a fuel, instead of petrol Doesn't release carbon dioxide, only water
14	Homologous series	A series of compounds with the same general formula that increase by CH_2 , have similar chemical properties and show a gradual change in boiling point.	30	Advantages of using petrol as a fuel, instead of hydrogen Lots of filling stations, easier to transport
15	Complete combustion of hydrocarbons	A reaction in which carbon dioxide and water are produced and energy is given out.	31	The fuels from crude oil are... non-renewable (cannot be replenished).
16	Incomplete combustion	A reaction in which energy is giving out, but carbon monoxide and/or carbon is also produced.	32	Methane A non-renewable fuel found in natural gas.

Chemistry Earth and the Atmosphere Knowledge Grid		
	Question	Answer
1	The atmosphere was formed by...	volcanic activity.
2	Composition of the Earth's early atmosphere	Mainly carbon dioxide, some water vapour, ammonia and methane.
3	The oceans formed when	the Earth cooled and the water vapour in the atmosphere condensed.
4	Carbon dioxide levels have decreased because	- some dissolved in the oceans - plants use some in photosynthesis - some was locked up by sedimentation to form rocks - some was locked up when fossil fuels were produced.
5	Oxygen levels increased because	plants produce oxygen in photosynthesis.
6	Chemical test for oxygen	Relights a glowing splint
7	Composition of today's atmosphere.	78% nitrogen, 21% oxygen, 1% other (including carbon dioxide, water vapour)
8	Greenhouse gases	Carbon dioxide, methane and water vapour
9	The greenhouse effect	Gases in the atmosphere absorb heat radiated from the Earth, then release it to keep the Earth warm.
10	Evidence for climate change	Correlation between fossil fuel consumption, carbon dioxide emissions and temperature.
11	Evidence against climate change	Uncertainties caused by the location and accuracy of historical data.
12	Human activities releasing greenhouse gases	Livestock farming, combustion of fossil fuels.
13	Ways to reduce greenhouse effect	Reforestation, using renewable power, using public transport or walking, eating less meat
14	Human activities releasing greenhouse gases	Livestock farming, combustion of fossil fuels.
15	Ways to reduce greenhouse effect	Reforestation, using renewable power, using public transport or walking, eating less meat

Network setups

Client Server Network: A network that has a server that provides services for other connected computers (Clients)

Peer to Peer Network: A Network without a server where all devices are equal. Computers share services

Local Area Network (LAN): Covers a small geographical site. The company owns all the hardware for the network

Wide Area Network (WAN): Covers a large geographical site. The company doesn't own all the hardware for the network – some are hired

Personal Area Network (PAN): A network that is local to your device. E.g. Blue tooth headphones and phone

Hardware

Server: Powerful central computer that provides services to other computers. Examples inc. File, Internet, Print, Security and Application Server

Hub: A device that allows devices to communicate on a network by broadcasting data

Switch: A device that allows devices to communicate on a network by sending data to the specific device

Network Interface Card (NIC): Any device that connects to a network needs a network card. They are hard coded with a MAC address that cannot be changed

Router: Connects different networks together

Ethernet cable: Cable used mainly in LAN's to connect devices. Most common is called CAT5 (Twisted pair)

Optical cable: Use light to transmit data. Fast and expensive.

Coaxial: Single copper wire. Better for protecting from interference.

Wireless Network

A network that uses radio transmission to connect devices (no wires)

Frequency: Networks have different, overlapping frequencies to help prevent interference

Wireless Access Point (WAP): A wireless switch that allows devices to connect to a wireless network

Wi-Fi Protected Access (WPA): Protocol for encrypting data sent over a Wireless network. Also WPA2 – the latest version.



Network Security

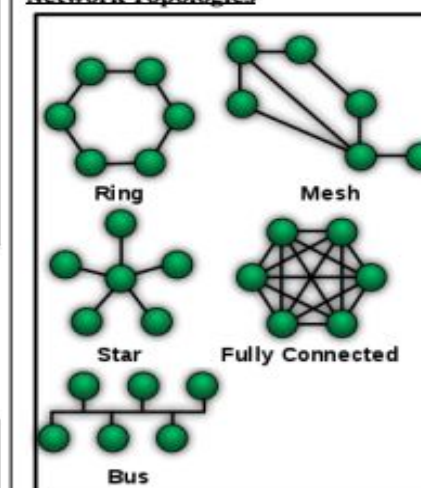
Encryption: Data is coded before it is transferred across a network. If the data is intercepted it will not be readable. Data before coding is called **Plain text**. Coded data is called **Cipher text**. The most common type of data requires 2 keys (keys are actually instructions to code and un-code data). The **public key** turns plain text into cipher text. The **private key** turns cipher text into plain text.

Virtual Private Network (VPN): Creates an encrypted connection between 2 or more devices and allows secure data transfer between them. Often used across the internet.

SAMPLE ENCRYPTION AND DECRYPTION PROCESS



Network Topologies



Router



Hub

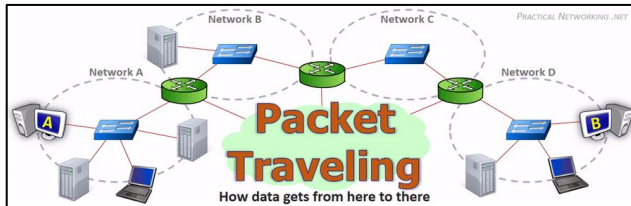


Switch



Servers





Data packages and transfer: When data is sent over a network is broken into several equally sized pieces. The packet consists of 3 things. A Header; this contains the senders IP address, the recipients IP address, the packet number and total number of packets. A Payload; this is the actual data part. A Checksum; this is used to validate the data and check if the data is corrupted. The packages are sent from one router to the next. Each router calculates the quickest route for the data to take and sends it on. This helps data beat traffic congestion and hardware failures. When the package arrives at the destination computer it is verified using the checksum and re-assembled. If any packages are missing a requested is sent to the original computer for a copy to be re-sent.

Protocol layers: Each data package is bundled up with all the instructions needed for each Router to forward it on (these are called Protocols). Protocols are grouped together with other protocols that have a similar function or job. These are called layers. There are four layers.

Bandwidth: The amount of data that can be transferred over a network connection. Bandwidth is often shared across users on a network

Latency: Any interference, traffic or disruption on a network that delays data transfer

Protocol	Stands for...	What is it used for
HTTP	Hyper Text Transfer Protocol	Used by Web Browsers to send, access and display websites from web servers
HTTPS	Hyper Text Transfer Protocol Secure	A more secure version of HTTP used for banking and finance. Encrypts all information sent and received
FTP	File Transfer Protocol	Used to access, edit and move files on a network e.g. to access files on a server from a computer
POP3	Post Office Protocol (V3)	Used to receive emails from a email server. POP3 downloads the email on to the device and the copy on the server is deleted
IMAP	Internet Message Access Protocol	Used to receive emails from a server. The emails are synchronised so the email is only deleted from the server when it is deleted from the device
SMTP	Simple Mail Transfer Protocol	Used to send email messages

Network advantages: Can share data, work together, communicate and control services and security centrally

Network Disadvantages: Over reliance on central devices (servers). Malware and Hackers

MAC address: Hardcode into NIC. 48 or 64 bit. Represented normally by 6 pairs of Hexadecimal digits. IP addresses are assigned to MAC addresses

Internet Protocol (IP): Every device on a network has an IP address. Normally IP addresses are dynamic – they change each time a device connects to a network. Some times they are static – can't be changed – for example for a server.

DHCP: Dynamic Host Configuration Protocol. Used by networks to assign IP addresses to computers / servers. When a computer needs to access a service it sends the computer name to the DHCP server and the DHCP server sends back the IP address so that data packets can then be sent. It's a huge directory lookup. There are a number of DHCP servers that store all the IP addresses for the Internet Web Pages. Each one has a copy in the case the others fail

DNS: Domain name server translates a web URL to an IP address so computers can find the correct web server online.

2.3 Producing Robust Programs

Keywords & Definitions

Authentication: The process of determining the identity of a user

Input sanitisation: removing any unwanted characters before passing data through the program

Input validation: checking if data meets certain criteria before passing it into the program

Testing: take measures to check the quality, performance, or reliability

Maintain: uphold the program to ensure it runs efficiently

Defensive Design

Computer programs should be designed to ensure that they can cope with unexpected or erroneous input from users

Programmers try to **protect** their programs through **defensive design**, they will try to:

- Anticipate how users might **misuse** their program, then attempt to prevent it from happening
- Ensure their code is **well-maintained**
- Reduce the number of **errors** in the code through testing

Input Sanitisation

- Cleaning up the data that is inputted
- Data sanitisation trims or strips strings, removing unwanted characters from strings
- For example, Dave not dav%e, the % would be removed

This ensures that the input is correct and contains only the permitted characters, letters and symbols

Authentication

- Confirming the identity of a user, usually through the use of passwords.
- Common ways to increase security:
 - Force users to use strong passwords and change them regularly
- limit the number of failed attempts before locking



Maintainability

Your program should be easy to maintain - programmers should make sure that it is well-maintained



Comments (#): useful for explaining what the key features of a program do

Indentation: used to separate different statements in a program - clearly see the flow

Variables/sub programs: should be name so that they refer to what they actually are

Testing is often completed in a **test plan** which sets out:

- The test number
- The data entered
- The type of test data
- The expected outcome
- The result of the test
- Action required as a result of the test



Test Data:

Normal/Valid data – data that is correct

In range data – max and min values at the limit of what could be entered


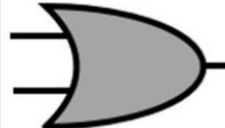
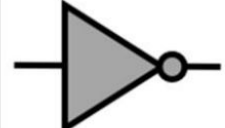
Invalid – data that the program should not accept (wrong data type for example)

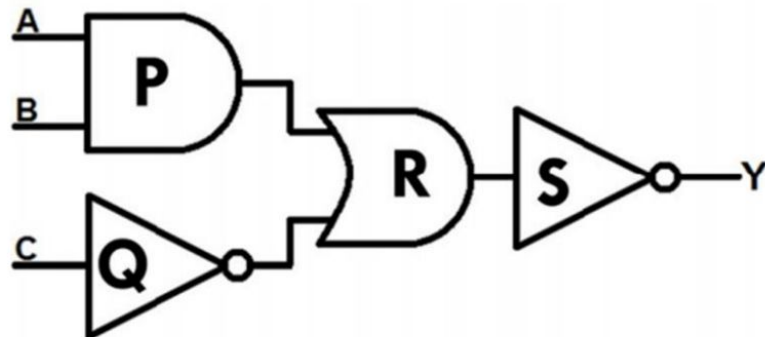
Null Value – when no data is entered or left blank to test what happens

Key vocabulary

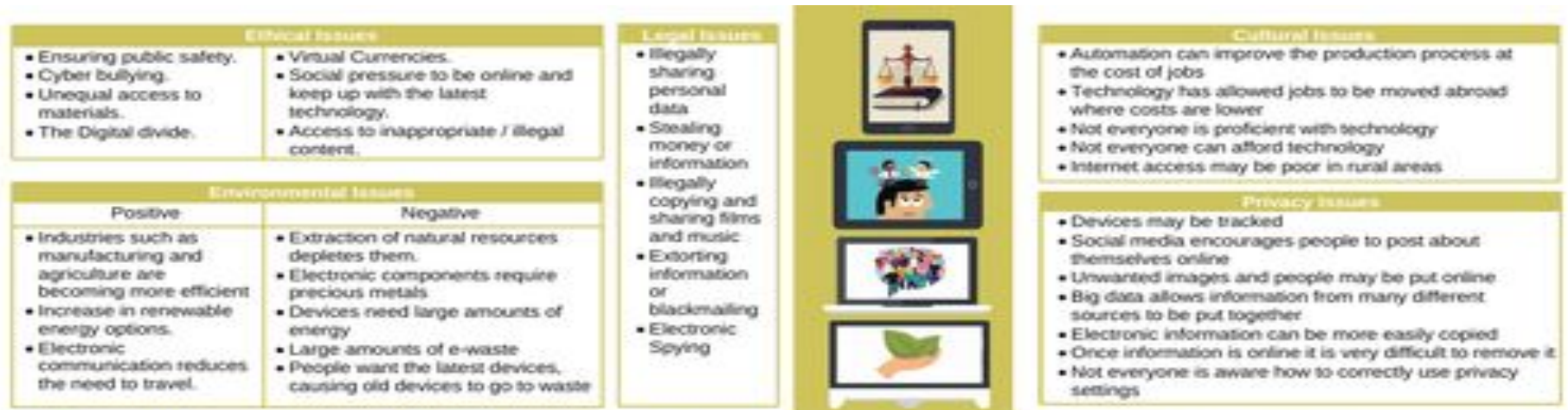
Logic Gate	A logic gate is an building block of a digital circuit. Most logic gates have two inputs and one output. At any given moment, every terminal is in one of the two binary conditions 0 or 1.
And	A logic gate which returns a 1 when both inputs are 1's. Else a 0 is returned.
Or	A logic gate which returns 1 when either or both of the inputs are 1.
Not	A logic gate which inverts its input.
Truth Table	A table which shows outputs from a logic gate or circuit given certain inputs.

Binary Logic Gate Diagrams

AND		<table><tr><th>Input A</th><th>Input B</th><th>Output Q</th></tr><tr><td>0</td><td>0</td><td>0</td></tr><tr><td>0</td><td>1</td><td>0</td></tr><tr><td>1</td><td>0</td><td>0</td></tr><tr><td>1</td><td>1</td><td>1</td></tr></table>	Input A	Input B	Output Q	0	0	0	0	1	0	1	0	0	1	1	1	$Q = A \wedge B$
Input A	Input B	Output Q																
0	0	0																
0	1	0																
1	0	0																
1	1	1																
OR		<table><tr><th>Input A</th><th>Input B</th><th>Output Q</th></tr><tr><td>0</td><td>0</td><td>0</td></tr><tr><td>0</td><td>1</td><td>1</td></tr><tr><td>1</td><td>0</td><td>1</td></tr><tr><td>1</td><td>1</td><td>1</td></tr></table>	Input A	Input B	Output Q	0	0	0	0	1	1	1	0	1	1	1	1	$Q = A \vee B$
Input A	Input B	Output Q																
0	0	0																
0	1	1																
1	0	1																
1	1	1																
NOT		<table><tr><th>Input A</th><th>Output Q</th></tr><tr><td>0</td><td>1</td></tr><tr><td>1</td><td>0</td></tr></table>	Input A	Output Q	0	1	1	0	$Q = \neg A$									
Input A	Output Q																	
0	1																	
1	0																	



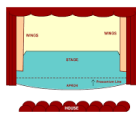



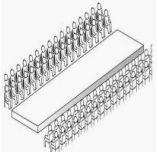

A	B	C	P	Q	R	S / Y
0	0	0	0	1	1	0
0	0	1	0	0	0	1
0	1	0	0	1	1	0
0	1	1	0	0	0	1
1	0	0	0	1	1	0
1	0	1	0	0	0	1
1	1	0	1	1	1	0
1	1	1	1	0	1	0



1.6 – Ethical, Legal, Cultural and Environmental Impacts of Digital Technology



GCSE Drama – Theatre

Stage Type	What does it look like?	Advantages and disadvantages
Proscenium arch		Advantages: Excellent sight lines, excellent staging and set possibilities, traditional form of theatre. Disadvantages: Audience feel removed because of fourth wall, set can be limited to existing structure.
End on		Advantages: Excellent sight lines, more inclusive experience than PA for the audience. Disadvantages: Quite minimal so limits set
Thrust		Advantages: Audience have an immersive and inclusive experience, visually interesting. Disadvantages: sight lines and limited set and staging.
Theatre in the round		Advantages: Audience have an immersive and inclusive experience, visually interesting. Disadvantages: sight lines and limited set and staging.
Traverse		Advantages: Audience have an immersive and inclusive experience, visually interesting, audience can see each other Disadvantages: sight lines mean audience might see two different shows, limited set and staging.
Promenade		Advantages: Audience have an immersive and inclusive experience, locations can complement the work, an alternative theatre experience. Disadvantages: non-linear, fragmented plot, break intension.

Self Quiz: **LOOK, COVER, WRITE, CHECK & CORRECT**

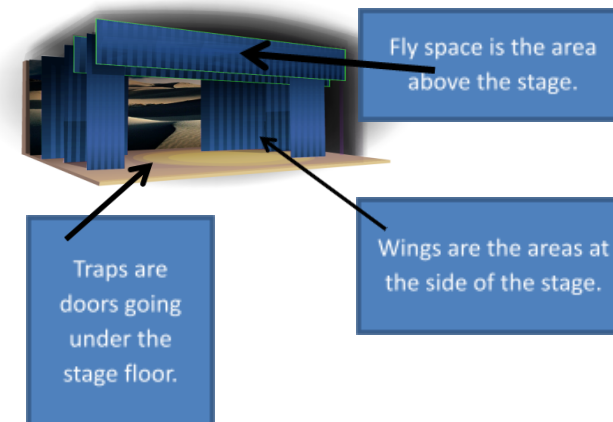
List the stage types and describe the audience position.

Identify advantages and disadvantages for both.



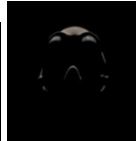
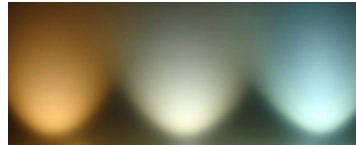

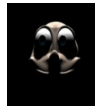







Draw and label a stage



Wooden flats create set walls.



Theatre Lighting

1. Lanterns and lighting states		2. Lighting and lighting angles	3. Colour and effects
Fresnel – A common lantern with soft edges. A series of fresnels can evenly cover the stage with light to create a 'wash'. Coloured gels can be used. Barn doors can be used to focus the light.		Front light Back light  	 Warm Neutral Cool
Profile – This lantern is long and thin and can be used to create spotlights. A shutter and gate mechanism allow control over the beam of light to sharp or soft edge. Gobos can be used with profile lanterns.		Down light Up light  	Coloured lighting gels 
Flood – This lantern produces a clear wide-angled light, but there's little control over the spread of the light. Coloured filters can be used with this lamp.		Side light 	Gobos create patterns 
Par can produces a strong beam of light that is suitable for creating bold colours on stage. Par cans can be identified by their rounded shape. Coloured filters can be used with this lantern.		Hand held lighting and pendant bulbs hanging in fly space. 	Strobes rapidly pulse to create a special effect (for example to make the actors appear like they are moving in slow motion).
Keywords: lantern, lighting states, colour, intensity, soft focus, sharp focus, shadows, series, beam.			
Self Quiz – LOOK, COVER, WRITE, CHECK, & CORRECT lanterns and lighting states table			
<ol style="list-style-type: none"> List the reasons lighting is used in theatre. Reflect on a theatre production you've seen. Can you identify the lighting used? What was the reason for this decision? What was the effect on the audience? 			

GCSE DRAMA – COMPONENT 1

Vocabulary of Voice

Monotone – One tone

Clarity – All words are audible and enunciated (said fully and clearly)

Volume – Loud or quiet

Accent – Changes in way you say words depending on where you live and/ or social class

Pace (speed), pause (stopping for a moment) and pitch (high or low)

Emphasis – making certain words stand out

Intonation – The rise and fall of the voice

Tone – the feeling in your voice

Component 1 Questions

What was your initial response to the stimuli and what were the intentions of the piece?

What work did your group do in order to explore the stimuli and start to create ideas for performance?

What were some of the significant moments during the development process and when rehearsing and refining the work?

How did you consider genre, structure, character, form, style and language throughout the process?

How effective was your contribution to the final performance?

Were you successful in what you set out to achieve?

Genre - a category or 'type' given to plays based upon the conventions used e.g. tragedy, comedy, farce and melodrama.

Structure –The arrangement of, and relationship between, the parts of a play e.g. scenes, acts and cyclical.

Character - a person portrayed in a drama, novel, or other artistic piece.

Form and style – Drama techniques

Language - Words

Vocabulary of Physicality

Every – Eye contact: Looking at the audience or another performer

Friday – Facial expressions: using your face to express feelings

My –Movement: moving your body/ body parts from one place to another

Naughty – Non-verbal communication: communicating meaning without using words

Brother – Body language: using your body to communicate meaning

Puts – Pace (speed) and pause (stopping for a moment)

Grandma's – Gesture – the way you move your hands

Massive – Mannerisms: something someone does with face or body repeatedly

Slippers – Stillness: no movement

Sentence Stem

As a performer,

As a director,

As a designer,

Describe – to use drama words to create a picture of what you did/ saw.

When we/ I/ they link to "extract" and describe the drama.

Analyse – in depth understanding drawing out layers of meaning.

Evaluate – a well justified judgement.

This effectively communicates explain/ analyse the drama with link to purpose/ intentions to the audience.

Challenge: Vary evaluative word by identifying what it made the audience think and feel e.g. shocking.

Self Quiz – LOOK, COVER, WRITE, CHECK & CORRECT

Use the acronym and mnemonic to help you remember key vocabulary and definitions.

Use the definitions to ensure you understand the questions you will answer in your portfolio.

Think about recent practical work, use the sentence stems to describe , analyse and evaluate the process and performance.

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ACCESS FM Analysing a Product

Aesthetics

Does the product look good?
Does it make good use of colour and texture?
What has inspired its appearance? (E.g. Is it organic? Is it industrial?)

Cost

What is the estimated cost of the product?
What is the retail price?
What is the relationship between the two?
Is the product affordable?
Does it offer value for money?
What is the product's cost in relation to the income of potential buyers/users?

Safety

How has the designer considered safety issues in the products design?
Think about the ways it is being used and how different parts have been joined together.
Are there any risk assessment issues in relation to the use of the product?

Size

Are the product's proportions appropriate for its use?
If you increased or decreased the product size, would it look or function better?

Customer

Who is the product designed for?
How and where would they use it?
What effect will it have on their lives and relationships?
Will it add value?
How is the product promoted to attract customers?
Has the designer considered how people will interact with the product?
Does the product target a particular age group or sector of people?
What assumptions have been made about the potential buyers/users?

Environment

What is the product's impact on the environment?
What happens to the product after use?
How long will it last?
What factors limit/lengthen its life span?
Can it be repaired? Can parts be replaced?
How easily can it be recycled?
Who would pay for the cost of recycling?

Function

Does the product do the job it was intended to do?
How does it work?
How easy is it to use?
What effects will using it have, including those beyond intended use and user?

Material

What materials are used to make the product and why?
Would another type of material work better?
What impact could the designers choice of material have on the environment?
Where do the materials and other resources needed for production come from?
Are they likely to run out?

What do you like / dislike about the appearance?	How do you think this design appeals to your target user?	How is this design environmentally friendly / sustainable?	Have you labelled the design with measurements?	Are there any safety issues you need to point out?
What could you do to make this design look better?	<h2>Annotating Design Ideas</h2>			What are the functions/features of this design idea?
What materials are you going to use to create this design?				Why have you chosen these materials?
What joints/fixings will be used to create this design?				How could you make this design safer?
What tools/machines/processes could be used to create this?				Are there any functions / features you could add?
What could you do to make this design more sustainable?	What finishes would you apply to this design to achieve its appearance?	What could you improve about the design?	Why are you using the materials you have suggested?	How are you going to make sure it is accurate?

Evaluating and testing - Testing and evaluation should be continually carried out and used to modify a designer's ideas throughout the whole **iterative design** process

Client feedback - Have a clear idea of what the target users are looking for, initial ideas may have been misinterpreted

Target market feedback - Honest and critical feedback at the prototype stage can offer developments

Expert opinion - Professionals in industry can provide insightful and appropriate feedback

Analysing testing results - To record their findings, designers will take pictures and written notes from observations of users operating or wearing their product, as well as gathering users' opinions on this experience.

Qualitative data - is information that cannot be measured and is often based on opinion, for example favourite colour

Quantitative Data - is information that can be measured and written down with numbers, for example length

Face to face - **conversational interviews** give designers the chance to ask questions and help users form an opinion by offering options for new iterations

Against specification - This is where a specific list of **criteria** is written that a designer can follow as a set of rules. During the iterative design process, this specification should be referenced to and designs evaluated against it to ensure the final solution is the best fit.

What are you describing?

Line
Colour
Shape
Form
Pattern
Decoration
Surface
Texture
Space
Functional elements
Prototype
Features
Motion

harmony
balance
emphasis
neutral
integrated

Descriptive words

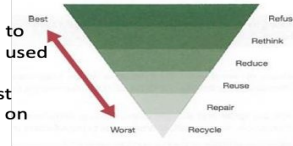
feminine - masculine
futuristic - nostalgic
elegant - not elegant
mature - immature
dynamic - static
simple - complex
streamlined - rugged
steady - unsteady
contemporary - traditional
avant-garde - conservative
formal - casual
delicate - rough
dazzling - ordinary
rational - emotional
reliable - unreliable
innovative - imitative
heavy - light
varied - monotonous
truthful - exaggerated
consistent - inconsistent

aggressive - submissive
old - young
cold - warm
comfortable - uncomfortable
excited - calm
strong - weak
soft - hard
organic - mechanical
smooth - sharp
flat - curved
straight - fluid
functional - ornamental
detailed - plain
volume/ bulbous/ bulging
unified
stylized
peculiar
rare
innovative/novel/radical
unity

Sustainability and the 6 R's

The 6 R's

The 6 Rs are an important checklist. They are used by designers to reduce the environmental impact of products. They can also be used to evaluate the environmental impact of other products. The hierarchy of sustainability places the strategies that are best for the planet about those that have a greater negative impact on the environment.



1. Refuse

The first stage in the process is to ask whether the proposed product, part, purchase or even journey is required at all. Asking the question 'Is it really necessary?' can play a major role in reducing the demand on materials. Simply not using something saves 100% of what you have chosen not to use. Example include:

- Using your own carrier bag rather than purchasing a new one.
- Walking or cycling to school instead of being driven.
- Not using products such as some pesticides that are known to be harmful to the environment.
- Not eating (or using) products that are over-farmed, over-fished or on the endangered list.

2. Rethink

Consumers have a growing number of choices to make about where and on what they spend their income. Greener and more sustainable options are not always the cheapest or the best, but making informed decision and rethinking ones spending power can play a huge part in conserving resources. Deciding on the design of a product, e.g. the materials being used in its production, will directly affect its sustainability. The types of questions designers need to ask are:

- Are the materials locally sourced?
- Are they sustainably produced?
- Is it essential to use this material, of which there is a finite supply?

By rethinking how the product is likely to be made, the product can often be redesigned in a more responsible way.

3. Reduce

Reduction is often the result of having re-thought a design or action. Materials and energy are saved due to efficient manufacturing practices and the use of clever design, incorporating sustainable materials.

- Modern materials that are lighter and stronger than traditional ones have contributed to the miniaturisation of products, saving material and energy in manufacture and use.
- Reducing the complexity or number of parts a product uses and reducing the number of different materials in a product makes recycling easier.
- In factories, schools and hotels, fitting motion sensitive lighting and smart heating systems can significantly reduce energy usage.
- Many large companies employ staff to conduct 'energy walks' to turn off unused appliances and lights and to ensure windows and doors are shut to conserve heat.

4. Reuse

Reusing products multiple times for the same purpose is also known as **primary recycling**. Reusing a product in a different way from the one it was designed for is known as **secondary recycling**.

The classic glass milk bottle is reused many times before it reaches the end of its useful life, as which point it is recycled. A plastic milk bottle, however, is intended to be used only one, although it can have many different subsequent uses.

Donating to and buying from charity shops extends the life of products and in recent years there has been a resurgence of in products having second lives, thanks to websites such as eBay, Freecycle or Gumtree.



It is also becoming popular for furniture and other household items to be **upcycled** with a coat of paint and some minor repairs or adaptations, extending their useful life by many years.

5. Repair

Being able to repair a product when it is broken or worn is a way of extending its life and delaying the purchase of a new one. Repairing is a positive option over replacement as it means that only some parts of the product are replaced. This creates jobs for skilled people who conduct repairs and stimulates a spare parts market.

Unfortunately, repairing products has become harder over years. Growing number of products are not design to be repaired. There are a number of reasons why items may be designed this way, but it is usually because they are cheaper to replace than repair. Some products, especially modern electronic products, are designed to last only a few years as technology dates quickly and older products will be superseded by newer, faster, more efficient models. This is called **planned obsolescence**.

6. Recycle

Tertiary recycling, although a very important stage, is lower down the hierarchy of preferred options because most materials that are recycled this way tend to be of lower quality than the original material. It takes a lot of energy to recycle materials.

This form of recycling requires the reprocessing of the material and in many cases involves chemicals and/or heat to recover the recycled materials. In an ideal world, tertiary recycling would remove all recyclable materials from our household waste so that only biodegradable materials would be left. Only very few parts of the world are set up to cope with this level of processing.

7. Sustainability

Our planet has to provide all of our basic human needs, such as food, shelter and warmth.

Designers now have a much better understanding of which materials are sustainable and which are not. The general principle is that resources fall into two categories:

Finite resources – are ones which are in limited supply or cannot be reproduced.

Non-finite resources – are ones which are in abundant supply and are unlikely to be exhausted.

8. Recyclable materials

Once all useful and recyclable materials are removed, the majority of the remaining waste is organic matter and can be processed in one of two ways; '**Recover**' or '**Rot**'. Food waste and garden waste can be processed at a high temperature and turned into compost. The waste can also be buried in **landfill** sites where the resulting methane gas from the rotting matter is collected and burned and used to generate heat or electricity in the same way.

Materials

1. Woods

Man-Made Woods

Medium density fibreboard (MDF)	Description • Has a smooth, even surface • Easily machined and painted • Available in water and fire-resistant form • Often veneered or painted to improve its appearance	Uses • Furniture and interior panelling
Chipboard	Description • Made from chips of wood glued together with urea formaldehyde (glue) • Usually veneered with an attractive hardwood or covered in plastic laminate	Uses • Kitchen and bedroom furniture • Shelving and general DIY work
Plywood	Description • A very strong board, constructed of layers of veneer or plies, which are glued together with the grains at 90° to each other • Interior and exterior grades available	Uses • Furniture making • Boat building and exterior work
Hardboard	Description • A very cheap particle board • Can have a laminated plastic surface	Uses • Kitchen unit and furniture back panels

Hard Woods







Oak	Description • A very strong, light-brown wood • Open grained • Very hard, but quite easy to work with	Uses • High quality furniture • Beams used in building • Veneers
Mahogany	Description • Reddish-brown in colour • Easy to work with	Uses • Bedroom furniture • Shop fittings • Bars • Veneers
Beech	Description • A straight-grained hardwood with a fine texture • Light in colour • Very hard but easy to work with • Can be steam bent	Uses • Furniture • Toys • Tool handles

Ash	Description • Open grained • Easy to work with • Pale cream colour, often stained black • Can be laminated (i.e. skins or veneers which are glued together)	Uses • Tool handles • Sports equipment • Furniture • Ladders • Veneers
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Soft Wood

Pine	Description • Pale yellow coloured with dark lines and a fine, even texture • Medium in weight • Stiff and stable • Inexpensive	Uses • Readily available for DIY work • Mainly used for constructional work and simple joinery • Furniture
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2. Plastics

Acrylic		Properties: • Hard wearing • Will not shatter • Can be coloured • Bathtubs, School Projects, Display signs
Polypropylene		Properties: • High impact strength • Softens at 150°C • Can be flexed many times without breaking • School chairs, Crates
High Impact Polystyrene (HIPS)		Properties: • Light but strong • Widely available in sheets • Used for casings of electronic products
Polythene (LDPE)		Properties: • Weaker and softer than HDPE • Lightweight • Carrier Bags + Squeezable Bottles
Polythene (HDPE)		Properties: • Stiff strong plastic • Used for pipes and bowls • Buckets
Urea formaldehyde		Properties: • Colourless plastic • Can be coloured • Door and cupboard handles, Electrical fittings



3. Material Properties

Strength The ability of a material to stand up to forces being applied without it bending, breaking, shattering or deforming in any way.	
Elasticity The ability of a material to absorb force and flex in different directions, returning to its original position.	
Ductility The ability of a material to change shape (deform) usually by stretching along its length.	
Malleability The ability of a material to be reshaped in all directions without cracking.	
Hardness The ability of a material to resist scratching, wear and tear and indentation.	
Toughness A characteristic of a material that does not break or shatter when receiving a blow or under a sudden shock.	

3. Metals

Aluminium		Properties: • Light Weight • Light grey in colour • Can be polished to a mirror like appearance • Rust resistant
Mild Steel		Properties: • Heavy • Dark grey in colour • Rusts very quickly if exposed
Stainless Steel		Properties: • Heavy • Shiny appearance • Very resistant to wear / rust.
Cast Iron		Properties: • As melted pig iron with some quantities of other metals • Strong in compression • Brittle
Copper		Properties: • Reddish brown metal. • Soft • Excellent conductor of heat and electricity
Brass		Properties: • Yellow metal • Hard • Alloy

4. Composites

Carbon Fibre	GRP Fibreglass
Expensive in comparison to other materials. Very good strength to weight ratio. Used in the manufacture of high end sports cars and sports equipment.	GRP is composed of strands of glass which are woven to form a flexible fabric. The fabric is normally placed in a mould and polyester resin is added. Glass reinforced plastic is lightweight and has good thermal insulation properties. It has a high strength to weight ratio
	

Papers and Boards

1. Paper

Type	Description and uses
Layout paper	<ul style="list-style-type: none"> lightweight, thin white paper used for initial ideas takes colour media well low cost
Tracing paper	<ul style="list-style-type: none"> thin, translucent paper making copies of drawings high cost
Cartridge paper	<ul style="list-style-type: none"> good quality white paper available in different weights general purpose work can be used to make simple models medium cost
Bleedproof paper	<ul style="list-style-type: none"> smooth, hard paper used with water-based and spirit-based felt-tip pens medium cost
Grid paper	<ul style="list-style-type: none"> printed square and isometric grids in different sizes a guide for quick sketches and working drawings low cost

2. Selection of materials or components

When selecting materials and components considering the factors listed below:

- Functionality: application of use, ease of working
- Aesthetics: surface finish, texture and colour.
- Environmental factors: recyclable or reused materials, product mileage.
- Availability: ease of sourcing and purchase.
- Cost: bulk buying.
- Social factors: social responsibility.
- Cultural factors: sensitive to cultural influences.
- Ethical factors: purchased from ethical sources such as FSC.

What is the FSC? <http://www.fsc-uk.org/en-uk/about-fsc/what-is-fsc/fsc-principles>

3. Boards

Type	Description and uses
Corrugated card	<ul style="list-style-type: none"> strong and lightweight used for packaging protection and point of sale stands available in different thicknesses
Duplex board	<ul style="list-style-type: none"> large foam-based board different finishes available including metallic and hologrammatic used for food packaging, e.g. take-away pizza boxes
Foil lined board	<ul style="list-style-type: none"> quality cardboard with a aluminium foil lining ideal for ready made meals or take away meal cartons The foil retains the heat and helps keep the food warm
Foam core board	<ul style="list-style-type: none"> very light, very stiff and very flat. It has a white, rigid polystyrene foam centre, with smooth white paper laminated onto both faces. It is easy to cut with a knife, a mount cutter or on a wall cutter great for modelling
Ink jet card	<ul style="list-style-type: none"> Has been treated so that it will give a high quality finish with inkjet ink available in matt and gloss
Solid white board	<ul style="list-style-type: none"> top quality cardboard made from quality bleached wood pulp. used for hard backed books and more expensive items excellent print finish

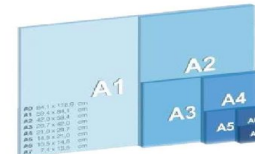
4. Paper and Boards- Stock sizes and weights

Paper and board is available in sizes from A0 (biggest) to A7 (smallest). The most common size is A4.

Each size is half the one before, eg A4 is half the size of A3.

They are also sold by weight: GSM – grams per square metre.

Card thickness or calliper is traditionally measured in **Microns**. 1000 Microns = 1mm, so the higher the value, the thicker the card or paper.



5. Properties of paper and boards.

Type	Weight or thickness	Uses	Relative cost (10= high)
Newsprint	50gsm	Newspapers	1
Layout Paper	60gsm	Sketches and tracing	3
Tracing Paper	70 gsm	Tracing	4
Sugar Paper	90gsm	Cheap mounting work	2
Inkjet/Photo paper	150-230gsm	Photos/Pres entations	9
Board (Card)	230-750 microns	Model-making	5
Mount Board	230-1000 microns	Model-making, High picture quality mounting	9
Corrugated Card	3000-5000 microns	Packaging protection	5

7: KEY WORD FOCUS

You should be able to explain the meaning of each of these words by the end of this rotation.

GSM	Grams per Square Metre
Microns	Thickness of paper or card. 1000microns =1mm thickness

Textiles

1. Fabrics

Natural Fabrics

Cotton	Soft, good absorbency, prints well, machine washable, strong breathable	Origins from the Cotton Plant.	Uses: Jeans, towels, Shirts, dresses, underwear
Wool	High UV protection, flameproof, breathable, durable insulating	Origins from Sheep.	Uses: Jumpers, Coat, blankets
Silk	Smooth, Soft, Strong	Origins from the silk worm.	Uses: Wedding dresses, lingerie.
Linen	Strong, cool in hot weather	Origins from the flax plant	Uses: Trousers, tops.
Leather/Suede	Strong, hardwearing, durable.	Origins from the skin of animals, mainly cows.	Uses: Jackets, Trousers, Shoes.

Synthetic fabrics

Polyester	Durable, wrinkle resistant, stain resistant	Uses: Shirts, jackets. Also used in safety belts, conveyor belts and tyre reinforcement.
Polyamide (Nylon)	Durable, high abrasion resistance	Uses: Sportswear, carpets.
Elastane (Lycra)	Stretchy, durable, high stain resistance	Uses: Sportswear, Swimwear, tights.
Viscose	Soft, comfortable, absorbent, easily dyed.	Uses: Dresses, linings, shorts, shirts, coats, jackets and outerwear.
Acrylic	Absorbent, retains shape after washing, easily dyed, resistance to sunlight.	Uses: Jumpers, tracksuits, linings in boots.

1. Fabrics

Blended and mixed Fabrics

These fabrics take on the positive characteristics of their combinations


Cotton/Polyester	Easy care and crease resistant	Uses: School shirts.
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2. Fabric Construction



Woven

Plain Weave	Extremely strong and hard wearing	
Twill Weave	Extremely high strength and abrasion resistant.	


Knitted

Knitted fabrics	Stretchy, soft and comfortable.	
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Non-Woven

Bonded Fabrics	These are webs of fibres held together by glue or stitches.	
Felted Fabrics	Felt is made by combining pressure, moisture and heat to interlock a mat of wool fibres.	


3. Care Labels

 Washing Label- will usually have a max. temp number included

 Hand Wash only

 Do not wring out

 Tumble Dry

 Iron on low heat. The more dots the higher the heat setting

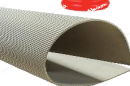
 Do not bleach

Smart and Modern Materials

1. Modern Materials

1.Corn Starch Polymers – plastics that are **biodegradable** and not toxic to the environment. They are easy to recycle.

Name	Uses	Characteristics
Poly(lactic acid) (PLA)	<ul style="list-style-type: none"> Disposable food and drink containers 3D Printed Items 	<ul style="list-style-type: none"> Smooth or textured finish. Easy to Colour Easy to mould Fully biodegradable
Polyhydroxybutyrate (PHB) Biopol™	<ul style="list-style-type: none"> Bottles Pots Disposable food containers 	<ul style="list-style-type: none"> Smooth or textured finish. Easy to Colour Easy to mould Fully (but slowly) biodegradable.



2.Flexible MDF – Is made from wood pulp fibres in the same way as standard MDF, with the addition of grooves cut along the length of the board leaving about 2mm of the MDF intact which allows the MDF to become flexible.

3.Titanium – Pure titanium does not react with the human body and is used by the medical profession for artificial joints and dental implants. It has a high strength to weight ratio and has excellent corrosion resistance.

4.Graphene – thinnest material ever discovered, a million times thinner than a human hair, 200 times stronger than steel. It is transparent, impermeable and highly conductive.

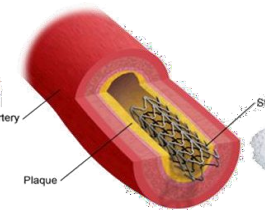
5.Nanomaterials - Their use in electronics has helped miniaturisation whilst improving conductivity. IN the textiles industry, they have been used as protective coatings to improve water resistance and give UV protection.

6.Metal Foams - Porous metal structures, often made from Titanium and Aluminium use as little as 25% of the mass. This makes them extremely lightweight but retaining most of the properties of the base material.

2. Smart Materials

A material that reacts to an external stimulus or input to alter its functional or aesthetic properties.. They can react to heat, light, pressure, moisture and electricity.

Name	Stimulus	What is does?	Uses
2.1 Thermochromic pigments	Heat	Changes colour when heat is applied.	<ul style="list-style-type: none"> Flexible thermometers Temperature indicators Novelty goods
2.2 Photochromic pigments & particles	UV Light (Natural Light)	Changes colour in sunlight/UV Light	<ul style="list-style-type: none"> Transition Lens Sunglasses Nail varnish Clothing Novelty goods
2.3 Shape memory alloy Nitinol	Heat or Electricity	Returns to original/pre set shape when heated to 70°C or electricity is applied.	<ul style="list-style-type: none"> Glasses Frames Fire Sprinklers Dental Braces Surgical Stents
2.4 Polymorph	Heat	Becomes mouldable by hand when heated to 62°C	<ul style="list-style-type: none"> Personalisation of products Repairs Prototyping & Modelling
2.5 Quantum Tunnelling Composite	Pressure	Varies the amount of electrical current depending on pressure applied.	<ul style="list-style-type: none"> Touch sensitive pads Wearable technology Variable speed controls
2.6 Piezoelectric Material	Movement, stress or electricity	Stress or movement produces electrical signal or <i>vice versa</i> .	<ul style="list-style-type: none"> Mobile phone speakers and microphones Gas Lighters ignition spark
2.7 Litmus Paper	Levels of PH in substances.	Changes colour depending on chemical balance.	<ul style="list-style-type: none"> Scientific experiments Soil testing for gardener/farmers Testing swimming pools and fish tanks



New and Emerging Technologies

New technologies are those that are currently being developed or will be developed in the next 5 to 10 years, and which will alter the business and social environment.

Examples: **Fuel-cell vehicles** Zero-emission cars that run on hydrogen.



Additive manufacturing

The future of making things, from printable organs to intelligent clothes



Automation and the use of robotics

As industry has grown new and emerging technologies have changed the way designers, architects and engineers work.

Intelligent machines and robotics have replaced machine operators and engineers.

The development of work now almost always involves the use of **Computer Aided Design (CAD)**.

This software can carry out complex tasks such as virtual stress testing this is called **Computer Aided Testing (CAT)**.

Designs can be produced to look 3D so customers can give opinions before **prototyping** begins.

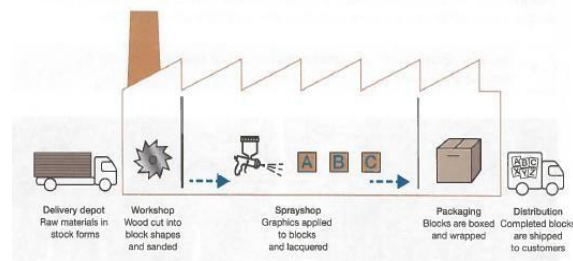
Buildings and the place of work

The development of the internet has changed how data is transferred. This has led to people being able to work together remotely (from different buildings or countries).

Projects can be sent to machines using **computer aided manufacturing (CAD)** techniques including **computer numerical control (CNC)** machines such as laser cutters and rapid prototyping (RPT) machines such as 3D printers.

Physical layout of buildings for production should be logical to increase efficiency. This will reduce unproductive time, movement and waste materials.

Here is an example of a simplified production line that might produce wooden blocks.



Enterprise

An idea that is developed into a business proposal for a product that has commercial viability.

Products developed in this way require a patent to protect the idea so that other companies cannot use it without permission this is called a registered trademark.



Co-operatives

A farm, business, or other organization which is owned and run jointly by its members, who share the profits or benefits.

Crowdfunding

Funding a project or venture by raising money from a large number of people who each contribute a relatively small amount, typically via the Internet.

Virtual marketing and retail

Virtual marketing the use of search engines positioning and ranking, banner advertising, e-mail marketing and social media in order to reach a wider audience to promote a product.



Fairtrade

Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

People, Culture and Society

People

Consumer Choice

Growth of global manufacturing has lead to a wider variety of products being available, prices of products are kept low because of the wider competition.

Technology Push

Advances in technology and science lead to the development of new products. Research and Development (R&D) Departments are used within large companies to ensure they can create new and exciting products.

1993 APPLE NEWTON PDA



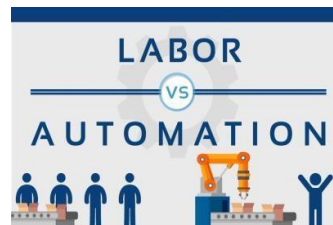
1996 PALM SERIES



2012 SAMSUNG GALAXY



Advances in touchscreen technology



Society

Companies putting the environment and people before profit. Examples:

- Carbon Neutral Products
- Use of renewable materials
- Reduction of carbon emissions/greenhouse gasses
- Use of recycled materials
- Products designed to be 100% recyclable
- Promotion of Fairtrade
- Reduction of transportation
- Non profit organisations that reinvest money to support good causes
- Consideration to designing products for the elderly or disabled
- Consideration to different religious groups

4 main ways to consider the population when designing

Type of Production	Example
One size fits all	Door Frames Baths
A range of sizes to cover all	Shoes Clothes
Adjustability to allow use by all	Car Seats Shower head height
Adaptability to support location or user	Children's booster seats Car roof bars

Culture

A combination of ideas, beliefs, customs and social behaviours of a society or group of people.

Fashion and Trends


Designers developing products that are influenced by 'the latest thing'.

Faiths and Beliefs

Designers being responsible for the impact their design choices may have on a community.

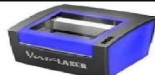
Production techniques

1. CAD – Computer Aided Design

Advantages of CAD	Disadvantages of CAD
Designs can be created, saved and edited easily, saving time	CAD software is complex to learn
Designs or parts of designs can be easily copied or repeated	Software can be very expensive
Designs can be worked on by remote teams simultaneously	Compatibility issues with software
Designs can be rendered to look photo-realistic to gather public opinion in a range of finishes	Security issues - Risk of data being corrupted or hacked
CAD is very accurate	 CAD Software
CAD software can process complex stress testing	

2. CAM – Computer Aided Manufacturing

Advantages of CAM	Disadvantages of CAM
Quick – Speed of production can be increased.	Training is required to operate CAM.
Consistency – All parts manufactures are all the same.	High initial outlay for machines.
Accuracy – Accuracy can be greatly improved using CAM.	Production stoppage – If the machines break down, the production would stop.
Less Mistakes – There is no human error unless pre programmed.	Social issues . Areas can decline as human jobs are taken.
Cost Savings – Workforce can be reduced.	



Laser Cutter



Robots



Barcode Scanner



AGV – Automated Guided Vehicle

3: Production Techniques

3.1 Flexible Manufacturing Systems (FMS) : involves an assembly of automated machines commonly used on short-run batch production lines where the products frequently change.

3.2 Lean Manufacturing: It aims to manufacture products just before they are required to eliminate areas of waste including:

- Overproduction
- Waiting
- Transportation
- Inappropriate processing
- Excessive inventory
- Unnecessary motion
- Defects

3.3 Just In Time (JIT) : Items are created as they are demanded. No surplus stock of raw material, component or finished parts are kept.

Advantages of JIT	Disadvantages of JIT
No warehousing costs	Reliant on a high quality supply chain
Ordered secured before outlay on parts is required	Stock is not available immediately off-the-shelf
Stock does not become obsolete, damaged or deteriorated	Fewer benefits from bulk purchasing

4. Scales of Production

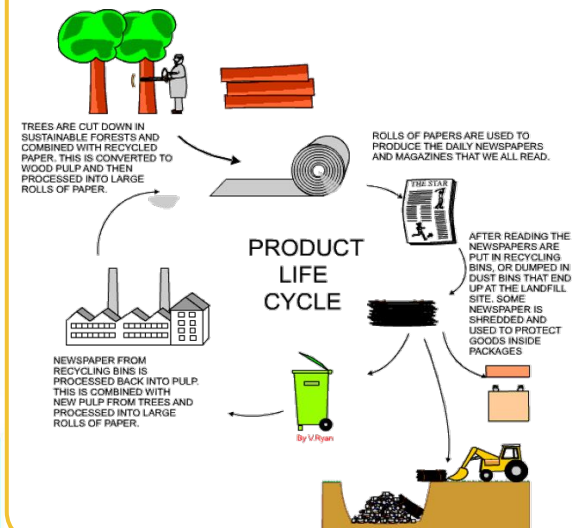
One off: when you make a unique item

Batch: when you make a few/set amount

Mass: when you make thousands

Continuous: open ended production

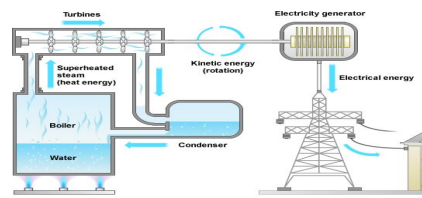
- 1.Planned obsolescence** - Planned obsolescence is when a product is deliberately designed to have a specific life span. This is usually a shortened life span.
- 2.Design for maintenance** - Products are often designed to be thrown away when they fail... This can be achieved by designing products that can be repaired and maintained.
- 3.Disposability** – Some products are designed to be disposable.
- 4. Product Lifecycle** -



Energy systems

Energy Types

1. Fossil Fuels – Non-renewable energy

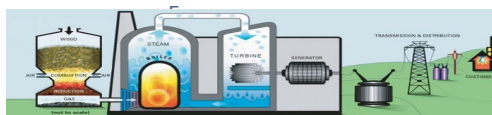


In a thermal power station fuel such as coal, oil or gas is burned in a furnace to produce heat - chemical to heat energy.

- this heat is used to change water into steam in the boiler.
- the steam drives the turbine - heat to kinetic energy
- this drives the generator to produce electricity - kinetic to electrical energy.

Some experts believe that fossil fuels will run out in our lifetime.

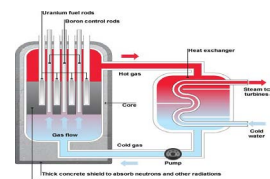
Energy Types 2. Biomass Energy –Renewable



Biomass is an industry term for getting energy by burning wood, and other organic matter. Burning biomass releases carbon emissions, but has been classed as a renewable energy source in the EU and UN legal frameworks, because plant stocks can be replaced with new growth.

3. Nuclear Energy – Renewable energy

Energy Types



The main nuclear fuels are **uranium** and **plutonium**. In a nuclear power station nuclear fuel undergoes a controlled chain reaction in the reactor to produce heat - nuclear to heat energy.

- heat is used to change water into steam in the boiler.
- the steam drives the turbine (heat to kinetic energy)
- this drives the generator to produce electricity - kinetic to electrical energy.

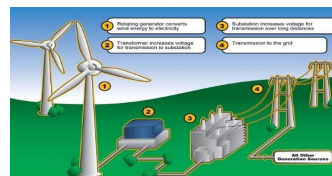
Energy Types

8. Batteries

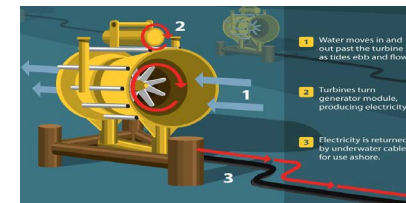
Alkaline batteries are the most common type of domestic batteries, they are disposable but contain chemicals that are bad for the environment. Fortunately more and more battery recycling banks are appearing now where most of the battery can be reused. **Rechargeable batteries** are better for the environment and more economical in the long run (High initial purchase price). Their lifespan decreases with every charge.

Energy Types

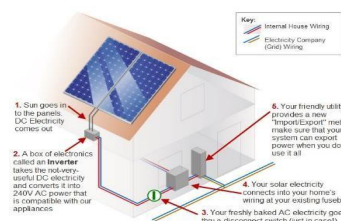
4. Wind energy



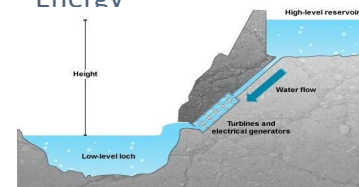
Tidal energy



5. Solar Energy – Renewable Energy



7. Hydroelectricity – Renewable Energy

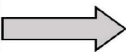









- In a hydroelectric power station water is stored behind a dam in a reservoir. This water has gravitational potential energy.
- The water runs down pipes (potential to kinetic energy) to turn the turbine
- The turbine is connected to a generator to produce electricity (kinetic to electrical energy).

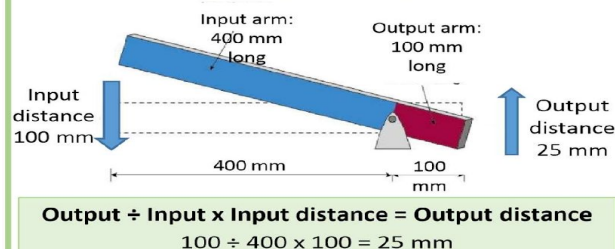
Mechanical devices

1: Mechanical Devices - Motion

There are four types of motion:

Linear Motion is movement in one direction along a straight line.		
Oscillating Motion This motion is similar to reciprocating motion, but the constant movement is from side to side along a curved path.		
Rotary Motion Examples of circular motion include a ball tied to a rope and being swung round in a circle		
Reciprocating Motion , this is repetitive up-and-down or back-and-forth linear motion		

4: How to work out a levers distance of travel

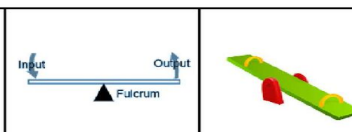


2: Mechanical Devices – Levers

There are three classes of levers.

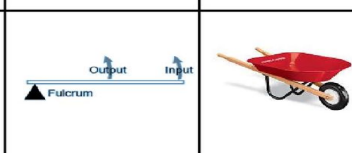
Class One

A class one lever has its input on one side of the fulcrum and its output on the other.



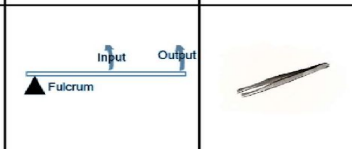
Class Two

A class two lever has its input at one end of the lever, its output in the middle and fulcrum at the other end.



Class Three

A class three lever has its output at one end of the lever, its fulcrum at the other with its input in the middle.

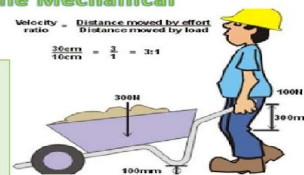


5: How to work out the Mechanical Advantage

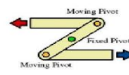


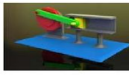

Or use the following formula:

$$MA = \frac{\text{Load}}{\text{Effort}} = \frac{300\text{N}}{100\text{N}} = 3$$

This is written as 3:1 or just MA of 3



3: Mechanical Devices – Linkages

Reverse motion linkage	The reverse motion linkage changes the direction of the input motion so that the output travels in the opposite direction. If the input is pulled the output pushes and vice versa. It uses a central bar held in position with a fixed pivot (fulcrum) that forces the change in direction and two moving pivots which are connected to the input and output bars.	
Parallel motion or push/pull linkage	The push/pull linkage maintains the direction of the input motion so that the output travels in the same direction. If the input is pulled the output is pulled and so on. It uses three linking bars, four moving pivots and two fixed pivots.	
Bell crank linkage	The bell crank linkage changes the direction of the input motion through 90 degrees. It can be used to change horizontal motion into vertical motion or vice versa. It uses a fixed pivot and two moving pivots.	
Crank and slider	The crank and slider linkage changes rotary motion into reciprocating motion or vice versa. It uses a crank which is held with a fixed pivot. A connecting rod uses two moving pivots to push and pull a slider along a set path.	
Treadle linkage	The treadle linkage changes rotary motion into oscillating motion or vice versa. It uses a crank which is held with a fixed pivot. A connecting rod uses two moving pivots and a further fixed pivot to create a windscreen wiper motion.	

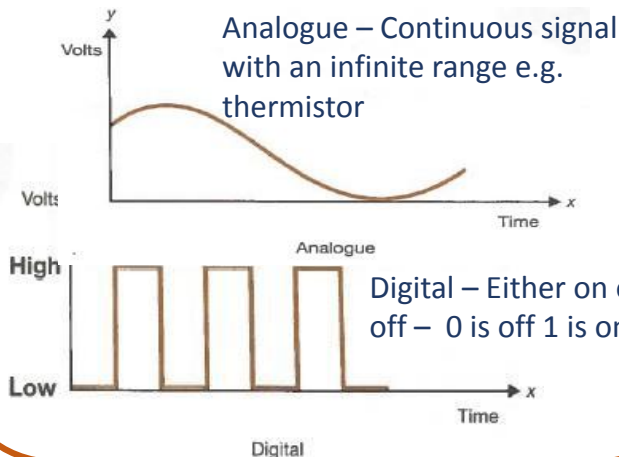
Electronic systems and processing

1. Processes

Components that process electronic signals and enable output devices to perform tasks. This is controlled by an integrated circuit (IC)
e.g. A microcontroller



2. Digital and Analogue Signals



3. Counters

Counters – Keep count of how many times something occurs, output information to a **seven segment display**.



4. Programming

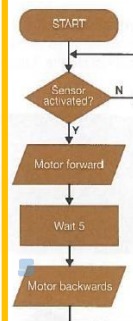
Micro controllers also called Peripheral interface controllers (PICs) can be programmed to perform differently by a computer.

Timers

Devices used to perform specific tasks. 2 types monostable and astable.

Monostable – output turned on for a set period of time e.g. Automatic doors

Astable – fluctuates between on and off – oscillating output e.g. Seatbelt alarm in a car



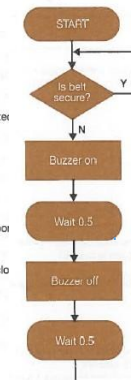
Start:

Decision: Has the motion sensor (PIR) connected to the input been activated?
If NO, continue to wait for the PIR to be triggered by movement.
If YES, continue with the program.

Output: The motor turns on and opens the doors.

Process: Delay for 5 seconds; the motor is on long enough to open the door and let people through.

Output: The motor turns on again in reverse and the doors automatically close.
The circuit loops back to the top awaiting the next trigger of the PIR.



Start:

Decision: Has the seatbelt been fixed into the seatbelt clip?
If YES, loop back to the start of the program.
If NO, continue with the program sequence.

Output: The buzzer turns on.

Process: Delay for 0.5 seconds; the buzzer stays on during this time.

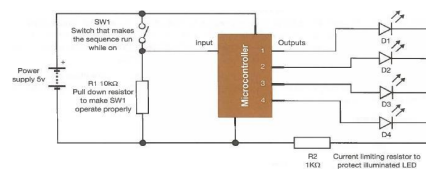
Output: The buzzer turns off.

Process: Delay for 0.5 seconds; the buzzer stays off during this time.

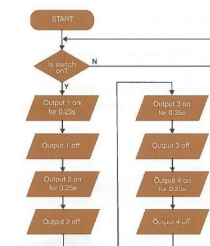
The circuit loops back to the top to check if the driver still has seatbelt unfastened.

5. Programming 2

Microcontrollers – How a microcontroller would control a bike light.



Program for the microcontroller to make LED's flash in sequence



Start:

Decision: Has the lighting sequence start switch connected to the input been activated?
If NO, continue to wait for the switch to be triggered by the user.
If YES, continue.

Output and process: The first LED connected to output 1 turns on for 0.25 seconds.
Output: The first LED connected to output 1 turns off.

These steps repeat for LEDs 2, 3 and 4.
The circuit loops back to the top to check if the switch has been activated.

KS4

Textiles

As a means to further develop your critical thinking and interpretation/analytical skills, as well as a means to develop your cultural capital and creativity, it is important for you to expose yourself to the work of a range of Textile designers/artists. This year, two of the Textiles artists you will be looking at are discussed below:

Billie Zangewa

Billie Zangewa (born in 1973 in Blantyre, Malawi) is a half-Malawian, half-South African artist who hand sews silk fabrics to create collage tapestries, and who now lives in Johannesburg. Since 2004, her art has featured in international exhibitions including at the Paris Art Fair at the Grand Palais in Paris. Zangewa's work is autobiographical and centralizes Black femininity and everyday domesticity and motherhood. Her artistic approach is indicative of the artist's expressing resistance to the oppression she faces through self-love.

Zangewa works primarily with raw silk offcuts in intricate hand-stitched collages, creating figurative compositions that explore her intersectional identity in the contemporary context and challenge the historical stereotyping, objectification and exploitation of the black female body. Working in a flat, colourful style, she depicts narratives concerned with experience: both personal and universal. These narratives do not make grand gestures or even overt political statements, but rather focus on mundane domestic preoccupations; universal themes connecting us to each other. Almost always the protagonist in her works, Zangewa becomes a heroine whose daily life is revealed through the scenes she illustrates.

Zangewa's finished tapestries celebrate imperfection with their raw, irregular edges and often large pieces seemingly cut out of the tapestry that seem to impede on the scene. This tactic also works to break any illusions of the work being painted on canvas.



Sheila Hicks

Sheila Hicks (born 1934) is an American artist. She is known for her innovative and experimental weavings and sculptural textile art that incorporate distinctive colours, natural materials, and personal narratives. Working primarily with fibre; Hicks creates vibrant and dynamic sculptures and wall hangings that refer to traditional artisan textiles such as weaving, knitting, knotting, and braiding. Her fibre forms – with their bright colours – whether shaped into vertical cords, disks, or horizontal tubes, present a visual experience.



KS4

Textiles

In Textiles Design we use a range of specialist techniques in order to decorate textiles to make them more aesthetically pleasing and interesting. The information below explains some of the techniques you will explore this year.

Tufting

Tufting is the act of a needle punching through a backing material in the form of a loop. The traditional method is to stretch Monks Cloth over a frame and punch yarn through it using a tufting gun or tufting needle. Depending on loop heights, these loops can add texture, dimension, and, if cut, the "cut pile" can add a velvet like appearance to the tufted area.



Fabric Painting

Fabric painting simply refers to any painting done on a fabric. It encompasses everything from ancient artifacts with intricate resist paintings to the painting a young child may do on a t-shirt. Fabric painting has been around for thousands of years.



3D Shibori

3D Shibori is a technique for adding texture and shaping textiles. You wrap items into fabric, secure them with thread and set them with heat, and in this way the process leaves a "memory on cloth" – a permanent record, whether of patterning or texture, of the particular forms of resistance to the change. Cloth holds the memory of action performed on it!



Wet Felting

Wet felting involves creating rectangular fabric made of several layers of wool (not plant or synthetic fibres because those won't felt well), applying water and mild soap, and sponging or agitating the wool to encourage the fibres to lock together



Lino Printing

Lino Printing is a form of block printing that involves carving a pattern or design into a linoleum, rubber or vinyl surface that can then be printed from. The recesses carved out leave the design in relief and it is the raised design that the ink is applied to and then transferred to the paper when pressure is applied by hand or printing press.



Screen Printing

Screen printing, also known as silk screening or silkscreen printing, is the process of transferring a stencilled design onto a surface using a mesh screen, ink, and a squeegee (a rubber blade). The basic process of screen printing involves creating a stencil on a mesh screen and then pushing the ink to create and imprint the design on the below surface.



Economic Growth

Words I need to say:

☐ Economic Growth

☐ GDP per capita

☐ Gross Domestic Product (GDP)

Knowledge I need to learn:

What is economic growth?

- **Economic Growth** is the increase in the **gross domestic product (GDP)** of a country over time.
- **Gross Domestic Product (GDP)** is the total value added of goods and services produced in the country in a year.
- Therefore, economic growth is the increase in the value of output of a country.
- The total value of output becomes incomes for those who produce it.
- These incomes are in the form of wages, profits, interest and rent.

Questions I need to answer:

- What is the meaning of economic growth?
- What is gross domestic product (GDP)?
- What is GDP per capita?
- How is GDP growth calculated?
- What is a recession?

How is economic growth measured with reference to gross domestic product (GDP) and GDP per capita?

Economic/GDP growth rate = Change in GDP/Original GDP X 100

Here is an example:

Imagine if a country has a GDP of £500 billion and the next year it rises to £510 billion, then the rate of growth is:

$$£10 \text{ billion} / £500 \text{ billion} \times 100 = 2\%$$

What is GDP per capita?

- **GDP per capita** is GDP divided by the population.

If a country has a GDP of £500 billion and population of 100 million people, then the GDP per capita would be:

$$£500 \text{ billion} / 100 \text{ million} = £5,000 \text{ GDP per capita.}$$

Analysing Recent and Historical GDP data

Boom: A period of high economic activity and high levels of employment.

Recession: A period of time when the country's GDP decreases for two or more consecutive financial quarters.

Determinants of Economic Growth**Words I need to say:**

- ☐ Economic Growth
- ☐ Investment
- ☐ Education and Training

- ☐ Labour Force
- ☐ Labour Productivity
- ☐ Natural Resources

- ☐ Government Policies
- ☐ Size of the Workforce

Knowledge I need to learn:**Investment:**

This is spending on capital goods (premises, machinery and equipment). More investment means that the economy can produce more goods and services.

Changes in Technology:

Technological progress means the quality of capital goods improves, and a given quantity of capital can now produce more output than before.

Education and Training:

This affects the quality and quantity of the work done. The more literate educated, trained and skilled the workers, the higher the output of the country may be.

Labour Productivity

Labour Productivity can be measured in output per worker over a period of time. Higher productivity will encourage economic growth. Labour productivity is largely affected by investment, technological progress and education and training.

Questions I need to answer:

- How might a loss of land, due to climate change, affect economic growth?
- How might an in apprenticeships and training schemes affect economic growth?
- How might faster broadband infrastructure affect a country's economic growth?

Size of the workforce:

The economy can produce more if it has more of the factor of production known as labour.

Natural Resources:

If a country discovers or develops natural resources, this can be a stimulus to economic growth. Large supplies of oil and natural gas were discovered under the North Sea and this has contributed significantly to the UK's growth rate.

Government Policies:

Government spending, such as on infrastructure, can encourage economic growth. **Infrastructure** is the basic systems and services that an economy uses in order to work effectively.

Evaluating Economic Growth

Words I need to say:

- ☐ Employment
- ☐ Unemployment

- ☐ Living Standards
- ☐ Poverty

- ☐ Inflation
- ☐ Inequalities

Knowledge I need to learn:

Benefits of Economic Growth	Costs of Economic Growth
<p><u>Rise in Employment & Fall in Unemployment</u> When an economy grows, there will be more demand for goods and services, meaning that more workers will be required to make these goods and services - this will lead to an increase in employment.</p>	<p><u>Inflation</u> When economic growth occurs, there is more demand for goods and services across the economy which pushes the average price up across the economy - leading to inflation.</p>
<p><u>A Reduction in Poverty</u> Increased income helps reduce poverty levels but also the government can use the tax revenue to raise the living standards of those with low income.</p>	<p><u>Inequalities of Income and Wealth</u> When an economy grows the distribution of wealth may be unequal and some people may actually become less wealthy.</p>
<p><u>A Rise in Material Living Standards</u> Economic growth leads to higher income, which allows people to do things with their money which they couldn't do before - this may make them happier.</p>	<p><u>A Lower Quality of Life</u> These better paying jobs can have an impact on people's mental and physical health.</p>
<p><u>A Rise in the Welfare of The Population</u> When an economy grows the government can use the tax revenue to improve healthcare and education.</p>	<p><u>Environmental Costs</u> Increased production of goods and services can lead to: Increased pollution, Worsening global warming, Congestion, Loss of non-renewable resources.</p>

Low Unemployment

Words I need to say:

- ☐ Employment
- ☐ Unemployment
- ☐ Claimant Count

- ☐ Level of Unemployment
- ☐ Rate of Unemployment

Knowledge I need to learn:

What are employment and unemployment?

- **Employment** refers to the use of labour in the economy to produce goods and services.
- Labour is one of the factors of production needed to produce goods and services - the reward for labour is wages, and most households rely on these wages from employment of their income.
- There will always be some people who are out of a job, because they may be looking for a different job or for their own reason, or because demand for workers in a market has decreased.
- **Unemployment** occurs when workers able and willing to work at the current wage rates are unable to find employment.

Questions I need to answer:

- What is employment?
- What is unemployment?
- How is unemployment measured?
- How can we calculate unemployment figures?

How is unemployment measured?

- **Claimant Count** is the method of measuring unemployment according to the number of people who are claiming unemployment-related benefits.

How can we calculate unemployment figures?

Unemployment is expressed in two ways:

- The level of unemployment
- The rate of unemployment

The **level of unemployment** refers to the number of people in the working population who are unemployed.

The **rate of unemployment** shows the percentage of the country's workforce that is unemployed.

This can be calculated as follows:

Unemployment Rate = The number of unemployed/Workforce X 100

Causes of Unemployment

Words I need to say:

- ☐ Seasonal Unemployment
- ☐ Frictional Unemployment

- ☐ Structural Unemployment
- ☐ Cyclical Unemployment

Knowledge I need to learn:

Questions I need to answer:

- What is seasonal unemployment?
- What is frictional unemployment?
- Using an example, explain what structural unemployment is.
- What is cyclical unemployment?

Causes and Types of Unemployment

Types of Unemployment	Examples
<u>Seasonal Unemployment:</u> Lack of employment caused by a fall in demand during a particular season.	Seaside hotels close for the winter period. Agricultural workers may not be required outside the planting and harvesting seasons.
<u>Frictional Unemployment:</u> Lack of employment caused by time lags when workers move between jobs.	A national chain of shops close down. The unemployed workers will be able to find work elsewhere such as other shops, but it takes time for them to do so.
<u>Structural Unemployment:</u> Unemployment caused by decline in an industry.	A coal mine closes down. The workers have specific skills which are not required in other industries, so they find it very difficult to gain employment elsewhere.
<u>Cyclical Unemployment:</u> Lack of employment caused by a lack of demand in the economy.	The economy enters a period of lower economic growth, or even a period of negative economic growth, known as a recession.

Consequences of Unemployment

Words I need to say:

- ☐ Cyclical Unemployment
- ☐ Frictional Unemployment

- ☐ Living Standards
- ☐ Taxpayers

- ☐ Regions
- ☐ Budget Deficit

Knowledge I need to learn:

The benefits of unemployment:

- Frictional unemployment is necessary because it suggests that workers may be leaving their jobs in search of new jobs with better pay and benefits - the workers may only be unemployed for a short period of time but at the end they may have more money to spend in the economy.
- High unemployment keeps the wage rate low, which means that costs are lower for firms - although this is bad for workers who earn less money.
- Low wages also make UK firms more competitive because they can keep their costs low and afford to charge higher wages.

The costs of unemployment:

- Lower living standards: When workers lose their jobs they don't make as much money which generally makes them unhappier.
- Workers may feel like they have a lower self-esteem and sense of self worth if they have been unemployed for a while.
- When workers have been unemployed for a while, they may struggle to find a job since employers will be hesitant to hire someone who has been unemployed for a long time - which may lead to them not looking for work at all.
- Cost to taxpayers: the unemployed are entitled to state benefits which are paid for taxes - if there is not enough tax revenue, the government may need to increase taxes.

Costs to the government:

- Labour resources are wasted: The economy may struggle to grow if there is large unemployment
- Unemployment leads to more unemployment
- Budget Deficit

Costs to the regions:

- Unemployment is often spread unevenly throughout the country - some countries may suffer more from unemployment.
- This may cause people to move away from these 'depressed' areas, which makes them worse.

Questions I need to answer:

- What is one of the benefits of unemployment?
- What is a cost of unemployment to a workout?
- What is a cost of unemployment to the government?
- What is the cost of unemployment to firms?
- What is the cost of unemployment to some regions?

Structure



Drop

Set the scene and describe the setting or landscape.

Zoom

Choose something that you will 'zoom in' on and describe in detail

Flash

Change the time or place of your story

Echo

Bring it back to where you were at the start. What has changed?

Punctuation:

Full stop.
Question mark?
Exclamation mark!
Comma,
Semi-colon;
Colon:
(Brackets)
Speech marks ""

Adverbs:

Cautiously,
Violently,
Rapidly,
Eagerly,

Figurative Language Examples to Magpie:

Suspense suffocated the air; it spread like a disease.

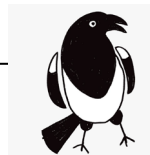
The moon glared down on them, illuminating the fearful city.

The moon watched intently as the last of the crowds made their way home.

As the wind increased rapidly, the trees stood like giants.

Up until this moment, his life had been an unbreakable prison.

Two choices flooded her mind: run or fight.



Vocabulary

Synonyms for Great	Synonyms for Dark	Synonyms for Scared
Majestic Tremendous Awe-inspiring Glorious	Dingy Gloomy Ghastly	Terror-struck Agitated Horried
Synonyms for Miserable	Synonyms for Kill	Synonyms for Beautiful
Sorrowful Despairing Downhearted	Slaughter Crucify Slay	Angelic Exquisite Radiant Dazzling
Synonyms for Watched	Synonyms for Anger	Synonyms for Red
Observed Glared	Wrath Fury Rage	Crimson Scarlet

Sentence Types:

Complex sentence with embedded clause:

The sky, which had previously seemed so threatening, now smiled down upon the majestic fields.

Short, simple sentences. (Can you repeat the first word or phrase?)

Fear gripped him like a plague. **Fear** was suffocating the last drops of bravery he had in him. **Fear** was going to ensure his downfall.

Adverbial phrases

As the trapdoor slammed shut, silence filled the air.

English Language Paper 1: Explorations in Reading and Creative Writing Knowledge Organiser

1 hour 45 minutes

The absolute basics:

Read the text – 5 mins

Section A

- Q1 – List 4 things (5 mins)
Q2 – How does the writer use language to... (10 mins)
Q3 – How does the writer structure the text to... (10 mins)
Q4: [statement] To what extent do you agree? (30 mins)

Section B

Q5: Writing to describe or narrate (45 mins inc. planning time)

Start of the exam (5 mins)

1. Read the blurb given for the text. Highlight key words which given you a clue about what you will be reading e.g. character, setting, time.

2. Read the passage carefully. Take time to make sure you understand it and text mark (highlight) as you go.

Look out for:

1. Key quotes about character or setting
2. Pivotal moments
3. Sentences which build a particular tone or mood.

Section A: Question 1 (5 mins, 4 marks)

Question stem: Write down four things you learn...

Planning

1. Read the question and highlight the key words, including the lines it asks you to focus on.

2. Draw a box around the lines you need to focus on in the insert.

Writing

1. Write in full sentences.
2. One point per line.
3. Keep it simple i.e. explicit inferences

Question 2 (10 mins, 8 marks)

Question stem: How does the writer use language to...

Planning

1. Read the question and highlight the key words to ensure you understand what the focus of your answer will be.

2. Re-read the section of text the question asks you to focus on.

3. Highlight key quotations which will help you answer the focus of the question. Consider the use of different language devices.

Basic things to look out for: 5 senses, colour, adjectives and verbs.

Grade 7+ extended metaphors, semantic fields, assonance.

Writing

1. You are writing 3 clear PEAs to answer the question.

2. Each should focus on a different language device used.

Grade 7+ = Develop PEAs into PEAAs to show how devices are used across the extract and an overall effect is created.

3. Your 'Points' should use the wording of the question.

Useful sentence starters

Possible intro if time:

Throughout the extract the writer creates a ... tone/atmosphere.

Point:

The writer has used a [language device] to suggest/imply/create...

Evidence:

For instance, '...'

Analysis:

The use of ... makes it sound like...
The word/phrase/subject term '...' creates an impression of...
We might realise/imagine/feel...

Question 3 (10 mins, 8 marks)

Question stem: How has the writer structured the text to interest you as a reader?

Planning

1. Read the question and highlight the key words. This question is about how the text is put together and organised, rather than the language devices used.

2. At the top of the answer booklet write: STOPSEC

Setting

Time

Opening

Perspective

Shift in focus

Ending

Character

3. Skim through the whole source again. Highlight and label where you see different STOPSEC features—particularly focus on how the opening and ending are effective.

Top tip: for a really clear response, think about what the writer focuses your attention on at the beginning, what they focus you on at the end and whether this is similar or different. Then ask WHY?

Writing

1. Aim for 3 PEA paragraphs: beginning contrasted to the end-to give a general overview of the text first of all, then consider how your focus shifts in the middle of the extract and why—your analysis isn't focusing on the use of words and phrases, but on the atmosphere/tone created by the different structural (STOPSEC) features used at different points. A final PEA could be written about another interesting structural feature: repetition, juxtaposition, tone, sentences etc.

Useful sentence starters:

Possible intro if time:

Throughout the extract the reader carefully structures the text to interest the reader. They particularly consider [insert STOPSEC feature/s you will focus on.]

Point:

The writer opens the text by introducing/using [insert STOPSEC feature] in order to suggest/create... This links to/is contrasted with the ending of the text, where there is a shift in focus to...

Evidence:

For instance, this is seen when '...'

Analysis:

The use of ... creates a sense of...
It tells us...
We are shown that...
The ... develops...
This interests the reader because...

structure



Question 4 (30 mins, 20 marks)

Question stem: '[statement about the text]' To what extent do you agree?

Planning

1. Read the question and highlight the key words, including the section of the text if specified. Think carefully about how far you agree with the statement.

Top Tip: Usually it is best to AGREE with the statement. But consider how far you agree. Is there evidence to argue against this opinion? Create a debate in your answer.

2. Draw a box around the section of the text if specified.

3. Read through and highlight words/phrases/language devices you will use to argue FOR, and maybe against the statement.

Writing

1. Aim for 3 PEAELs in 20 mins. Pick out key words in each and explore their effect.

Useful sentence starters (see previous questions too – you can reuse these if appropriate!):

To some extent I agree with...
I certainly agree that...
However, it could also be argued that...
Overall I agree that...

PROOF READ YOUR WORK!

(Allow 5 mins for this)

-Spelling inc. homophones e.g. to/too/two or there/their/they're

-improve any dull words to make them more exciting!

Section B: Question 5 (45 mins, 40 marks)

Question focus: Writing to narrate (story) or describe.

Planning (THIS IS REALLY IMPORTANT!)

1. Decide which task you would like to do (narrate or describe). There might not be a choice! Reminder of the structure for each below:

Describe		Narrate
Panoramic	Consider STOPSEC to structure your writing in both tasks!	Rule of 1: 1 setting, 1 character, 1 event, 1 hour
Zoom		Hook → Character intro →
Zoom		Development → Turning point →
Panoramic		Resolution

2. Plan using the structures above. You should also consider:

-What good vocab could you use from the extract you have just read?

Writing

Remember these things →

Use plenty of description, even in a narrative.

Commas after subordinate clauses

Vary your sentence openers with verbs, adverbs, prepositions, adjectives. Use a semi-colon (instead of because)

Vary the length of your sentences (inc. at least 1 holophrastic phrase) and your paragraphs.

Variety of language devices

AQA English Language Paper 2 Section A**THE BASICS**

- In June of your Year 11.
- Paper 2 is worth 50% of your English Language GCSE.
- Section A Reading is worth 25% of your GCSE and takes 60 minutes.
- You will be given two nonfiction texts to read: one modern, one 19th century.
- They will be on a similar topic.
- Section B Writing is worth 25% of your GCSE and takes 45 minutes.
- You have four questions to answer in Section A Reading.
- You should use a highlighter to help you with this paper.

QUESTION 1 - 4 MARKS**True or false?**

What will the question look like?

Read lines 1 to 12 of Source A. Choose four statements below which are true:

A	Pandas are dangerous.	<input type="radio"/>
B	Pandas eat human flesh.	<input type="radio"/>
C	The man loves a panda.	<input type="radio"/>
D	China is made of Pandas.	<input type="radio"/>
E	We should do more to educate pandas.	<input type="radio"/>
F	The panda was driving under the influence.	<input type="radio"/>

- Be quick: it's only worth four marks.
- Read the questions and answers carefully: have you chosen the right lines?
- Have you spotted any trick questions? Running out of time? Have a guess and move on. You've nothing to lose.

QUESTION 2 - 8 MARKS**Summary of comparisons**

What will the question look like?

Read Source A and Source B. Write a summary of the differences in the pandas' habitats in zoos and in the wild.

- Highlight the key focus of the question: they do not just ask for a general comparison.
- This is basically a fact-based comparison— not attitudes or ideas. Look for quotations which allow you to show your intelligence, not the obvious.
- Show layers of interpretations but do not bother with technical terms.
- The question could ask you to compare differences or similarities.

How do I write it?

One difference is in Source A... while in Source B...

For example, in source A it tells us "quote". This implies...

In Source B it tells us "quote". This implies... Another difference is...

(repeat).

QUESTION 3 - 12 MARKS**Language focus**

What will the question look like?

Now look at Source B. Read lines 12 to 40. How does the writer use language to make the zoo sound unpleasant?

- Highlight the key focus of the question: they do not just say "write about language".
- Highlight the techniques you can find which allow you to be able to discuss impressions, impact and connotations.
- Try to begin with word/meaning based points.

How do I write it?

To describe the zoo as the writer uses...

powerful verbs adjectives
adverbs a simile repetition
a list metaphor onomatopoeia

For example it says, ".....quote"

(Zoom in on a single word) The word "...." suggests... implies.. makes the reader feel/think... because ...

(repeat)

QUESTION 4 - 16 MARKS**Attitudes and methods comparisons**

What will the question look like?

Compare the different attitudes to the topic in Source A and Source B.

- compare their attitudes
- compare the methods they use to present these attitudes

- Note down pairs of differing attitudes/feelings between the two sources; eg impressed/ disgusted, approving/shocked. They do not need to be opposites, just differences.
- For each pair, find language techniques and quotations to show how the writer communicates their attitudes/thoughts/feelings.
- This is the answer with the most marks in the Reading Section: it should be longer.
- The question could ask you to compare differences or similarities.

How do I write it?

One difference is that Source A has the attitude that... whereas Source B has more the attitude that...

For example, Source A tells us "...quote..." This suggests... This implies ... because... (Repeat).

Examples of attitudes/ feelings impressed by.. concerned about... amused by... indignant about... shocked by... approving of... admiring of... critical of... frustrated by...

AQA English Language Paper 2 Section B

Overview: This task requires you to write an engaging article, speech or letter. The tasks are non fiction style but you can make up your facts and examples. You should make sure your tone and ideas are suitable for the audience you are writing for. The question will be on a similar theme to the texts you will look at in section A of the paper.

Marks available: 24 marks for content and organisation and 16 marks for SPaG accuracy.

How to revise:

1. Self quiz this knowledge organiser
2. Self quiz and practise using the AFOREST techniques
3. Plan and write your answers to these practice questions

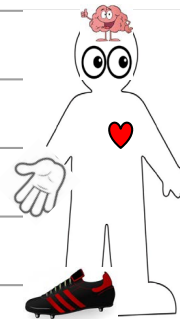
'Cars are noisy, dirty, smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace.'
Write a letter to the Minister of Transport arguing your point of view on this statement.






'We should all have to give at least 10% of the money we earn to charity.'
Write a speech for school arguing your point of view on this statement.

Grade 8-9 tips:

- Use a blend of persuasive devices and figurative devices.
- Try using humour and irony to create a convincing tone.
- Regularly read opinion pieces (or columns) in the news.
- Have one idea or image that you refer to throughout, or craft an extended metaphor.

Vocabulary	Meaning
unorthodox	Unusual
unquestionably	Definitely
ludicrous	Ridiculous
extraordinary	Unusual
nonetheless after all	In spite of
indisputably	without doubt
ideology	System of beliefs
status quo	The way things have always been
ethics	Rules about right and wrong
hypocrisy	Claiming to be one thing but doing the opposite (to be a hypocrite)
paradox	A contradictory statement
ambitious	Having desire to succeed
usurp	Take by force
treachery	Betrayal of trust

**How to Structure your Writing: The Body Plan**

Section	Techniques	Paragraph Starter
The handshake : A powerful introduction 	Direct address Refer to the purpose of the piece: (readers / audience / name of the person if it's a letter')	<i>Imagine a world where...</i>
The brains of the matter: Sound knowledgeable 	Facts and statistics The opinion of an expert	<i>Evidently, ...</i>
Appeal to the heart : An emotive argument 	Emotive language Anecdote (personal or about a real/made up other person)	<i>Take (me / name of person) ...</i>
Kick the opposing argument off the pitch 	Acknowledge the other side of the argument but state why your case is stronger	<i>While some people may say...</i>
Look to the future: Finish with a call to action 	Imperative language Refer to the purpose of the piece: <i>Readers, as you put down this magazine I want you to...</i> <i>Audience members. As you leave this assembly hall today I want you to...</i> (Name of person) as you finish reading this letter I want you to...	

Power and Conflict Poetry – Knowledge Organiser

Remains by Simon Armitage Themes: Conflict, Suffering, Reality of War Tones: Tragic, Haunting, Anecdotal Content, Meaning and Purpose -Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003. -Speaker describes shooting a looter dead in Iraq and how it has affected him. -To show the reader that mental suffering can persist long after physical conflict is over.		Exposure by Wilfred Owen Themes: Conflict, Suffering, Nature, Reality of War, Patriotism Tones: Tragic, Haunting, Dreamy Content, Meaning and Purpose -Speaker describes war as a battle against the weather and conditions. -Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. -Owen wanted to draw attention to the suffering, monotony and futility of war.		Poppies by Jane Weir Themes: Bravery, Reality of War, Suffering, Childhood Tones: Tender, Tragic, Dreamy, Bitter Content, Meaning and Purpose -A modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death. -The narration covers her visit to a war memorial, interspersed with images of the soldier's childhood and his departure for war.	
Language -"Remains" - the images and suffering remain. -"Legs it up the road" - colloquial language = authentic voice -"Then he's carted off in the back of a lorry" – reduction of humanity to waste or cattle -"he's here in my head when I close my eyes / dug in behind enemy lines" – metaphor for a war in his head; the PTSD is entrenched. -"his bloody life in my bloody hands" – alludes to Macbeth: Macbeth the warrior with PTSD and Lady Macbeth's bloody hands and guilt.	Form and Structure -Monologue, told in the present tense to convey a flashback (a symptom of PTSD). -First four stanzas are set in Iraq; last three are at home, showing the aftermath. -Enjambment between lines and stanzas conveys his conversational tone and gives it a fast pace, especially when conveying the horror of the killing -Repetition of "Probably armed, Possibly not" conveys guilt and bitterness.	Language -"Our brains ache" physical (cold) suffering and mental (PTSD or shell shock) suffering. -Semantic field of weather: weather is the enemy. -"the merciless iced east winds that knife us..." – personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending). -Repetition of pronouns 'we' and 'our' – conveys togetherness and collective suffering of soldiers. -"mad gusts tugging on the wire" – personification	Form and Structure -Contrast of Cold-Warm>Cold imagery conveys Suffering>Delusions>Death of the hypothermic soldier. -Repetition of "but nothing happens" creates circular structure implying never ending suffering -Rhyme scheme ABBA and hexameter gives the poem structure and emphasises the monotony. -Pararhymes (half rhymes) ("nervous / knife us") only barely hold the poem together, like the men.	Language -Contrasting semantic fields of home/childhood ("cat hairs", "play at being Eskimos", "bedroom") with war/injury ("blockade", "bandaged", "reinforcements") -Aural (sound) Imagery: "All my words flattened, rolled, turned into felt" shows pain and inability to speak, and "I listened, hoping to hear your playground voice catching on the wind" shows longing for dead son. -"I was brave, as I walked with you, to the front door": different perspective of bravery in conflict.	Form and Structure -This is an Elegy, a poem of mourning. -Strong sense of form despite the free verse, stream of consciousness addressing her son directly – poignant -No rhyme scheme makes it melancholic -Enjambment gives it an anecdotal tone. -Nearly half the lines have caesura – she is trying to hold it together, but can't speak fluently as she is breaking inside. -Rich texture of time shifts, and visual, aural and touch imagery.
Charge of the Light Brigade by Alfred, Lord Tennyson Themes: Conflict, Suffering, Reality of War, Patriotism Tones: Energetic, Tragic, Haunting Content, Meaning and Purpose -Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. -It is a celebration of the men's courage and devotion to their country, symbols of the might of the British Empire.		Bayonet Charge by Ted Hughes Themes: Conflict, Power, Reality of War, Nature, Bravery, Patriotism Tones: Bewildered, Desperate, Dreamy Content, Meaning and Purpose -Describes the terrifying experience of 'going over the top': fixing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy. -Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war. -Hughes dramatises the struggle between a man's thoughts and actions.		War Photographer Themes: Conflict, Suffering, Reality of War Tones: Painful, Detached, Angry Content, Meaning and Purpose -Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war – painting a contrast to the safety of his dark room. -He appears to be returning to a warzone at the end of the poem. -Duffiness conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort and are unaffected by war.	
Language -"Into the valley of Death": this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience. -"Jaws of Death" and "mouth of Hell": presents war as an animal that consumes its victims. -"Honour the Light Brigade/Noble six hundred": language glorifies the soldiers, even in death. The 'six hundred' become a celebrated and prestigious group. -"shot and shell": sibilance creates whooshing sounds of battle.	Form and Structure -This is a ballad, a form of poetry to remember historical events – we should remember their courage. -6 verses, each representing 100 men who took part. -First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive. -Dactylic dimeter (HALF-a leaueue / DUM-de-de) mirrors the sound of horses galloping and increases the poem's pace. -Repetition of 'the six hundred' at the end of each stanza (epistrophe) emphasises huge loss.	Language -"The patriotic tear that brimmed in his eye Sweating like molten iron": his sense of duty (tear) has now turned into the hot sweat of fear and pain. -"cold clockwork of the stars and nations": the soldiers are part of a cold and uncaring machine of war. -"his foot hung like statuary in midstride": he is frozen with fear/bewilderment. The caesura (full stop) jolts him back to reality. -"a yellow hare that rolled like a flame And crawled in a threshing circle": impact of war on nature – the hare is distressed, just like the soldiers	Form and Structure -The poem starts 'in medias res': in the middle of the action, to convey shock and pace. -Enjambment maintains the momentum of the charge. -Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts. -Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier = adds to the confusion.	Language -"All flesh is grass": Biblical reference that means all human life is temporary – we all die eventually. -"He has a job to do": like a soldier, the photographer has a sense of duty. -"running children in a nightmare heat": emotive imagery with connotations of hell. -"blood stained into a foreign dust": lasting impact of war – links to Remains and 'blood shadow'. -"he earns a living and they do not care": 'they' is ambiguous – it could refer to readers or the wider world.	Form and Structure -Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. -Contrasts: imagery of rural England and nightmare war zones. -Third stanza: A specific image – and a memory – appears before him.
Kamikaze by Beatrice Garland Themes: Conflict, Power, Patriotism, Shame, Nature, Childhood Tones: Sorrowful, Pitiful Content, Meaning and Purpose -In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships. -This poem explores a kamikaze pilot's journey towards battle, his decision to return, and how he is shunned when he returns home. -As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.		The Emigree by Carol Rumens Themes: Conflict, Power, Identity, Protest, Bravery, Childhood Tones: Mournful, Defiant, Nostalgic Content, Meaning and Purpose -'Emigree' – a female who is forced to leave their country for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now "sick with tyrants". -Despite the cities problems, her positive memories of the place cannot be extinguished.		Checking Out Me History by John Agard Themes: Power, Protest, Identity, Childhood Tones: Defiant, Angry, Rebellious, Cynical Content, Meaning and Purpose -Represents the voice of a black man who is frustrated by the Eurocentric history curriculum in the UK – which pays little attention to the black history. -Black history is quoted to emphasise its separateness and to stress its importance.	
Language -The Japanese word 'kamikaze' means 'divine wind' or 'heavenly wind', and has its origin in a heaven-sent storm that scattered an invading fleet in 1250. -"dark shoals of fish flashing silver": image links to a Samurai sword – conveys the conflict between his love for nature/life and his sense of duty. Also has sibilance. -"they treated him as though he no longer existed": cruel irony – he chose to live but now must live as though he is dead. -"was no longer the father we loved": the pilot was forever affected by his decision.	Form and Structure -Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. -The first five stanzas are ordered (whilst he is flying on his set mission). -Only full stop is at the end of Stanza Five: he has made his decision to turn back. -The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same. -Direct speech ("My mother never spoke again") gives the poem a personal tone.	Language -"I left it as a child": ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it). -"I am branded by an impression of sunlight": imagery of light - it will stay with her forever. -Personification of the city: "I comb its hair and love its shining eyes" (she has a maternal love for the city) and "My city takes me dancing" (it is romantic and passionate lover) -"My city hides behind me": it is vulnerable and – despite the fact that she had to flee – she is strong. -Semantic field of conflict: "Tyrant, tanks, frontiers"	Form and Structure -First person. -The last line of each stanza is the same (epistrophe): "sunlight": reinforces the overriding positivity of the city and of the poem. -The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys that fact that she is now trapped.	Language -Imagery of fire and light used in all three stanzas regarding black historic figures: "Toussaint de beacon", "Fire-woman", "yellow sunrise". -Uses non-standard phonetic spelling ("Dem tell me wha dem want"), to represent his own powerful accent and mixes Caribbean Creole dialect with standard English. -"I carving out me identity": metaphor for the painful struggle to be heard, and to find his identity.	Form -Dramatic monologue, with a dual structure. -Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics) to represent separateness and rebellion). -Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history). -The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent the narrator's rejection of the rules. -Repetition of "Dem tell me": frustration.

Ozymandias by Percy Bysshe Shelley		My Last Duchess by Robert Browning		Tissue by Imtiaz Dharker	
Themes: Power of Nature, Decay, Pride		Themes: Power, Pride, Control, Jealousy, Status		Themes: Power of Nature, Control, Identity	
Tones: Ironic, rebellious		Tones: Sinister, Bitter, Angry		Tones: Gentle, Flowing, Ethereal	
Content, Meaning and Purpose -The narrator meets a traveller who tells him about a decayed statue that he saw in a desert. -The statue was of a long forgotten ancient King: the arrogant Ozymandias, 'king of kings.' -The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.		Content, Meaning and Purpose -The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour. -He can finally control her by objectifying her and showing her portrait to visitors when he chooses. -He is now alone as a result of his need for control. -The visitor has come to arrange the Duke's next marriage, and the Duke's story is a subtle warning about how he expects his next wife to behave.		Content, Meaning and Purpose -Two different meanings of 'Tissue' (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body. -The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives. -Also, although human life is much more precious, it is also fragile and temporary.	
Context -Shelley was a poet of the 'Romantic period' (late 1700s and early 1800s). Romantic poets were interested in emotion and the power of nature. -Shelley also disliked the concept of a monarchy and the oppression of ordinary people. -He had been inspired by the French revolution – when the French monarchy was overthrown.		Context -Browning was a British poet, and lived in Italy. The poem was published in 1842. -Browning may have been inspired by the story of an Italian Duke (Duke of Ferrara): his wife died in suspicious circumstances and it was rumoured that she had been poisoned.		Context -Imtiaz Dharker was born in Pakistan and grew up in Glasgow. 'Tissue' is taken from a 2006 collection of poems entitled 'The Terrorist at My Table': the collection questions how well we know people around us. -This particular poem also questions how well we understand ourselves and the fragility of humanity.	
Language -'sneer of cold command': the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator. -'Look on my works, ye Mighty, and despair.': 'Look' = imperative, stressed syllable highlights commanding tone; ironic – he is telling other 'mighty' kings to admire the size of his statue and 'despair', however they should really despair because power is only temporary. -'The lone and level sands stretch far away.': the desert is vast, lonely, and lasts far longer than a statue.		Form and Structure -A sonnet (14 lines) but with an unconventional structure... the structure is normal until a turning point (a volta) at Line 9 (. these words appear). This reflects how human structures can be destroyed or decay. -The iambic pentameter rhyme scheme is also disrupted or decayed. -First eight lines (the octave) of the sonnet: the statue is described in parts to show its destruction. -Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.		Form and Structure -The short stanzas create many layers, which is a key theme of the poem (layers of paper and the creation of human life through layers) -The lack of rhythm or rhyme creates an effect of freedom and openness. -All stanzas have four lines, except the final stanza which has one line ('turned into your skin'): this line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary. -Enjambment between lines and stanzas creates an effect of freedom and flowing movement.	
Extract from The Prelude: Stealing the Boat by William Wordsworth Themes: Power of Nature, Fear, Childhood Tones: Confident > Dark / Fearful > Reflective		Storm on the Island by Seamus Heaney Themes: Power of Nature, Fear Tones: Dark, Violent, Anecdotal		London by William Blake Themes: Power, Inequality, Loss, Anger Tones: Angry, Dark, Rebellious	
Content, Meaning and Purpose -The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature. -At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore. -He is now in awe of the mountain and now fearful of the power of nature which are described as 'huge and mighty forms, that do not live like living men.' -We should respect nature and not take it for granted.		Content, Meaning and Purpose -The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations. -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war. -The final line of the poem reveals their fear of nature's power		Content, Meaning and Purpose -The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. -The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality.	
Form and Structure -First person narrative – creates a sense that it is a personal poem. -The regular rhythm and enjambment add to the effect of natural speech and a personal voice. -The extract can be split into three sections, each with a different tone to reflect his shifting mood: Lines 1-20: (rowing) carefree and confident Lines 21-31: (the mountain appears) dark and fearful Lines 32-44: (following days) reflective and troubled -Contrasts in tone: 'lustily I dipped my oars into the silent lake' versus 'I struck and struck again' and 'with trembling oars I turned'.		Form and Structure -Written in blank verse and with lots of enjambment: this creates a conversational and anecdotal tone. -'We' (first person plural) creates a sense of community, and 'You' (direct address) makes the reader feel immersed in the experience. -The poem can split into three sections: Confidence: 'We are prepared' (ironic) The violence of the storm: 'It pummels your house' Fear: 'It is a huge nothing that we fear.' -There is a turning point (a volta) in Line 14: 'but no'. This monosyllabic phrase, and the caesura, reflects the final calm before the storm.		Form and Structure -A dramatic monologue, there is a first-person narrator ('I') who speaks passionately about what he sees. -Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city. -First two stanzas focus on people; third stanza focuses on the institutions he holds responsible; fourth stanza returns to the people – they are the central focus.	
Language -'One summer evening (led by her)': 'her' might be nature personified – this shows his love for nature. -'an act of stealth / And troubled pleasure': confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow. -'nothing but the stars and grey sky': emptiness of sky. -'the horizon's bound, a huge peak, black and huge': the image of the mountain is more shocking (contrast). -'Upreared its head' and 'measured motion like a living thing': the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic. -'There hung a darkness': lasting effects of mountain.		Language -'Nor are there trees which might prove company': this island is a lonely, barren place. -Violent verbs are used to describe the storm: 'pummels', 'exploding', 'spits'. -Semantic field of war: 'Exploding comfortably' (also an oxymoron to contrast fear/safety); 'wind dives and strafes invisibly' (the wind is a fighter plane); 'We are bombarded by the empty air' (under ceaseless attack). -This also reinforces the metaphor of war / troubles. -'spits like a tame cat turned savage': simile compares the nature to an animal that has turned on its owner.		Language -Sensory language creates an immersive effect: visual imagery ('Marks of weakness, marks of woe') and aural imagery ('cry of every man') -'mind-forged manacles': they are trapped in poverty. -Rhetorical devices to persuade: repetition ('In every...'); emotive language ('infant's cry of fear'). -Critiques the powerful: 'each chartered street' – everything is owned by the rich; 'Every black'ning church appals' – the church is corrupt; 'the hapless soldier's sigh / Runs in blood down palace walls' – soldier's suffer and die due to the decisions of those in power, who themselves live in palaces.	
Key themes and connections: poems that you might choose to compare		Language for comparison When poems have similarities Similarly, ... Both poems convey / address... Both poems explore / present... This idea is also explored in... In a similar way, ... Likewise, ... When poems have differences Although... Whereas... Whilst... In contrast, ... Conversely, ... On the other hand, ... On the contrary, ... Unlike...		Assessment Objectives Ensure that your answer covers all of these areas: AO1 <ul style="list-style-type: none"> Write a response related to the key word in the question. Use comparative language to explore both poems. Use a range of evidence to support your response and to show the meaning of the poems. AO2 <ul style="list-style-type: none"> Comment on the effect of the language in your evidence, including individual words. Identify any use of poetic techniques and explain their effects. AO3 <ul style="list-style-type: none"> What might the poet's intentions have been when they wrote the poem? Comment on the historical context – when was the poem published and what impact might it have had then, and today? 	
		Poetic Techniques LANGUAGE Metaphor – comparing one thing to another Simile – comparing two things with 'like' or 'as' Personification – giving human qualities to the non-human Imagery – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste. Tone – the mood or feeling created in a poem. Pathetic Fallacy – giving emotion to weather in order to create a mood within a text. Irony – language that says one thing but implies the opposite eg. sarcasm. Colloquial Language – informal language, usually creates a conversational tone or authentic voice. Onomatopoeia – language that sounds like its meaning. Alliteration – words that are close together start with the same letter or sound. Simile – the repetition of s or sh sounds. Assonance – the repetition of similar vowel sounds Consonance – repetition of consonant sounds. Plosives – short burst of sound: t, k, p, d, g, or b sound.		STRUCTURE Stanza – a group of lines in a poem. Repetition – repeated words or phrases Enjambment – a sentence or phrase that runs onto the next line. Caesura – using punctuation to create pauses or stops. Contrast – opposite concepts/feelings in a poem. Juxtaposition – contrasting things placed side by side. Oxymoron – a phrase that contradicts itself. Anaphora – when the first word of a stanza is the same across different stanzas. Epistrophe – when the final word of a stanza is the same across different stanzas. Volta – a turning point in a poem. FORM Speaker – the narrator, or person in the poem. Free verse – poetry that doesn't rhyme. Blank verse – poem in iambic pentameter, but with no rhyme. Sonnet – poem of 14 lines with clear rhyme scheme. Rhyming couplet – a pair of rhyming lines next to each other. Meter – arrangement of stressed/unstressed syllables. Monologue – one person speaking for a long time.	









Power and Conflict Poetry

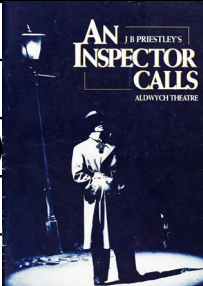
Key vocabulary and definitions	
artefact	An object of cultural or historical interest.
autobiographical	Written factually based on own life.
conflict	A fight or disagreement.
dystopia	An imagined state or society in which there is great suffering or injustice
Eurocentric	focusing on European culture or history to the exclusion of a wider view of the world.
exploit	To take advantage of for own gain.
honour	Regard with great respect.
kamikaze	Japanese suicide bombers in WW2.
legacy	What is left behind by someone who dies.
nostalgia	A sentimental longing or affection for a period in the past.
omniscient	God-like / all-seeing and all-knowing.
oppression	Cruel or unjust treatment.
perspectives	Viewpoints or outlooks.
Pharaoh	A ruler in ancient Egypt.
revolution	An overthrow of government or power.
tyrant	A cruel and oppressive ruler.
utopia	An imagined place or state of things in which everything is perfect.

Poetic features, devices and suggested effects	
1st person narrative voice	'I' / 'my' - we see from one person's point of view. It's more intimate and biased.
2nd person narrative voice	'You' / 'Your' - Speaks directly to the reader - challenging? Pleading? Forceful?
3rd person narrative voice	Tells a story that happens to others. Can suggest the narrator is omniscient (all-knowing).
Alliteration	Repetition of same consonant sounds at the beginning of words.
Anaphora	Repetition of the same word or phrase at the beginning of a line.
Caesura	A pause or stop in the middle of a line of poetry shown by a full stop, comma, dash or colon.
Couplet	Two successive rhyming lines.
Enjambment	<i>Sentences running over onto the next poetry line.</i> Can suggest spontaneous, unplanned thoughts.
Sonnet	A poem with fourteen lines of rhyming iambic pentameter.
Speaker	The voice / narrator of the poem.
Stanza	What we call paragraphs in poems. The meters and rhymes are usually repeating or systematic.

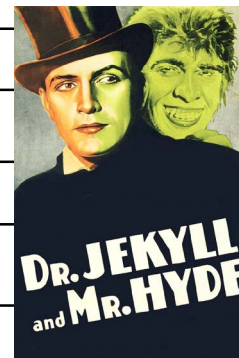
Contextual concepts
Romanticism: Romanticism describes developments in literature, art and music in the late 18th and early 19th century. Some key Romantic ideas include a focus on the power of nature, imagination, revolution, the world of children and the lives of people marginalised in society.
Patriotism: Patriotism is love of / duty to one's country. Many of the war poems explore the conflict between the duty to one's country and personal morals/beliefs.
Heroism: The word hero comes from <i>heros</i> , the Greek word meaning protector. Heroes possess bravery, moral integrity and protect others (self-sacrificing).
Identity and belonging: National and cultural identity is explored as something that can create a sense of belonging, but can also alienate and exclude where diversity is not recognised and celebrated.
Memory: The power of individual and collective memory is explored in many of the poems.
Tyranny and Oppression: many of the poems explore misuse of power and privilege by rulers, nations and individuals. Some poets, such as Blake, Browning and Agard criticise the way people are subjected to mistreatment by tyrants or tyrannical regimes; others, such as Shelley in seem to mock the harmatia of these rulers.
Humans versus Nature: human powerlessness and insignificance in comparison to nature is explored in the collection. Nature is often presented as being timeless all-powerful compared to human weakness.
Colonialism: a practice or policy of control by one people or power over other people or areas, often by establishing colonies and generally with an economic aim.

Power and Conflict Poetry

Poems		Contextual concepts
<p>'The Prelude: Stealing the Boat' by William Wordsworth (1850)</p> <p>In this poem, the narrator describes the night he takes out a rowing boat on a lake. However, something he encounters scares him and haunts him for weeks after. Wordsworth, a Romantic poet, included lots of details about his own life in this epic poem, in which he looks at the spiritual and moral development of a man growing up.</p> <p>FORM: Part of a much longer piece, this section is blank verse with iambic pentameter.</p> <p><i>'One summer evening (led by her)'</i></p> 	<p>'Kamikaze' by Beatrice Garland (2013)</p> <p>This poem opens with a Kamikaze pilot setting off on his mission. Throughout the poem, it becomes clear that the pilot turned around and did not complete his mission. This poem explores the idea of choice in warfare and examines the honour of serving one's country, conflicted with the emotional traumas that war creates.</p> <p>FORM: The poem is narrated in third person using reported speech of the pilot's daughter.</p> <p><i>'Enough fuel for a one-way journey into history'</i></p> 	<p>Romanticism: Romanticism describes developments in literature, art and music in the late 18th and early 19th century. Some key Romantic ideas include a focus on the power of nature, imagination, revolution, the world of children and the lives of people marginalised in society.</p>
<p>'London' by William Blake (1794)</p> <p>A political poem, set in London, which explores the abuse of power and subsequent poverty and oppression suffered by the people living in London. The speaker describes the misery and suffering he sees as he walks through the city.</p> <p>FORM: A dramatic monologue - the speaker describes with passion the suffering he sees. The four stanzas have a regular, ABAB rhyme scheme, which echoes the relentless misery of the city.</p> <p><i>'Mind forged manacles'</i></p> 	<p>'Checking Out Me History' by John Agard (2007)</p> <p>In this poem, the narrator explores identity and how this links to his own understanding of history. In listing famous figures in history he sheds light on the lack of diverse celebrated figures in British history. The narrator shows his clear frustration with the Eurocentric history curriculum that pays little attention to black history.</p> <p>FORM: The poem is written in a mixture of stanza forms to indicate a break from conformity.</p> <p><i>'Bandage up my eye with my own history'</i></p> 	<p>Patriotism: Patriotism is love of / duty to one's country. Many of the war poems explore the conflict between the duty to one's country and personal morals/beliefs.</p>
<p>'Ozymandias' by Percy Shelley (1819)</p> <p>In this poem, a traveller is telling the narrator of the poem about a huge statue that has been found in the desert. The poem explores the themes of power and conflict, looking at how nothing, not even power, lasts forever. Shelley was inspired by the recent unearthing of part of a large statue of an Egyptian Pharaoh.</p> <p>FORM: A sonnet with loose iambic pentameter.</p> <p><i>'My name is Ozymandias, king of kings / Look on my work ye Mighty, and despair!'</i></p> 	<p>'Remains' by Simon Armitage (2008)</p> <p>Remains is a poem focused on a soldier haunted by a violent memory. The speaker describes shooting a looter dead in Iraq and how it has affected him. This shows the reader that mental suffering can persist long after physical conflict is over. The graphic imagery reflects desensitised nature of war and conflict and its increasing presence in everyday life.</p> <p>FORM: The poem is told in an anecdotal monologue in the present tense to convey a flashback (a symptom of post traumatic stress disorder).</p> <p><i>'His blood- shadow stays on the street'</i></p> 	<p>Heroism: The word hero comes from <i>heros</i>, the Greek word meaning protector. Heroes possess bravery, moral integrity and protect others (self-sacrificing).</p>
		<p>Identity and belonging: National and cultural identity is explored as something that can create a sense of belonging, but can also alienate and exclude where diversity is not recognised and celebrated.</p>
		<p>Memory: The power of individual and collective memory is explored in many of the poems.</p>
		<p>Tyranny and Oppression: many of the poems explore misuse of power and privilege by rulers, nations and individuals. Some poets, such as Blake, Browning and Agard criticise the way people are subjected to mistreatment by tyrants or tyrannical regimes; others, such as Shelley in seem to mock the harmatia of these rulers.</p>
		<p>Humans versus Nature: human powerlessness and insignificance in comparison to nature is explored in the collection. Nature is often presented as being timeless all-powerful compared to human weakness.</p>
		<p>Colonialism: a practice or policy of control by one people or power over other people or areas, often by establishing colonies and generally with an economic aim.</p>

Act	Plot	Character		Vocabulary	Context	
One	<i>The play opens with a celebratory dinner party. Sheila and Gerald are engaged and Birling and Company will work closer with Crofts Ltd. On the surface, the atmosphere is happy and light-hearted.</i>	The Inspector	<i>A mysterious man who claims to be a police inspector. He is investigating the suicide of Eva Smith.</i>	Bourgeoisie - upper middle classes	John B Priestley – born into a working class family in Yorkshire. Priestley was a socialist and was very concerned about social inequality in Britain. During WWII he broadcast a popular weekly radio programme which was cancelled by the BBC for being too left wing . Priestley supported the Labour Party.	
	<i>The ladies leave the men to have a 'man to man' chat. Mr Birling lectures Gerald and Eric that a man needs to look after himself and his family and not worry about the wider community.</i>	Mr Arthur Birling	<i>A successful factory owner and head of the Birling family. He is well respected in Brumley.</i>	Capitalist : a business person		
	<i>Inspector Goole enters and informs the party that he has come to investigate the suicide of a young working-class girl called Eva Smith. Starting with Birling, he begins to interrogate the family.</i>	Mrs Sybil Birling	<i>Arthur's wife. She is Head of the Brumley Women's Charity and is obsessed with etiquette and her status in society.</i>	Conservative : traditional values		
	<i>After seeing a photograph, Birling admits that he used to employ Eva Smith but discharged her when she became one of the ring-leaders of a strike asking for higher wages. Birling refuses to take any responsibility.</i>	Sheila Birling	<i>The Birlings' daughter. She is in her early twenties and engaged to Gerald</i>	Didactic : teaching (a moral lesson)	The Edwardian era – the play is <u>SET</u> in Britain in 1912. Thought of as a 'Golden Age' because it was a period of peace and prosperity when Britain was powerful. In reality, there was a rigid social hierarchy and the lower and upper classes were very divided. Only men who owned property could vote – no women were allowed to vote, and there was little help from government for people in poverty.	
	<i>Sheila enters and the Inspector moves on to question her. When she is shown a photograph of Eva, Sheila admits that it was her fault that Eva was sacked from Milwards. She feels terribly guilty and responsible for Eva's death. When the Inspector states that Eva, in despair, changed her name to Daisy Renton, Gerald reaction reveals that he knew her too.</i>	Eric Birling	<i>The Birlings' son. He is a secret alcoholic. He will inherit his father's business.</i>	Dramatic irony : when the audience know something that the characters do not		
Two	<i>Gerald's affair is exposed: he confesses that he met "Daisy Renton" at the local Variety Theatre bar and 'rescued' her from Alderman Meggarty. Gerald ended the affair when he had to go away on business. Sheila hands back her engagement ring but respects Gerald's honesty. In contrast to her daughter, Mrs Birling is scandalised. Gerald leaves to go for a walk.</i>	Gerald Croft	<i>A wealthy aristocrat of around thirty, the son of Lord and Lady Croft, heir to Croft Limited, and engaged to Sheila Birling</i>	Elitist : favouring powerful people	Post-war values – the play was <u>WRITTEN</u> in 1945. Britain had become a more equal society – by 1928 all men and women over 21 could vote. The country had been through two world wars and a global economic recession (1930s) which increased unemployment and poverty. People from different classes had fought together in the war – there was now a desire for change and a strong sense of collective social responsibility.	
	<i>Inspector Goole now shows a photograph to Mrs Birling. She grudgingly admits that Eva had come to ask for financial assistance from the Brumley Women's Charity Organisation because she was pregnant. Mrs Birling was the chairwoman and persuaded the committee to turn down the girl's appeal because she had the impudence to call herself Mrs Birling.</i>	Eva Smith / Daisy Renton	<i>The victim of the play. We never see her. She might be lots of different girls – we can see her as a symbol, an 'everyman'.</i>	Empathetic : feeling / for others		
	<i>Mrs Birling shows no remorse for refusing to help Eva Smith. Mrs Birling denounces the father of the child, claiming it is his responsibility and that he needs to be made an example of. Sheila is horrified as she (and the audience) realises that Eric is involved. Eric enters.</i>	Edna	<i>The Birlings' parlour maid. She is the only working class woman on stage. She announces the Inspector's arrival.</i>	Euphemism : a soft word in place of a harsh one		
	Three	<i>Eric confesses his involvement with Eva Smith: he had met her in the same bar, had got drunk and had accompanied her back to her lodgings where he almost turned violent before she let him in. When she discovered that she was pregnant she refused to marry Eric because she knew he didn't love her, but she did accept gifts of money from him until she realised it was stolen - Eric admits that he stole the money from Mr Birling's office.</i>	<div>Key Themes</div> <div>Responsibility</div> <div>Social Class</div> <div>Age (the generation gap)</div> <div>Gender</div> <div>Inequality</div> <div>Dramatic devices and terminology</div> <div><div>Cyclical structure</div><div>Lighting</div><div>Stage directions</div><div>Dramatic irony</div><div>Props and costume</div><div>Cliffhanger</div><div>Symbolism</div><div>Entrances and exits</div></div> <div></div>		Foreshadowing - prediction of future event	Key historical dates – 1912 – The sinking of the Titanic 1914-18 – WW1 in which Priestley served 1917 – The Russian Revolution 1918 – Women who over thirty /owned property were given the right to vote. 1928 – All men and women over 21 given the vote 1936 – General Strike 1939-46 – WW2 1945 – <i>An Inspector Calls</i> first performed in the Soviet Union (it was performed in Britain in 1946 at the New Theatre in London) 1945 - Clement Attlee (Labour) wins a landslide victory against Winston Churchill (Conservative) in the General Election 19 – Welfare state culminates in creation of the National Health Service Morality Play – religious plays written in the Middle Ages which teach the audience how to behave and warn against the dangers of sin. Priestley makes his morality play secular by having the moral judge be a police inspector rather than God.
		<i>The Inspector delivers his message about responsibility then leaves. Mr and Mrs Birling are concerned about covering up their involvement, whereas Sheila and Eric are aware of the personal tragedy and feel guilty.</i>			Hierarchy	
<i>The Birlings gradually begin to question whether the Inspector was real. Sybil and Arthur agree that it makes all the difference; Eric and Sheila disagree as even if he was a fake, what he's shown them is real.</i>		Individualistic				
<i>Gerald re-enters. He has also had suspicions and found out that there is no Inspector Goole on the police force, which Birling confirms with a phone call. The older Birlings, and Gerald, take this as a cue to alleviate any responsibility whereas the young are repentant and continue to protest that they need to learn a lesson about their responsibility.</i>		Infantilise : treat like a child				
<i>Then the telephone rings. Mr Birling answers it: an inspector is on his way to ask questions about the suicide of a young girl...</i>		Patriarchy : a system where men are in power				

Chapter	Plot	Character		Vocabulary	Context
1 The Story of the Door	Passing a strange-looking door whilst out for a walk, Enfield tells Utterson about incident involving a man (Hyde) trampling on a young girl. The man paid the girl compensation. Enfield says the man had a key to the door (which leads to Dr Jekyll's laboratory)	Dr. Henry Jekyll	A doctor and experimental scientist who is both wealthy and respectable.	Protagonist: main character	Fin-de-siècle fears – at the end of the 19 th century, there were growing fears about: migration and the threat of disease; sexuality and promiscuity; moral degeneration and decadence.
2 Search for Hyde	Utterson looks at Dr Jekyll's will and discovers that he has left his possessions to Mr Hyde in the event of his disappearance. Utterson watches the door and sees Hyde unlock it, then goes to warn Jekyll. Jekyll isn't in, but Poole tells him that the servants have been told to obey Hyde.	Mr. Edward Hyde	A small, violent and unpleasant-looking man; an unrepentant criminal.	Third person limited narrative: one character's experiences closely narrated	Victorian values – from the 1850s to the turn of the century, British society outwardly displayed values of sexual restraint, low tolerance of crime, religious morality and a strict social code of conduct.
3 Dr Jekyll was Quite at Ease	Two weeks later, Utterson goes to a dinner party at Jekyll's house and tells him about his concerns. Jekyll laughs off his worries.	Gabriel Utterson	A calm and rational lawyer and friend of Jekyll.	Epistolary: written in the form of a letter	Victorian London – the population grew from 1 million in 1800 to 6.7 million in 1900, with a huge numbers migrating from Europe. As well as being one of the biggest and wealthiest cities in the world, it was rife with poverty and crime.
4 The Carew Murder Case	Nearly a year later, an elderly gentleman is murdered in the street by Hyde. A letter to Utterson is found on the body. Utterson recognises the murder weapon has a broken walking cane of Jekyll's. He takes the police to Jekyll's house to find Hyde, but are told he hasn't been there for two months. They find the other half of the cane and signs of a quick exit.	Dr. Hastie Lanyon	A conventional and respectable doctor and former friend of Jekyll.	Ethics: morals	Darwinism: the implications of Darwinism and evolution haunted Victorian society. The idea that humans evolved from apes and amphibians led to worries about our lineage and about humanity's reversion to these primitive states (atavism).
5 Incident of the Letter	Utterson goes to Jekyll's house and finds him 'looking deadly sick'. He asks about Hyde but Jekyll shows him a letter that says he won't be back. Utterson believes the letter has been forged by Jekyll to cover for Hyde.	Richard Enfield	A distant relative of Utterson and well-known man about town.	Controversial: causing strong disagreement	
6 Remarkable Incident of Dr Lanyon	Hyde has disappeared and Jekyll seems more happy and sociable until a sudden depression strikes him. Utterson visits Dr Lanyon on his death-bed, who hints that Jekyll is the cause of his illness. Utterson writes to Jekyll and receives a reply that suggests he is has fallen 'under a dark influence'. Lanyon dies and leaves a note for Utterson to open after the death or disappearance of Jekyll. Utterson tries to revisit Jekyll but is told by Poole that he is living in isolation.	Poole	Jekyll's manservant.	Atavism: reverting to something ancestral/ancient	
7 Incident at the Window	Utterson and Enfield are out for walk and pass Jekyll's window, where they see him confined like a prisoner. Utterson calls out and Jekyll's face has a look of 'abject terror and despair'. Shocked, Utterson and Enfield leave.	Sir Danvers Carew	A distinguished gentlemen who is beaten to death by Hyde.	Degeneration: moral decline	Duality – the idea that humans have a dual nature was emerging towards the end of the 19 th Century. On one side was the rational, civilised self, and on the other side, a savage nature, repressed by society. As a child, Stevenson was fascinated by the story of the notorious Deacon Brodie, who was a respectable member of Edinburgh's society by day, however he led a secret life as a burglar and gambler by night.
8 The Last Night	Poole visits Utterson and asks him to come to Jekyll's house. The door to the laboratory is locked and the voice inside sounds like Hyde. Poole says that the voice has been asking for days for a chemical to be brought, but has rejected it each time as it is not pure. They break down the door and find a twitching body with a vial in its hands. There is also a will which leaves everything to Utterson and a package containing Jekyll's confession and a letter asking Utterson to read Lanyon's letter.	Mr. Guest	Utterson's clerk (secretary) and handwriting expert.	Primitive: belonging to an earlier time	
9 Dr Lanyon's Narrative	The contents of Lanyon's letter tells of how he received a letter from Jekyll asking him to collect chemicals, a vial and notebook from Jekyll's laboratory and give it to a man who would call at midnight. A grotesque man arrives and drinks the potion which transforms him into Jekyll, causing Lanyon to fall ill.	DR JEKYLL AND MR HYDE – Key Themes		Duality: two-sidedness	
10 Henry Jekyll's Full Statement of the Case	Jekyll tells the story of how he turned into Hyde. It began as a scientific investigation into the duality of human nature and an attempt to destroy his 'darker self'. Eventually he became addicted to being Hyde, who increasingly took over and destroyed him.	Reputation / Respectability		Duplicity: falseness	Dr John Hunter was a celebrated 18 th century surgeon. Like the fictional Dr Jekyll, his experimental methods were controversial to the medical establishment. He also dissected thousands of cadavers which means that he must have had close links with the criminal trade of bodysnatching. Stevenson possibly based Jekyll's residence, with his back entrance and laboratory, on Hunter's own residence.
		Science		Masquerade: disguise	
		Violence		Disreputable: of a bad reputation	
		The supernatural		Metamorphosis: transformation	Robert Louis Stevenson was born and raised in Edinburgh. Edinburgh was a city of two sides - he was raised in the wealthy New Town area, but spent his youth exploring the darker, more sinister side of town.
		Duality		Restraint: holding back	
		Secrecy		Hypocrisy: when someone pretends to be different or better than they really are	
				Repression: holding something back	Gothic Fiction – a genre of literature which plays on the reader's fears to create a pleasing terror. It traditionally uses Gothic tropes such as remote settings, ancient curses and abandoned castles. Stevenson's fin-de-siècle Gothic uses an urban setting, and explores a monster which comes from the dark side of the human nature.
				Threshold: doorway / boundary	
				Transgressive: breaking the rules	
				Unorthodox: going against what's normal	



Act	Plot	Characters		Key Dramatic Terms	Context
One	<ul style="list-style-type: none">The three witches plan to meet Macbeth on the heath (F1)Macbeth and Banquo are praised as brave and loyal warriors (F2)Macbeth and Banquo meet the Witches who reveal the first set of <u>prophecies</u>: Macbeth will be Thane of Cawdor, then King. They tell Banquo his descendants will be kings.Duncan makes Macbeth Thane of Cawdor. Macbeth starts to wonder in the Witches' prophecy about him becoming King will come true...Lady Macbeth receives Macbeth's letter; and plans to manipulate Macbeth (F3 / F4)Duncan arrives at Macbeth's castleMacbeth's <u>soliloquy</u>. Macbeth tells Lady Macbeth he will not commit <u>regicide</u>, but she persuades him to go ahead with the murder and convinces him that they can frame Duncan's servants (F5 / F6).	Macbeth	A brave and ambitious Scottish nobleman. He murders and usurps King Duncan. After hearing the witches' prophecies transform him from a loyal warrior to an immoral tyrant .	Aside - a character speaks to the audience	<i>Tragedy – a play in which the protagonist meets their downfall, or suffers extreme sorrow. This is normally as a consequence of their own tragic flaw – hamartia – (a weakness, which under certain circumstances, is fatal for the protagonist).</i> <i>King James I had recently ascended to the English throne and Shakespeare sought to impress him by addressing his interests, such as <u>kingship</u> and <u>witchcraft</u>. James I had a deep interest in the supernatural and had also recently survived the Gunpowder Plot to kill him. Therefore Shakespeare depicts the devastating effects of <u>regicide</u> in 'Macbeth'. The play also complimented the king's ancestry (Banquo, a noble character, was named after one of James' ancestors).</i>
		Lady Macbeth	She represents ambition, cunning, manipulation and guilt. She is a <u>rebel</u> , challenging the submissive role of women and the divine right of kings.	Soliloquy - a character speaking their thoughts aloud	
		King Duncan	He symbolises nobility, dignity and trust. A compliment to royalty, he is respected and trusting – but then betrayed.	Dialogue - conversation	
			Blank verse - unrhymed lines often written in iambic pentameter		
Two	<ul style="list-style-type: none">Banquo and Macbeth discuss the witches. Macbeth sees a vision of a dagger leading him to Duncan's chamber.Macbeth murders King Duncan and Lady Macbeth plants blood-stained daggers on the servants; Macbeth begins to experience guilt, but Lady Macbeth manipulates him by questioning his courage and masculinity.Macduff discovers Duncan's body. Macbeth and Lady Macbeth pretend to be shocked. Duncan's sons, Malcolm and Donalbain flee from Scotland because they fear for their lives – this makes them look guiltyMacduff suspects that Malcolm and Donalbain are responsible, allowing Macbeth to take the throneRosse and an old man discuss the strange and unnatural things that have been happening since Duncan's murder – the natural order has been disrupted. Macduff tells Rosse that he isn't going to Macbeth's coronation, indicating he is suspicious of Macbeth.	Banquo	He symbolises nobility, loyalty and trust. Through his loyalty and rejection of the prophecies, he is a <u>foil</u> to the character of Macbeth.	Iambic Pentameter - a line of verse with 10 syllables	<i>The Great Chain of Being – in the <u>Jacobean</u> era, people believed that all life was part of a strict hierarchy, with God at the top. Kings were thought to have been chosen by God – their '<u>divine right</u>' meant that they had the right to rule directly from God's will. To challenge this hierarchy by <u>usurping</u> the king was to challenge God.</i>
		Macduff and Lady Macduff	They symbolise family, loyalty and vengeance The Macduffs serve as a contrast (and foils) to the Macbeths: they are loyal; they are a loving family; Macduff is the noble warrior when he kills Macbeth.	Prose - text without formal rhythm	
		Malcolm	The son of Duncan. He flees after Duncan's murder, and becomes King at the end of the play.	Protagonist - leading character	
				Tragic Hero - the protagonist in a tragedy	
Three	<ul style="list-style-type: none">Banquo's soliloquy reveals that he is suspicious of MacbethMacbeth is anxious about Banquo because of the Witches' prophecy and orders assassins to murder Banquo and his son, FleanceMacbeth tells Lady Macbeth about his guilt and hints at his plan for Banquo and Fleance – he is now keeping secrets from his wifeBanquo is murdered, but Fleance escapes! (F7)Macbeth learns of Fleance's escape and then sees Banquo's ghost at the banquet he is hosting – his reaction reveals his guilt to his guestsThe witches meet with Hecate, the Goddess of witchesLennox and another lord suspect Macbeth of murdering Duncan and Banquo. They say that Macduff is raising an army to attack Macbeth and put Malcolm on the throne	The Three Witches	They represent the supernatural, evil and equivocation. The witches' prophecies never give the full answer (they ' <u>equivocate</u> ') and therefore tempt Macbeth towards his tragic end.	Foil - contrasting character	<i>Witches and the Supernatural – There was real superstition and anxiety about the evils of witchcraft. King James had previously written a book called '<u>Demonology</u>' which was a study of the evils of magic. He also asked Parliament to pass an anti-witchcraft law, which he then used to execute a number of witches in the North Berwick Witch Trials.</i>
		MACBETH - Key Themes		Hubris - excessive pride	
		Ambition		Key Thematic Terms	
		Loyalty vs. Betrayal		Malevolent - evil	
Four	<ul style="list-style-type: none">Macbeth visits the Witches again; they summon three apparitions which each tell another prophecy: one, beware Macduff; two, no one born from a woman can harm him; three, he can't be beaten until Birnam Wood moves to Dunsinane Hill.Macbeth sends murderers to kill Macduff's wife and children.In England, Macduff proves his loyalty to Malcolm. Malcolm reveals that the English King has given him soldiers to fight Macbeth. Macduff learns of his family's murder. He and Malcolm vow <u>revenge</u> on Macbeth.	Kingship		Paradox - contradiction	<i>The Gunpowder Plot. In 1605, a group of rebels, including Guy Fawkes, attempted regicide by plotting to blow up Parliament. Shakespeare shows how those who commit <u>regicide</u> will be tormented by guilt and ultimately meet a tragic end.</i>
		Gender (masculinity / femininity)		Dichotomy - separation	
		The Supernatural		Equivocation - unclear	
		Fate vs. Freewill		Prophecy - prediction	
Five	<ul style="list-style-type: none">Lady Macbeth has gone mad. She sleepwalks and keeps washing invisible blood from her hands. She is weakened by guilt (F8).The Scottish lords plan to meet the English army at Birnam WoodMacbeth hears about the approaching English army but he isn't scared because of the Witches' prophecies (F9)Malcolm tells the soldiers to cut down branches from Birnam Wood and hide behind them as they march towards Macbeth's castle.Macbeth prepares for battle; he finds out that LM has killed herselfMacbeth and Macduff meet on the battlefield. Macbeth discovers that Macduff was born by caesarean. They fight and Macbeth is killed.Malcolm is made King of Scotland. (F10)	Revenge - payback		Regicide - killing the King	<i>The Role of Women – Society was '<u>patriarchal</u>' (led by men). Women were said to be lower than men in The Great Chain of Being. A woman's role in Jacobean times was clearly defined. They were expected to marry, to bear children and be subservient to men. Women who challenged this concept were sometimes labelled as witches and ostracised from society, or worse...</i>
		Guilt		Superstition - belief in magic or chance	
				Ambition - desire to achieve	
				Treachery - betraying trust	
		Tyrant - cruel leader			<i>The real Macbeth: Shakespeare wrote 'Macbeth' in 1600s, but he based it loosely on historical events – a man called Macbeth was King of Scotland in 11th Century. The setting is a heroic culture where masculinity must be won, maintained and defended.</i>
		Usurp - take over			
				Patriarchy - society ruled by men	

Food Preparation & Nutrition

Macronutrients: Nutrients that are needed in large amounts

Micronutrients: Nutrients that are needed in small amounts

Complementary Actions: Some nutrients need to work together for the body to utilise them fully. For instance

Vitamin c is needed to **absorb iron** and **vitamin D** is needed to **absorb calcium**

Protein:

Proteins fall into 2 groups: HBV (High Biological Value) and LBV (Low Biological Value). HBV contain all the essential amino acids that the body needs whereas LBVs are missing more than one.

HBV: Meat, Dairy, Fish, Eggs, Chicken, Quorn, Tofu, Soya
LBV: Chickpeas, Lentils, Nuts, Kidney beans, cereals (wheat, rice etc) and peas.

Vitamin A:

needed to maintain healthy eyes & see in dim light.

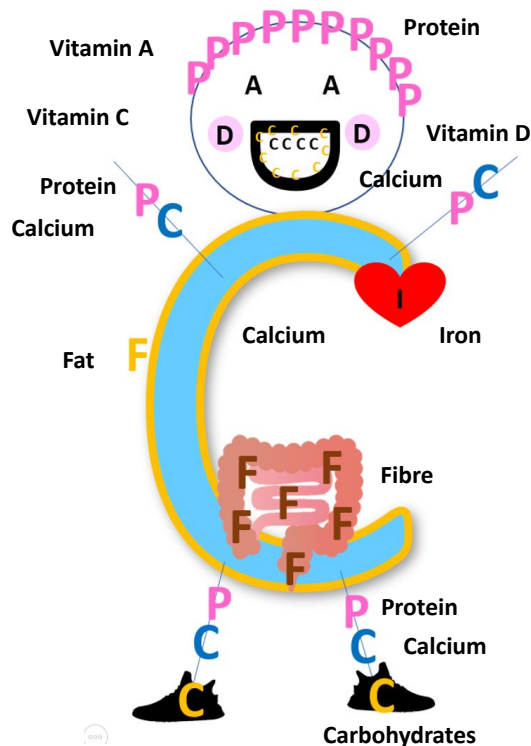
Vitamin C: needed by the body to fight infections. Most fruit contains vitamin C, especially citrus fruits.

Needed also to absorb iron

Vitamin D:

Needed by to maintain healthy skin

And needed to absorb calcium



Try to remember the Nutrients person, when thinking about the functions of nutrients in the body

Nutrient	Function	Source
Carbohydrates	-Broken into Starch and Sugar -Starch foods are called complex carbohydrates and release energy over a long period of time. -Sugar are called simple carbohydrate. They release energy quickly. Lactose, Fructose and Sucrose are all Sugars.	
Fibre	-Prevents constipation -Absorbs poisonous waste from digestive food -Stays undigested but helps move digested food through our system	
Protein	-Helps repair and grow new cells (muscles and body tissue) -Provides some energy	
Fat	-Insulates the body from the cold -Cushions your bones and organs from any damage caused by knocks. -Stores energy	
Vitamins	Unlike the other nutrients, they are only needed in small amounts. They are generally used to: -Controls chemical reactions -Keeping the body healthy and preventing some diseases linked to a poor diet -Regulate the function and repair of cells	
Minerals	Unlike the other nutrients, they are only needed in small amounts. They are generally used to: -Turn the food we eat into energy -Build strong bones and teeth -Control body fluids	
Water	-Our bodies are 65% water. It is vital for our body to stay hydrated. -Chemical reactions in our cells take place in water. -Waste products are passed out of our bodies in water. -Our blood transports substances that are dissolved in water. -Water is in sweat that cools us down	

Whole grain foods are high in **fibre**. It can also be found in the skins of fruits

Saturated fats = bad fats. Found in meat, dairy, processed and fried foods

Unsaturated fats = good fats.

Both should be eaten in small amounts as fat is energy dense

Iron found in red meat and spinach. Needed to create red blood cells.

Vitamin C is needed to absorb iron

Calcium found in all dairy foods. Needed to grow and maintain bones, teeth and fingers nails.

Vitamin D is needed so calcium can be absorbed

Function of Ingredients

*A foam is air suspended in a liquid

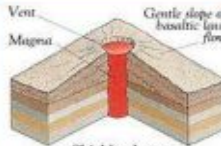
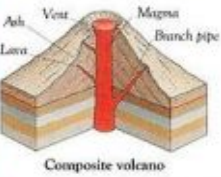
Warm Water + Yeast + Sugar =**Activates the yeast**Warm water provides the correct temperature for the yeast to work and the sugar provides food**CARBOHYDRATES****SUGAR****Egg Whites + Whisking = Creates and Stabilises a *Foam****Butter + Creaming Technique = Traps air and aerates the mixture****Heat = Caramelisation: change in taste, the food becomes sweeter****STARCH****Heat = Dextrinisation: when dry heat reacts with starch (so when a cake goes in the oven), the starch starts to break down into dextrins causing the outside to go brown****Liquid + Heat = Bulking: when a starchy food like potatoes or pasta absorbs water and as a result increases in volume, getting bigger as well become more soft in texture****Liquid + Heat = Gelatinisation: when flour or potatoes are added to thicken a sauce or soup. The starch molecules absorb the liquid and get bigger and burst causing the sauce to thicken.****Eg. FLOUR****Water = Combines Ingredients****Water = Creates GLUTEN****GLUTEN + Kneading = stretched gluten, increases elasticity and creates gluten network****GLUTEN + Heat = Coagulation: causing the structure to set****GLUTEN + Butter (through the Rubbing in technique) = Creates a waterproof coating preventing water from being absorbed and therefore shortening or limiting the amount of gluten developed. Resulting in a crumbly texture, e.g. Mince Pies****GLUTEN / Butter = Butter in between layers of gluten, separates the layers of dough/layers of gluten. Resulting in a flaky texture. Eg Sausage Rolls**

Gluten is a type of protein found in wheat

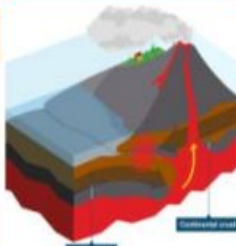
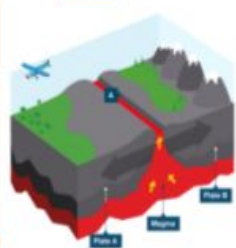
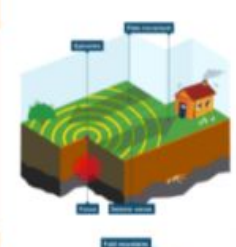
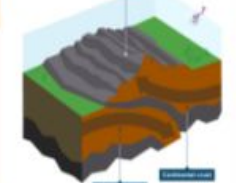
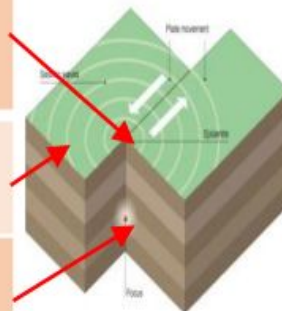
Eggs are also a common protein used in cooking

PROTEIN**PROTEIN + HEAT or ACID or AGITATION = DENATURATION: The chemical bonds holding the chains of amino acids break causing a the chains to unravel and making the protein molecule bigger.****DENATURED PROTEIN MOLECULE + HEAT = COAGULATION: This sets the structure of the protein. Can trap moisture and other ingredients in this process.**

Paper 1 - Tectonic Hazards

The structure of the Earth		Types of volcanoes		
The Crust	Varies in thickness (5-10km beneath the ocean. Made up of several large plates.	Shield	Made of basaltic rock and form gently sloping cones from layers of runny lava. Location: hot spots and constructive margins. Eruptions: gentle and predictable	
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.	Composite	Most common type found on land. Created by layers of ash and lava. Location: Destructive margins Eruptions: explosive and unpredictable due to the build of pressure within the magma chamber.	
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.	Hotspots	These happen away from any plate boundaries. They occur because a plume of magma rises to eat into the plate above. Where lava breaks through to the surface, active volcanoes can occur above the hot spot. E.g. Hawaii.	
Convection Currents				
The Lithosphere is divided into tectonic plates which are moving due to convection currents in the asthenosphere.				
1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.	Case Study: Eyjafjallajökull Eruption, Iceland 2010		
2	When lower parts asthenosphere heat up they become less dense and slowly rise .			
3	As they move towards the top they cool down, become more dense and slowly sink .	Causes <ul style="list-style-type: none">The North-American and Eurasian plates move apart- called constructive plates.The disruption caused by Eyjafjallajökull was the result of a series of small volcanic eruptions, starting on the 20th March and ending in the October.		
4	These circular movements of semi-molten rock are convection currents	Effects <p>The thick ice cap melted which caused major flooding. No reported deaths. Airspace closed across Europe, with at least 17,000 flights cancelled Costed insurers £65million to customers with cancelled flights.</p>		
5	Convection currents create drag on the base of the tectonic plates and this causes them to move.	Management <p>Iceland had a good warning system with texts being sent to residents with a 30 minute warning. Large sections of European airspace were closed down due ash spreading over the continent. Airlines developed ash monitoring equipment</p>		

Paper 1 - Tectonic Hazards

Types of Plate Margins		Causes of Earthquakes							
Destructive Plate Margin	   	Earthquakes are caused when two plates become <u>locked</u> causing <u>friction</u> to build up. From this <u>stress</u> , the <u>pressure</u> will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of <u>seismic waves</u> , to travel from the <u>focus</u> towards and the <u>epicentre</u> . As a result, the crust vibrates triggering an earthquake.							
Constructive Plate Margin		<div><div>The point directly above the focus, where the seismic waves reach first, is called the EPICENTRE.</div><div>SEISMIC WAVES (energy waves) travel out from the focus.</div><div>The point at which pressure is released is called the FOCUS.</div></div> 							
Conservative Plate Margin		<table><tr><th colspan="2">Depth of Earthquake</th></tr><tr><th>Shallow Focus</th><th>Deep Focus</th></tr><tr><td>-Usually small and common. -Seismic waves spread and damage wide area.</td><td>-Occur on destructive margins. -Damage is localised as seismic waves travel vertically</td></tr></table>		Depth of Earthquake		Shallow Focus	Deep Focus	-Usually small and common. -Seismic waves spread and damage wide area.	-Occur on destructive margins. -Damage is localised as seismic waves travel vertically
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Collision Zones	<table><tr><th colspan="2">How do we measure earthquakes?</th></tr><tr><th>Mercalli Scale</th><th>Richter Scale</th></tr><tr><td><ul style="list-style-type: none">Measures how much damage is caused, based on observations, not scientific instruments.Base from 'Instrument' and 'Weak' to 'Extreme' and 'Cataclysmic'.Limitations is that its subjective due to it being based on perception.</td><td><ul style="list-style-type: none">Is a scientific measurement based on the energy released.Measured by seismometers using measurement from 1 – 10Logarithmic – each point up the scale is <u>10 times greater</u> than the one before.</td></tr></table>		How do we measure earthquakes?		Mercalli Scale	Richter Scale	<ul style="list-style-type: none">Measures how much damage is caused, based on observations, not scientific instruments.Base from 'Instrument' and 'Weak' to 'Extreme' and 'Cataclysmic'.Limitations is that its subjective due to it being based on perception.	<ul style="list-style-type: none">Is a scientific measurement based on the energy released.Measured by seismometers using measurement from 1 – 10Logarithmic – each point up the scale is <u>10 times greater</u> than the one before.	
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Paper 1 - Rivers

Erosion

The break down of rocks – smooth, round and sorted.

Attrition Rocks that bash together to become smooth/smaller.

Solution A chemical reaction that dissolved rocks.

Abrasion Rocks hurled at the base of a cliff to break pieces apart.

Hydraulic Action Water enters cracks in the cliff, air compresses, causing the crack to expand.

Transportation

A natural process by which eroded material is carried/transported.

Solution Minerals dissolve in water and are carried along.

Suspension Sediment is carried along in the flow of the water.

Saltation Pebbles that bounce along the sea/river bed.

Traction Boulders that roll along a river/sea bed by the force of the flowing water.

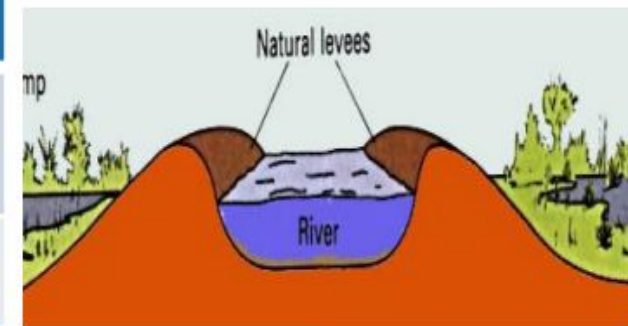
Lower Course of a River

Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.

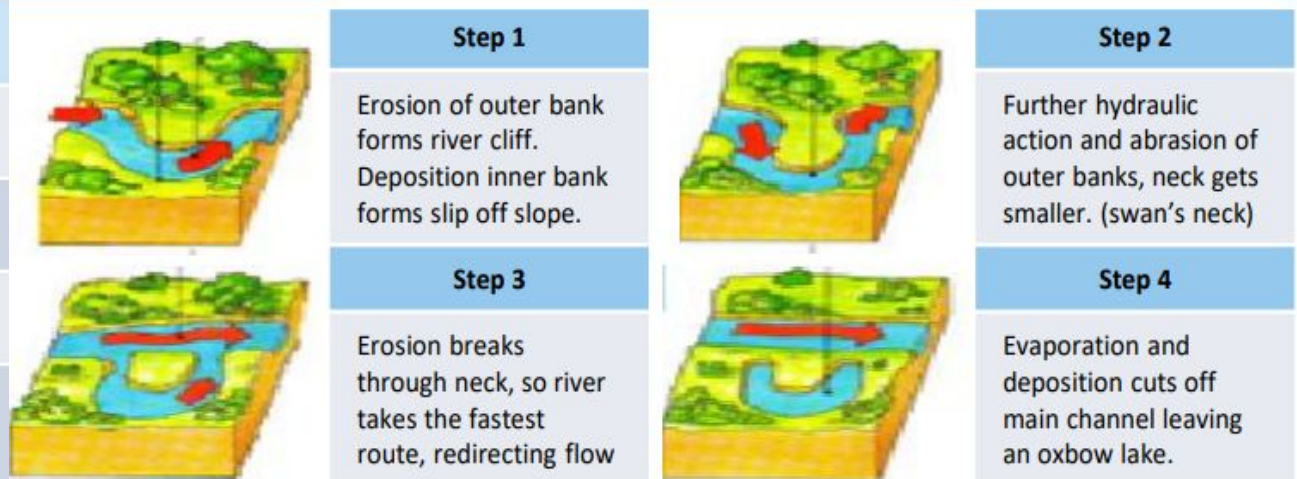
Formation of Floodplains and levees

When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees.

- ✓ Nutrient rich soil makes it ideal for farming.
- ✓ Flat land for building houses.

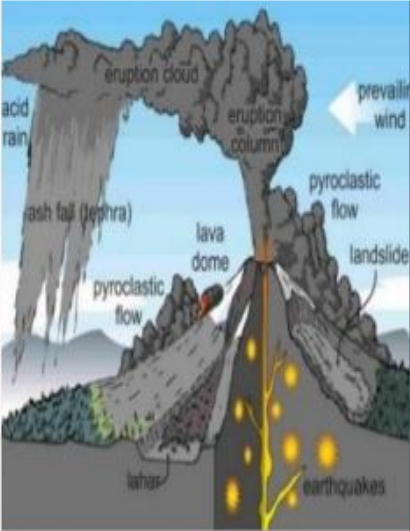



Formation of Ox-bow Lakes (Middle)



Geography - KS4 Knowledge Organiser

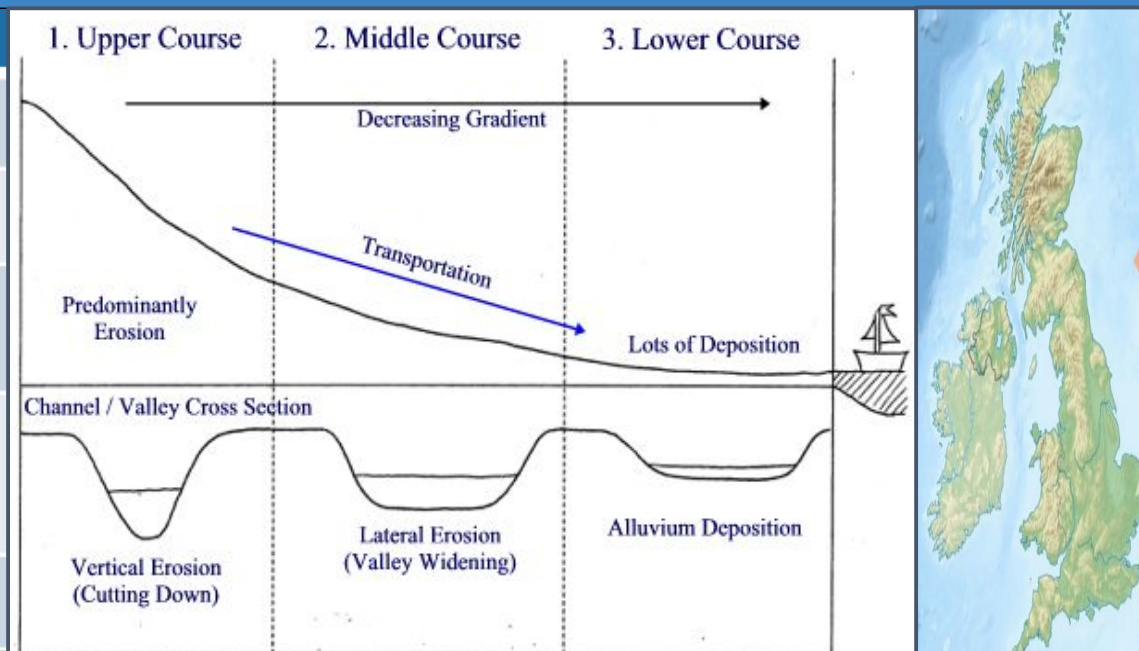
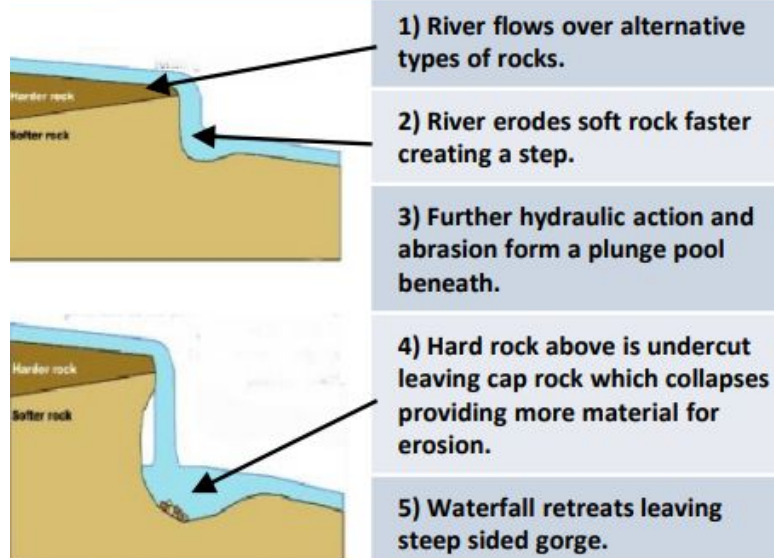
Paper 1 - Tectonic Hazards

Volcanic Hazards		Earthquake Management	
Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.		
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.		
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.		
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.		
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.		
Managing Volcanic Eruptions		Earthquake Management	
Warning signs	Monitoring techniques	PREDICTING	
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes	Methods include:	
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.	<ul style="list-style-type: none"> Satellite surveying (tracks changes in the earth's surface) Laser reflector (surveys movement across fault lines) Radon gas sensor (radon gas is released when plates move so this finds that) Seismometer Water table level (water levels fluctuate before an earthquake). Scientists also use seismic records to predict when the next event will occur. 	
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.	PROTECTION	
Preparation		You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.	<ul style="list-style-type: none"> Building earthquake-resistant buildings Raising public awareness Improving earthquake prediction 	Earthquake proof buildings ideas
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.		
		1. Counter-weights to the roof to help balance any swaying.	
		2. Roof made from reinforced cement concrete.	
		3. Foundations made from reinforced steel pillars, ball-bearings or rubber.	4. Windows fitted with shatter-proof glass to reduce breakage.
		5. Lightweight materials that cause minimal damage if fallen during an earthquake.	6. Ensure gas pipes have an automatic shut off to prevent risk of fire.

Geography - KS4 Knowledge Organiser

Paper 1 - Rivers

Formation of a Waterfall (Upper)



River Management Schemes

Soft Engineering

Afforestation – plant trees sock up rainwater, reduces flood risk.
Demountable Flood Barriers put in place when warning raised.
Managed Flooding – naturally let areas flood, protect settlements.

Hard Engineering

Straightening Channel – increases velocity to remove flood water.
Artificial Levees – heightens river so flood water is contained.
Deepening or widening river to increase capacity for a flood.





















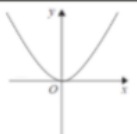

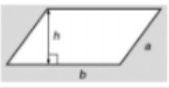
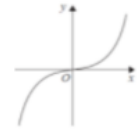

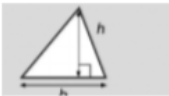

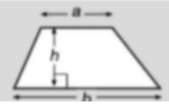
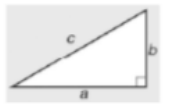


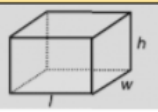
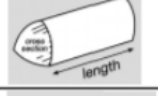

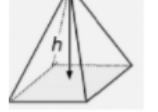
Y11, KO, History, Cycle 1/Term 1 **KS4 History – Superpowers and the Cold War**

Summary: The Cold War is the name given to the relationship that developed primarily between the USA and the USSR after the Second World War. We will investigate the passage of the Cold War in three sections - origins, crises and ending. By investigating the relations between the superpowers, the flashpoints in this relationship and the external factors that impacted the Cold War, we will gain an understanding of the changing relations and their impact on the wider world.

Key developments	Causes	Events	Consequences	Other Key developments	
				Feb 1945	Yalta Conference
End of the Grand Alliance	<ul style="list-style-type: none"> USA drop the atomic bomb - 1945 - this made Stalin feel threatened USA and the Soviet Union no longer had a shared enemy, since Germany had surrendered 	<ul style="list-style-type: none"> Yalta Conference, 1945 - Decided to split Germany into 4, with USSR, USA, France and Britain in charge of the country. Potsdam Conference, 1945 - Agreed that Berlin would be divided into 4 zones, with USSR, USA, France and Britain in charge. Change of leadership of USA and UK and the dropping of the atom bomb led to mistrust. 	<ul style="list-style-type: none"> Increased tension between the superpowers and the start of the cold war 	July 1945	Potsdam Conference
Breakdown of trust	<ul style="list-style-type: none"> No common enemy to fight Neither side trusted each other due to ideological differences 	<ul style="list-style-type: none"> Long telegram, 1946 - US ambassador told USA that the Soviet Union were building their military power and peace between the two countries was not possible Novikov's telegram, 1946 - Russian ambassador told Stalin that the USA was building its military strength and was preparing for war with the Soviet Union 	<ul style="list-style-type: none"> Increased tension between the superpowers lack of trust between the superpowers 	March 1946	Churchill's Iron Curtain Speech
Iron curtain	<ul style="list-style-type: none"> Soviet satellite states - The countries in Eastern Europe that were part of the Soviet Union. These were Hungary, Poland, Romania, Yugoslavia, Lithuania & Czechoslovakia. Soviet union was spreading its sphere of influence into neighbouring countries 	<ul style="list-style-type: none"> Truman Doctrine, 1947 - A speech said by President Truman saying he will stop Communism. Marshall plan, 1947 - USA giving money to countries to stop them falling to communism. USA saw the satellite states as a betrayal of trust and evidence of soviet expansionism USA became determined to contain communism 	<ul style="list-style-type: none"> Cominform, 1947 - Organised the communist parties in Europe and arranged their leadership. Got rid of any opposition to Soviet control in satellite states and encouraged them to block Marshall plan assistance. The Soviet Union saw the Truman Doctrine and Marshall plan as unreasonable Comecon, 1949 - Soviet Union alternative to the Marshall plan. Built trade links between countries and prevented countries from signing up to Marshall plan Europe is now in two camps - Western Europe is linked through the Marshall plan, and Eastern Europe is tied to the Soviet Union through the satellite states 	June 1963	Kennedy visits Berlin
First Berlin Crisis	<ul style="list-style-type: none"> Soviet Union felt threatened by the USA's rebuilding of Western Germany and West Berlin USA wanted a united Germany to trade with and prevent the spread of communism Bizonia - British and US zones joined together - not popular with Stalin Stalin wanted Germany to be weak 	<ul style="list-style-type: none"> Berlin Blockade, 1948 - June 1948, Soviet union closed all road, rail and canal links into West Berlin and blocked all supplies into Berlin to show their power Berlin Airlift, 26 June 1948-30 September 1949 - Western powers flew thousands of tonnes of supplies into Berlin daily. 	<ul style="list-style-type: none"> West Germany (FRG) officially formed, Sep 1949 NATO (North Atlantic Treaty Organisation) formed, April 1949 to protect Western powers East Germany officially formed, October 1949 Warsaw pact formed, May 1955 Soviet Union appeared aggressive and threatening USA looked peaceful and generous 	July 1959	Castro becomes leader of Cuba
Hungarian Uprising	<ul style="list-style-type: none"> Hungary suffered a lot under communist control and communist rule was very unpopular Hungarian Prime minister Nagy wanted reforms for Hungary These included: leaving the Warsaw Pact and free elections Leaving the Warsaw Pact would mean other Eastern European countries would leave 	<ul style="list-style-type: none"> 4 November 1956 - 200,000 soviet troops sent into Hungary 5000 Hungarians killed as a result and around 1000 Soviet troops Nagy arrested 	<ul style="list-style-type: none"> New leader Kadar elected - aimed to re-establish communist rule in Hungary UN condemned Soviet actions USA supported Hungary but could not send troops and risk war satellite states saw they were on their own and the USA would not defend them 	1969-79	Period of Détente – the idea of peacefully coexisting together
Second Berlin Crisis	<ul style="list-style-type: none"> West Berlin in the middle of the East Germany Refugee crisis - between 1949-1961, 2.7 million East Germans crossed into West Germany via West Berlin Many of these were skilled workers - this was called the 'Brain Drain' Showed that people preferred West Germany 	<ul style="list-style-type: none"> Khrushchev's Berlin ultimatum, Nov 1958 - Said all occupying troops must leave Berlin in 6 months Summit meetings, 1959-61 - Geneva (May 1959), Camp David (Sept 1959), Paris (May 1960) and Vienna (June 1961) May 1960 - Soviet Union shoot down a US spy plane over Russia 	<ul style="list-style-type: none"> The final two summits were disasters Neither willing to back down Khrushchev saw Kennedy as weak Khrushchev reissued his ultimatum 	1972	SALT 1 Talks
				1975	Helsinki Accords
				1979	SALT 2 Talks
				1979	Soviet Invasion of Afghanistan
				1980	Carter Doctrine
				1980	US Boycott of Moscow Olympics
				1983	SDI announced by President Reagan
				1984	Soviet Boycott of Los Angeles Olympics
				1985	Gorbachev becomes Soviet Leader

Key developments	Causes	Events	Consequences	Keywords and Concepts	
Berlin wall	<ul style="list-style-type: none"> Brain Drain Khrushchev needed a way to stop people leaving East Germany Four summit meetings had failed to resolve the Berlin problem 	<ul style="list-style-type: none"> Berlin wall was built in August 1961 By the end of October 1961, West Berlin was completely cut off from East Germany 	<ul style="list-style-type: none"> It had an impact on the people living in Berlin as split families but improved relations between USA and USSR as they no longer fought over Berlin. The wall became a symbol of the freedoms denied to East Berliners Kennedy visited West Berlin in 1963 - 'Ich bin ein Berliner' speech showed solidarity 	Communism	The idea that everything is shared out amongst workers
Cuban Missile Crisis	<ul style="list-style-type: none"> Cuban revolution, 1959 - Cuba becomes communist Bay of Pigs, 17 April 1961 - USA tried and failed to overthrow Castro, lead to Cuba and the Soviet Union becoming closer and all chances of a friendly USA-Cuba relationship 	<ul style="list-style-type: none"> USA discovered Soviet missiles on Cuba The USA was now in range of Soviet missiles Kennedy ordered a blockade of Cuba - he does not allow Soviet ships to go to Cuba Both the USA and the Soviet Union prepare for immediate nuclear attack - this is the closest the world has come to nuclear war 	<ul style="list-style-type: none"> Short term consequences - Soviet Union looked weak as they withdrew their missiles from Cuba, Kennedy promises USA will not invade Cuba again Long term - Hotline agreement establishes direct link between Washington and Moscow, Limited Test Ban Treaty, 1963 meant both sides agreed to ban nuclear testing, Outer Space Treaty, 1967 banned the deployment of nuclear weapons in space Kennedy gives a speech about working with the Soviet Union to focus on 'common interests' 	USSR	Name for Russia. Also known as Soviet Union.
Prague Spring and the Brezhnev Doctrine	<ul style="list-style-type: none"> Czechoslovakia's economy and living standards had declined under communism Communist rule was very unpopular New leader Dubcek wanted to reform - communism with a human face 	<ul style="list-style-type: none"> Brezhnev was concerned, feared it would lead to the call for more reform Brezhnev Doctrine, 1968 - Soviet Union declared the right to invade any Eastern bloc country that threatened the security of the Eastern bloc as a whole Invasion of Czechoslovakia, 1968 - sent tanks to Czechoslovakia and Dubcek arrested 	<ul style="list-style-type: none"> Czechoslovakia returned to Soviet control - this was called 'normalisation' USA condemned the invasion but did nothing Brezhnev Doctrine meant that other East European states, like Poland and Hungary, were required to rigidly stick to Soviet-style communism or be invaded 	Yalta Conference	Decided to split Germany into 4, with USSR, USA, France and Britain in charge of the country.
Detente in the 70s	<ul style="list-style-type: none"> Mutually Assured Destruction (MAD) - USA and Soviet Union both have nuclear weapons, a war would be so terrible it must be avoided at all costs Soviet Union's economy was not growing - they needed to spend less on the Cold War USA and Soviet Union have the same amount of weapons 	<ul style="list-style-type: none"> SALT 1, 1972 - Superpowers agreed to limit the amount of nuclear weapons they had Arms control only limited the number of warheads they had, did not attempt to reduce them Helsinki Accords - Signed by all European countries aside from Albania and Andorra, as well as USA and Soviet Union. They agreed on security issues, human rights and borders SALT 2, 1979 - Further limited the amount of weapons the superpowers had 	<ul style="list-style-type: none"> Helped the USA and Soviet Union form a stable relationship US-Soviet cooperation SALT 2 was a failure - this started to sour US-Soviet relations 	Potsdam Conference	Agreed that Berlin would be divided into 4 zones, with USSR, USA, France and Britain in charge. Change of leadership of USA and UK and the dropping of the atom bomb led to mistrust.
Soviet Invasion of Afghanistan and second Cold War	<ul style="list-style-type: none"> Afghanistan had a communist government - the president was assassinated After USA did not get involved in Czechoslovakia, Brezhnev did not think the USA would react if the Soviet Union went into Afghanistan 	<ul style="list-style-type: none"> 1979 - Soviet Union sent troops into Afghanistan to gain control after president is assassinated USA react strongly USA worried that the Soviet Union would gain control in the Middle East Reagan is elected president of the USA - very anti-communist Strategic Defence Initiative (SDI) 	<ul style="list-style-type: none"> Carter Doctrine, 1980 - Carter threatened to use force if the Soviet Union tried to gain power over the Persian Gulf End of SALT 2 - USA broke off diplomatic relations with Soviet Union Olympic boycotts - Moscow, 1980 and Los Angeles, 1984 Showed USA that Soviet Union could not be trusted 	Kennan and Novikov Telegrams	The Ambassadors for both USA and USSR that were in each others countries spread rumours which led to a great mistrust.
End of the Cold War	<ul style="list-style-type: none"> Gorbachev becomes leader of the Soviet Union He scraps the Brezhnev Doctrine Wants to reform - announces ideology would play smaller role in foreign affairs 	<ul style="list-style-type: none"> Break up of the Eastern bloc New thinking - Gorbachev introduced policies of Glasnost and perestroika INF treaty - got rid of all 500-5500 km nuclear missiles each superpower had Fall of the Berlin Wall, November 1989 	<ul style="list-style-type: none"> End of the Warsaw Pact, 1991 Withdrawal of Soviet troops in Eastern Europe Breakup of the Soviet Union - this meant there was no ideological conflict between East and West and signalled the end of the Cold War 	Soviet Satellite States	The countries in Eastern Europe that were part of the Soviet Union. These were Hungary, Poland, Romania, Yugoslavia, Lithuania & Czechoslovakia.
				Truman Doctrine	A speech said by President Truman saying he will stop Communism.
				Marshall Plan	Giving money to countries to stop them falling to communism
				Sphere of influence	a country or area in which another country has power to affect developments although it has no formal authority

A: Angle Facts		Maths Knowledge Organiser Year 11 (FOUNDATION) Cycle 2		E: Angles in polygons		G: Index Laws		
	Angles on a straight line add up to 180°			Sum of interior angles	$(n - 2) \times 180$	$a^m \times a^n$	$a^{m + n}$	
	Angles around a point add up to 360°	C: Trigonometry		One interior angle	$\frac{(n - 2) \times 180}{2}$	$a^m \div a^n$	$a^{m - n}$	
	Vertically opposite angles are equal	Hypotenuse	The longest side opposite the right angle	One exterior angle	$\frac{360}{n}$	$(a^m)^n$	a^{mn}	
	Angles in a triangle add up to 180°	Opposite	The side opposite the given angle	Interior + exterior angle	180	a^{-n}	$\frac{1}{a^n}$	
	Angles in a quadrilateral add up to 360°	Adjacent	The side between the angle and the right angle	F: Circles		$a^{1/n}$	$\sqrt[n]{a}$	
	Base angles in an isosceles triangle are equal	Function	Formula Triangle	Equation		radius	Square Numbers	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, ...
	Corresponding angles are equal	Sin		$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$		diameter		
	Alternate angles are equal	Cos		$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$		circumference	Cube Numbers	1, 8, 27, 64, 125, 216, 343, 512, 729, 1000...
	Co-interior angles add up to 180°	Tan		$\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$		chord	Prime Numbers	2, 3, 5, 7, 11, 13, 17, 19, 23, 29, ...
B: Transformations		D: Equation of a straight line		H: Number			Fibonacci	0, 1, 1, 2, 3, 5, 8, 13, 21, 34, ...
Rotation	Angle Direction Centre of rotation	Equation	$y = mx + c$	I: Averages and range				
Reflection	Line of symmetry	Gradient	m	Mean	Add up all the numbers and divide by the number of numbers			
Translation	Vector	y-intercept	c	Median	Put the numbers in order and find the middle number			
Enlargement	Scale factor Centre of enlargement	Gradient between (x_1, y_1) and (x_2, y_2)	$\frac{y_2 - y_1}{x_2 - x_1}$	Mode	The most common number			
		Parallel lines...	...have the same gradient	Range	Biggest number – smallest number			
		Midpoint	$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$					

J: Fractions, Decimals and Percentages			K: Compound measures		P: Area			M: Recognising Graphs	
$\frac{1}{2}$	0.5	50%	$Speed = \frac{Distance}{Time}$			Rectangle	$l \times w$		$y = x^2$
$\frac{1}{4}$	0.25	25%	$Density = \frac{Mass}{Volume}$			Parallelogram	$b \times h$		$y = x^3$
$\frac{3}{4}$	0.75	75%	$Pressure = \frac{Force}{Area}$			Triangle	$\frac{b \times h}{2}$		$y = \frac{1}{x}$
$\frac{1}{10}$	0.1	10%	O: Conversions				Trapezium	$\frac{1}{2}(a + b)h$	
$\frac{1}{5}$	0.2	20%							
L: Pythagoras			km \rightarrow m	$\times 1000$					
	$a^2 + b^2 = c^2$		km ² \rightarrow m ²	$\times 1000^2$					
N: $y = x$, $y = c$ and $x = c$			km ³ \rightarrow m ³	$\times 1000^3$					
			m \rightarrow cm	$\times 100$					
$y = x$ (x, y) (-2, -2) (0, 0) (3, 3)		$x = 2$ (2, -1) (2, 0) (2, 3)	m ² \rightarrow cm ²	$\times 100^2$					
$y = -x$ (y, -x) (2, -2) (1, -1) (-3, 3)		$y = -1$ (-2, -1) (0, -1) (3, -1)	m ³ \rightarrow cm ³	$\times 100^3$					
			cm \rightarrow mm	$\times 10$					
			cm ² \rightarrow mm ²	$\times 10^2$					
			cm ³ \rightarrow mm ³	$\times 10^3$					
			1 litre = ____ ml	1 l = 1 000 ml					
			1 litre = ____ cm ³	1 l = 1 000 cm ³					
			1 tonne = ____ kg	1 t = 1 000 kg					
			1 kilogram = ____ g	1 kg = 1 000 g					
			1 gram = ____ mg	1 g = 1 000 mg					
			P: Volumes			M: Circles and sectors			
				Cuboid	$l \times w \times h$	Diameter	radius $\times 2$		
				Prism	area of cross-section \times length	Area of a circle	πr^2		
				Cylinder	$\pi r^2 h$	Circumference	πd		
				Pyramid	area of base \times height	Area of a sector	$\frac{\theta}{360} \times \pi r^2$		
						Arc length	$\frac{\theta}{360} \times \pi d$		

Maths Knowledge Organiser Year 11 (HIGHER) Cycle 2

A: Functions

$f^{-1}(x)$	Inverse function "Change the Subject"
$f(g(x))$	Composite Function "Substitute"

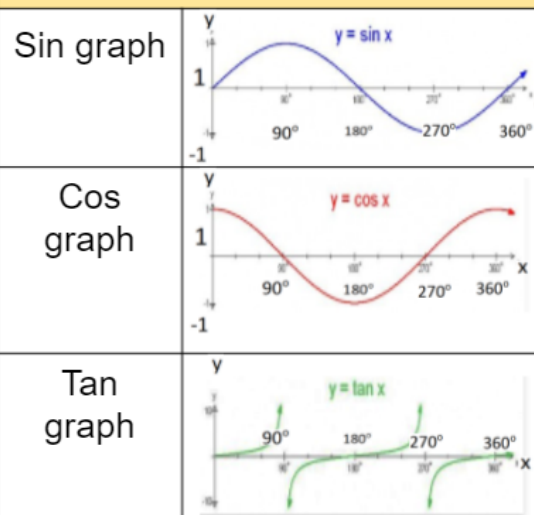
B: Further Trigonometry

Sine Rule (finding angle)	$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$
Sine Rule (finding length)	$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$
Cosine rule (finding angle)	$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$
Cosine rule (finding length)	$a^2 = b^2 + c^2 - 2bccosA$
Area of a triangle	$\frac{1}{2}absinC$

C: Quadratics

Quadratic Formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
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D: Trigonometry Graphs



E: Exact Values

	0°	30°	45°	60°	90°
Sin	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
Cos	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
Tan	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	undefined

F: Graph Transformations

Translation $\begin{pmatrix} a \\ 0 \end{pmatrix}$	$f(x) \rightarrow f(x - a)$
Translation $\begin{pmatrix} 0 \\ b \end{pmatrix}$	$f(x) \rightarrow f(x) + b$
Reflection in the y axis	$f(x) \rightarrow f(-x)$
Reflection in the x axis	$f(x) \rightarrow -f(x)$

G: Quadratic Inequalities (Set 1/2)

$ax^2 + bx + c < 0$, a positive	
$ax^2 + bx + c > 0$, a positive	
$ax^2 + bx + c < 0$, a negative	
$ax^2 + bx + c > 0$, a negative	
$y < f(x)$	Points below $y = f(x)$
$y > f(x)$	Points above $y = f(x)$
$< \text{ or } >$	Dotted line
$\leq \text{ or } \geq$	Solid line

H: Proof (Set 1/2)

Even Number	$2n$
Odd Number	$2n + 1$
Consecutive Numbers	$n, n+1, n+2$
Consecutive even numbers	$2n, 2n+2, 2n+4$
Consecutive odd numbers	$2n+1, 2n+3, 2n+5$
Two different odd numbers	$2n+1$ and $2m+1$

I: Quadratic Sequences (Set 1/2)

nth term	$an^2 + bn + c$
2 nd difference	$2a$
2 nd term - 1 st term	$3a+b$
1 st term	$a+b+c$

Knowledge organiser AoS3: The Music of Central and South America			Key terms
Key ideas and concepts			
1. Calypso	Calypso is a form of traditional music from the (twin) island nation of Trinidad and Tobago . It has since become popular throughout the Caribbean . Calypso music consists largely of songs , where the music and lyrics are equally important. The lyrics usually tell a story, or comment on politics and society.	1. Steel pans - tenor or pings	Play the melody
2. Samba	Samba is the dance and musical style that typifies Brazilian music. It combines a large number of different musical styles, but its roots are mainly in African drumming. Originally the rhythms of samba were played on guitar-like instruments and accompanied by small percussion. Taking influences from the American military marching bands, the samba developed into the percussion-based style we hear today.	2. Steel pans - altos, guitars and cellos	Play the chords
Music of Central and South America			
1. Claypso	<p>1. Steel pans - Percussion instrument constructed from oil drums. Different sized drums used for the melody, chords and bass line.</p> <p>2. Melody - call and response singing in the chorus. Chorus consists of short, simple phrases. The melodies are syncopated. Some of the instrumental melodies have an improvised quality.</p> <p>3. Tonality - simple harmony using primary chords (I, IV, V). Usually in a major key.</p> <p>4. Structure - Verse, chorus and instrumental sections.</p> <p>5. Instruments and timbre - Solo vocals with backing vocals. Often a combination of singing and spoken lyrics. Steel pans, bass guitar, guitar, percussion.</p> <p>6. Texture - Melody and accompaniment.</p> <p>7. Tempo, metre and rhythm - Usually in 2/4 or 4/4 with syncopation. The shaker and guitar often play continuously, providing a rhythm for the others to follow. Often there are stops in the rhythm between sections.</p> <p>1. A 2/4 or 4/4 rhythm, nearly always 'felt' as two beats. Polyrhythmic layers of many different percussion instruments. Use of call and response.</p> <p>2. Led by one player with a whistle and a repinique. They are the master drummer and are usually a virtuoso.</p> <p>3. Melody - sometimes this is created with brass instruments and vocals. Often there is no melody or chords, hence often no harmony.</p> <p>4. - Samba often accompanies special events, such as carnivals. It is always associated with dancing.</p> <p>5. No sheet music. Aural tradition.</p> <p>6. Structure - section where all instruments play individual repeated patterns (ostinato). A section where all the instruments play the same rhythm. A solo section for the repinique. A call and response section where instruments copy or respond to rhythms of the repinique.</p>	<p>3. Steel pans - bass</p> <p>4. Tremolo</p> <p>5. Surdo</p> <p>6. Caixa</p> <p>7. Repinique</p> <p>8. Tamborim</p> <p>9. Agogo</p> <p>10. Ganzá</p> <p>11. Cuica</p> <p>12. Call and response</p> <p>13. Ostinato</p> <p>14. Virtuoso</p> <p>15. Clave rhythm</p>	<p>Plays the bass line.</p> <p>A rolling effect, rapidly play the same note, is used on long notes.</p> <p>Large drum played with a soft beater, and muted with the hand. Provides the basic rhythmic pulse.</p> <p>A snare drum that provides a constant rhythm.</p> <p>High pitch tom-tom drum to cut through the ensemble. Played with a stick.</p> <p>A small frame drum, tuned very high, and played with a small wooden or nylon beater.</p> <p>A bell-like instrument that can produce two pitches.</p> <p>Shaker-like instrument. Plays a constant pattern.</p> <p>A friction drum with a large pitch range, produced by changing tension on the head of the drum.</p> <p>One instrument plays a 'call', and the rest of the performers (or audience) respond.</p> <p>A gradual increase in tempo.</p> <p>Someone who possesses outstanding technical ability.</p> <p>We learnt this as the Saturday / Sunday rhythm. Originally from Cuba played on claves.</p>
2. Samba			

Knowledge organiser AoS3: African drumming			
Key ideas and concepts			
1. African drumming	Africa is a huge continent with a rich and diverse history. Music is performed every day in some African cultures; at celebrations, funerals and even for mundane tasks. The sounds and rhythms are like a language that crosses both time and place, communicating messages.	1. Djembe	A single-headed, goblet-shaped drum that is played with the hands.
African drumming			
1. African drumming	1. Djembe - a single-headed, goblet shaped drum that is played with the hands . They come in several sizes and can produce several different sounds with one drum. Traditionally played by men , whilst women play other percussion instruments. It can produce three different sounds - low, mid, and a high slap .	3. Agogo	A bell-like instrument that can produce two pitches.
	2. African music is rarely written down. It is learnt by listening, copying and remembering.	4. Polyrhythm	The combining of several different rhythms.
	3. Dunun - A large double-headed drum played with a stick . Often worn on the shoulder using a strap. Often a bell-like instrument is mounted on the dunun. A dunun can produce three sounds: open, muted and the bell sound .	5. Cross rhythms	A complex polyrhythm that uses different 'conflicting' rhythms.
	4. Agogo - A bell-like instrument that can produce two pitches. Often leads the ensemble keeping everyone else in time.	6. Improvise	Make up on the spot.
	5. Polyrhythm - the combining of several different rhythms. Many African rhythms are simple to play, however, when combined they create a complex sound.	7. Tempo	The speed of the pulse in a piece of music.
	6. Cross rhythms - a complex polyrhythm that uses different 'conflicting' rhythms. Often the rhythms do not follow the same pulse . A common example is the two against three cross rhythm.	8. Master drummer	The leader of the group.
	7. Call and response - one person shouts or plays a 'call', and the rest of the performers (or audience) respond . A caller might start a rhythm, and pass it to another drummer. It is often used in vocal singing . A caller controls the tempo of the piece, as well as when it starts and ends .	9. Virtuoso (virtuoso)	Someone who possesses outstanding technical ability.
	8. Master drummer - a virtuoso (really good) musician who acts as the caller during the performance. As well as controlling the piece, they often perform the core rhythm that the other rhythms fit around. They may also improvise rhythms based on the core rhythm, as a kind of solo , and then fit it seamlessly back into the overall texture.	10. Call and response	One person shouts or plays a 'call', and the rest of the performers (or audience) respond.
	9. Talking drum - played with a hooked stick , and contains string that can be tightened and loosened to alter the pitch . A special instrument in African culture. A performer can replicate the sound of human speech , and communicate messages using the drum. Historically this language was understood between tribes .	11. Talking drum	A drum played with a hooked stick, and contains string that can be tightened and loosened to alter the pitch.
	10. Melody - Call and response singing. The majority of the musicians play percussion. Melodies are often short and contain only a few different pitches .	13. Triplets	Three notes played in the time of two.
	11. Tonality - percussion based. Very little harmony or tonality.	14. Cyclic	Short repeated patterns.
	12. Structure - the master drummer controls the structure . Instruments start and stop as indicated by the master drummer. Short improvisations are developed around set patterns . There may be a central vocal melody that keeps returning .		
	13. Instruments - several different drums are used. Several different sounds can be produced using a single instrument. Bells, rattles and shakers are used.		
	14. Texture - the music consists of several layers of drums and other percussion instruments. Drums combine in complex layers - polyrhythms .		
	15. Tempo, metre and rhythm - there is a strong pulse , which is usually divided into groups of three or four . Rhythms are ' cyclic '. Contrasting rhythms are played simultaneously (polyrhythms). Triplets and cross rhythms are often used.		

Knowledge organiser AoS3: Music of the Indian subcontinent			Key terms	
1. Indian classical music	The Indian subcontinent is a vast and culturally diverse area. The classical music we have looked at comes from the north (Hindustani). The music is largely improvised based around ragas and talas, and usually contains three separate sections.	1. Guru	A master performer	
			2. Improvise	
2. Bhangra	Bhangra started in the Punjab region of India (now split between India and Pakistan) from the 14th Century. Normally performed at festivals. Modern bhangra is a fusion of traditional bhangra and western pop influences.	3. Raga	Making up music during a performance, rather than referring to a pre-existing melody or part.	
			A set of pitches, similar to a scale.	
1. Indian classical music	Music of the Indian subcontinent	1. Performers play entirely by ear and from memory , and learn from a master performer called a guru .	4. Drone	
			A repeated note or set of notes repeated throughout a piece.	
			5. Tala	
			A cycle of beats that repeat.	
			6. Alap	
			The opening section of a piece of Indian classical music.	
			7. Gat	
			The main, middle section of a piece of Indian classical music. It is a fixed composition.	
			8. Jhala	
			The fast climax of a piece of Indian classical music.	
			9. Sitar	
			A stringed instrument. Its distinctive sound is due to a number of 'sympathetic strings' incorporated within the instrument.	
			10. Tabla	
			A pair of Indian drums, capable of a wide variety of sounds and pitches.	
			11. Sarod	
			A lute	
			12. Tanpura	
			A stringed instrument used to create a drone.	
			13. Sarangi	
			A stringed instrument that is bowed.	
			14. Bansuri	
			A side blown flute.	
			15. Dhol	
			A double-headed barrel drum.	
			16. Tumbi	
			A high-pitched, single-stringed instrument.	
			17. Riff	
			A short repeated phrase.	
			18. Chaal	
			The fundamental rhythm used in bhangra, played on the dhol.	
			19. Synthesiser	
			An electronic keyboard instrument.	
			20. Sampling	
			Taking an extract from one recording and using it in another.	
2. Bhangra	1. The term 'bhanga' originally referred to a type of Punjabi dancing. 2. Traditional bhangra is from the Punjab region. 3. Modern bhangra formed by British Asian musicians and is a fusion between traditional bhangra and western pop influences. 4. The structure of most bhangra pieces is similar to a standard pop song, featuring verses , choruses and instrumental sections. 5. Modern bhangra uses synthesisers , drum machines , samples . It often contains shouts of 'Hoi'. 6. Instrumental sections are frequently constructed of riffs and the use of samples. 7. Famous performers include Punjabi MC .	9. Famous performers include Ravi Shankar (sitar) and Alla Rakha (tabla).	A stringed instrument used to create a drone.	
			A stringed instrument that is bowed.	
			A side blown flute.	
			A double-headed barrel drum.	
			A high-pitched, single-stringed instrument.	
			A short repeated phrase.	
			The fundamental rhythm used in bhangra, played on the dhol.	

AoS2: Concerto Through Time									
What is a Concerto?			Key Terms						
1. Solo and Orchestra	Uses a solo instrument (solo concerto) OR a group of soloists (concerto grosso) with an orchestral		1. Acciaccatura	An ornament: a very quick, "crushed" grace note (before the main note)			5. Chromatic Harmony	Harmony that uses complex chords, using notes that are not part of the scale (accidentals)	
2. Three Movements	1. Fast 2. Slow 3. Fast		2. Alberti Bass	A broken chord accompaniment figure, usually played in quavers			6. Concertino	The group of soloists in a concerto grosso	
3. Virtuosity	The soloist shows off the capabilities of the instruments and or the solo performer		3. Appoggiatura	A slightly longer grace note			7. Concerto Grosso	A concerto with a group of soloists instead of just one	
4. Metre	Common or Simple time most commonly used in concertos (4/4; 3/4; 6/8)		4. Cadenza	Orchestra stops whilst the soloist has a virtuosic solo section (sometimes improvised)			8. Continuo	Continuous bass line, played by a bass instrument (cello) and a chord instrument (harpsichord)	
Baroque		Classical		Romantic		9. Contrapuntal	Polyphonic. Lots of independent melodic lines playing together.		
1600-1750	Corelli; Vivaldi; Bach		1750-1810	Mozart; Haydn; Beethoven	1810-1910	Brahms; Tchaikovsky; Mendelssohn	10. Diatonic Harmony	Music in a major or minor key - often based around primary chords	
1. Small orchestra, consisting of strings and continuo section (bass line and chords)		1. Medium sized orchestra, with separate woodwind section including clarinets. No continuo		1. Large orchestra, more likely to include large brass and percussion sections		11. Doubled	When the melody is played by another instrument		
2. Concerto Grosso very popular during this period		2. More likely to have horns and timpani used and contrasting dynamics with <i>cresc</i> and <i>dim</i>		2. Brass instruments now have valves giving them a larger range		12. Ground Bass	A short repetitive theme in the bass line whilst other parts vary over the top		
3. Diatonic harmony, mostly based on primary chords (I, IV, V)		3. Diatonic harmony still		3. Solo concertos much longer, more virtuosic and cadenzas not longer improvised but written		13. Mordent	An ornament: changing quickly to the note above or below the main note.		
4. Heavy use of ornamentation		4. Use of equal length question and answer phrases, known as periodic phrasing		4. More chromatic harmony, creating more dissonance, allowing more emotional/dramatic moods		14. Ornament	Decorative notes, e.g.: acciaccaturas, appoggiaturas, trills etc		
5. Often uses contrapuntal texture and use of sequence a lot to develop melody		5. Melody and accompaniment main type of texture, with orchestra often playing homophonically		5. More contrasting dynamics, tonality and pitch used to create emotional/dramatic moods		15. Ripieno	The orchestral backing in a concerto grosso		
6. Terraced dynamics due to the use of the harpsichord		6. Introduction of cadenzas at the end of the first movement in particular		6. Modulations to more distantly related keys.		16. Rubato	Momentarily not keeping to strict tempo to allow slight quicken/slow of expression		
Changes to the Orchestra							17. Sequence	When a melodic idea/motif is repeated higher or lower each time	
Strings	Violin; Viola; Cello; Double Bass	The number of strings increases to be able to be heard over the growing orchestra over time.				18. Terraced Dynamics	Either loud or soft. No crescendo or diminuendo		
Woodwind	Flute; Oboe; Bassoon	+ Clarinets		+ Piccolo; Cor anglais; Bass clarinet; Contrabassoon		19. Trill	An ornament: alternating quickly between two notes next to each other		
Brass	Trumpet; Horn (rarely used)	Used more often		+ Trombone; Tuba		20. Tutti	A section of music where everybody plays		
Percussion	Timpani			+ Snare; Bass drum; Cymbals; Glockenspiel		21. Valves	On brass instruments they allow all notes to be played (as opposed to just the harmonic series)		
Other	Harpsichord	Harpsichord fell out of use with the invention of the piano				22. Virtuoso	Difficult to play/showing off		

AoS4: Film and Video Game Music

Key Ideas		Key Terms			
1. Purpose	Music in a film is there to set the scene, enhance the mood, tell the audience things that the visuals cannot, or manipulate their feelings. Sound effects are not music!	1. Click Track	A click metronome heard by musicians through headphones as they perform to keep in time	5. Mickey Mousing	When music fits exactly with a specific action on screen
2. Theme Song	Sometimes a song, usually a pop song, is used as a theme song for a film. This helps with marketing and publicity.	2. Cues	The parts of the film that require music. This is agreed between the director and composer	6. Non-diegetic	Music that is not part of the action: the audience can hear it but the character in the film cannot
3. Video Game Music	Music for video games fulfils a very similar function to that of film music.	3. Diegetic	Music that is part of the action: the characters in the film can actually hear the music	7. Sync point	A precise moment where the music needs to fit with an action
Composing to enhance a mood:		4. Leitmotif	A short melody that is associated with a character or idea in a film	8. Underscore	Music played underneath action or dialogue - used to set a mood
War/Military	1. Use of simple/duple metre will work for a military style drum beat	Pitch & Melody		Harmony & Tonality	
	2. Percussion instruments used to help depict a military band, including snare, bass drum and cymbals.	1. Arpeggio/Broken Chord	Going up or down the notes of a chord one at a time, ascending or descending	1. Atonal	Not in a key - often sounds dissonant
	3. Brass instruments evoke a military feel but also heroism associated with fanfares.	2. Chromatic scale	Going up or down by one semitone at a time	2. Consonant	Not clashing - harmony that sounds nice
Drama	1. Thick textures and rich timbres can help to convey emotion	3. Conjunct/stepwise	Moving up or down by step (notes that are next to each other)	3. Dissonant	Clashing harmony
	2. Often using string instruments	4. Disjunct/leap	Moving up or down by leaps (notes that are further apart from each other)	4. Major/Minor	The key - generally major keys sound happy and minor keys sound sad
	3. Major tonality for epic/triumphant feel. Minor tonality for tragedy/reflectiveness	5. Ostinato	A repeating pattern (can be melodic or rhythmic)	5. Pedal Note	a held note under or over the rest of the music
Horror	1. Sustained/tremolo strings bring tension to a scene, especially when played quietly	Dynamics, expression and articulation		Texture	
	2. Sudden changes in dynamics and pitch prevent the listener from feeling comfortable	1. Accent/Stab	A note that is louder than the ones surrounding it (a chord is known as a stab in film music)	1. Antiphonal	Alternating groups of instruments
	3. Unpleasant/screeching timbres and dissonance	2. Crescendo/Diminuendo	Getting louder/quieter gradually	2. Call and Response	Question and answer
Comedy	1. Faster tempo and major key to help create a bright melody	3. Glissando	A very quick scale, played as fast as possible so that it is as close to a slide as possible	3. Homophonic	Chords
	2. Pizzicato strings and usually a lot of Mickey Mousing	4. Muted	A dampened sound on a brass or string instrument	4. Monophonic	A single melody - no harmony
Tragedy	1. Minor tonality with heavy use of strings	5. Legato	Played smoothly	5. Polyphonic	Many independent lines of music
	2. Slow tempo, unless conveying a panic before a tragedy	6. Pizzicato	When a violin, viola, cello or double bass is plucked (instead of bowed)	6. Octave	The interval of an 8th
	3. Generally quiet dynamics with warm timbres	7. Staccato	Short, detached notes	7. Imitative	A melody repeated a little later by another instrument

AoS5: Conventions of Pop

Rock n' Roll of the 50s & 60s		Rock Anthems of the 70s & 80s		Pop Ballads of the 70s, 80s & 90s		Solo Artists from 90s to the present	
Small dance hall/clubs or concert halls	Little Richard/Elvis Presley	Clubs/Festivals or Stadiums	Queen/Europe	Clubs/Concert Halls or individual listening	Eton John/Bonnie Tyler	Clubs/Small concert hall or Stadium	Rihanna/Adelle/Ed Sheeran
1. Moderate - fast tempo, with a strong back beat rhythm, in 4/4		1. Moderately fast tempo, in 4/4, with a steady rock beat (often a back beat)		1. Often in 4/4 (sometimes in 6/8 or 3/4) with a slow tempo		1. A range of popular styles including: pop, rock, rap, RnB, electronic and dance	
2. Almost always using primary chords, often using 12 bar blues structure		2. Powerful and uplifting lyrics designed to be sung along with by the audience in the chorus		2. Range of textures to reflect the emotional lyrics of the song		2. More use of electronic instruments and synthesisers with improvements in technology	
3. Melody and accompaniment texture, with homophonic chordal accompaniment		3. Power chords used on electric guitars, to create a melody and accompaniment texture		3. Sentimental lyrics often reflected in the vocals with the use of rubato and melisma		3. Typical band instruments but with more computerised additions and effects	
4. Syncopated walking bass lines, and often swung rhythms in the chords		4. Riffs played by keyboards, electric guitars and bass, with long drum or guitar solos		4. Harmony often using a mix of major and minor chords with inversions		4. Effects like autotune can now be applied to live performances and so are used more creatively	
5. Rock band instruments mostly acoustic: piano, drums, guitar (electric), bass/double bass and brass		5. More electronic sounds using music technology: distortion; overdrive, delay and wah-wah pedals		5. Instruments with a typical band setup (guitar, drums, bass) but with more piano and strings		5. Still often uses a typical pop song structure (as do the other 3 styles)	

Key Terms

1. A capella	Voices without instrumental accompaniment	11. Glissando	A slide between two notes, when you can hear individual notes (e.g.: like on a piano)	21. Reverb	Effect added to vocals once they have been recorded to add 'warmth' - gives a slight echo
2. Autotune	An effect which alters pitch in vocal and instrumental music recording and performances	12. Hook	The catchy part of the song, often in the chorus	22. Riff	A repeating melodic or rhythmic idea
3. Back beat	A drum beat which emphasises the second and fourth beats of the bar	13. Instrumental break	A section where the singing stops and there is a solo on an instrument	23. Rubato	Momentarily not keeping to strict tempo to allow a slight quicken/slow of expression
4. Bridge	A section that links the verse and chorus. Sometimes called a pre-chorus	14. Looping	Technology-based method of repeating a short musical idea	24. Sampling	A short extract of already composed music and reused in a new piece
5. Broken Chord	Each note of a chord played separately	15. Melisma	Lots of notes sung to a single syllable	25. Scat	Vocal improvisation with nonsense syllables or without words
6. Delay	Electronic effect that delays the sound. Sounds like an exaggerated echo	16. Middle Eight	A section of the song where there is a new, different tune	26. Strumming	Playing all the strings of a guitar at once to play a chord
7. Distortion	An effect used on guitars: a dirty, fuzzy kind of sound	17. Overdrive	An effect like distortion, but more subtle to create a more natural effect and less aggressive	27. Syllabic	Each syllable is sung to a single note
8. Falsetto	High pitched male voice (when he is using his head voice)	18. Panning	Making certain tracks come through different sides of the speakers/headphones (left/right)	28. Turn	Playing the note above, then the main note, then the note below and then back to the main note quickly
9. Fill	At the end of a phrase, the drummer plays a more complex beat for a moment	19. Picking	On guitar, playing one note at a time (as opposed to strumming)	29. Vibrato	Pulsating change of pitch. It is used to add expression
10. Flanger	A guitar effect that makes a whooshing sound	20. Portamento	When a singer slides between notes	30. Wah-Wah pedal	a guitar effects pedal that alters the tone and frequencies to mimicking the human voice saying "wah-wah"

GCSE Physical Education

Participation rates – The number of people taking part in physical activity.



Age – The reason why different age groups participate can vary based on **access, cost, time available** and the **nature of the activity**.



Gender – Men and women can participate for different reasons including image, cost, time and society. Increased media coverage has helped remove many stereotypes.



Ethnicity – The number of **ethnic groups** (black, white & other minorities) playing sport are on the rise. Reasons for the difference include stereotypes, cost and cultural influences.



Disability – This can be a physical or mental impairment. Activities and rules are often adapted *i.e. Wheelchair tennis*. Other barriers include availability, cost and access.

Staying active from childhood into adulthood can improve quality of life.



Socio-economic group – This is determined by profession and available income. Factors include cost, availability and time. *i.e. golf is far more expensive to participate than athletics.*

Early involvement in sport is key to lifelong participation

Data – facts and statistics gathered to highlight information. Shown in table or graph format.

Trends - a general direction in which something is developing or changing.

Deviancy

Sportsmanship – the qualities of fairness and following the rules. *i.e. shaking hands after a match*

Gamesmanship – Bending the rules to gain an advantage *i.e. fainting injury to waste time*

Deviant behaviour – Behaviour that goes against the norms of society or the rules of a sport. This type of behaviour causes **negative role models**. *i.e. drug taking or biting a player*



Consequences:

1. Punishment – red card/sin bin/bans
2. Loss of sponsors / contracts with clubs
3. Damaging own reputation or club/country

Commercialisation - Sport, media and commercialisation are closely linked in a what is known as a 'GOLDEN TRIANGLE'

Sponsor

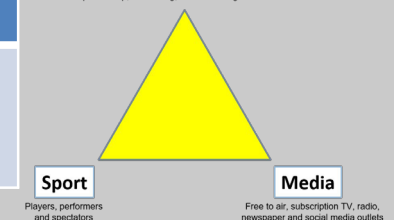
Advantages	Disadvantages
<ul style="list-style-type: none"> • Raise awareness of brand leading to increased sales • Displays goodwill 	<ul style="list-style-type: none"> • Poor behaviour from athletes/clubs causes negative media attention. • Smaller sponsors might struggle to compete with larger more global brands. • Some sponsors are not suitable to be promoted within sport. <i>i.e. tobacco</i>

Player/Performers

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows athletes to earn income as a full time job. • Can lead to additional roles post playing career within the sport. 	<ul style="list-style-type: none"> • Encourages deviant behaviour due to the pressure of success. • Generally, favours <u>male</u> over <u>female</u> and <u>able bodied</u> over <u>disabled</u>. • Sponsorship might be short term.

Commercialisation/Business

Sponsorship, advertising, merchandising and ticket sales



Sport

Advantages	Disadvantages
<ul style="list-style-type: none"> • Raises the profile of the sport due to increased exposure. • Changes to sport format/rules to make audience friendly. 	<ul style="list-style-type: none"> • Tends to only support the popular sports. • The influence of TV has caused an increase in adverts and changed TV timings (traditions lost)

Spectator

Advantages	Disadvantages
<ul style="list-style-type: none"> • Offers a wider choice of sports available to watch. • Viewing experience has been enhanced due to technology 	<ul style="list-style-type: none"> • Encourages spectating not participating. • Can become very expensive for fans/spectators. • Affects view experience - increased TV breaks.

GCSE Physical Education – Sports Psychology

Classification of skill

Skills are specific tasks that can be learnt and practiced. *i.e. Golf swing / Lay up / Tennis volley*

Continuum = sliding scale of extremes at each end

Environmental influence – Open/Closed Continuum

OPEN



CLOSED

Difficulty - Complex/Basic Continuum

COMPLEX



BASIC/SIMPLE

Organisation Level - Low/High Continuum

LOW ORGANISED



HIGH ORGANISED

Types of Practices

Massed practice: When no rest intervals are given.

Distributed practice: When a rest interval is given to allow recovery, feedback & coaching.

Fixed practice: Uses repetition of the same activity to develop consistency in performance.

Varied/Variable practice: Involves or performing a skill in different situations where conditions are changeable.

Guidance

Visual guidance: Learners are shown the whole action by the coach. *i.e. demonstration/use of video playback.*



Verbal guidance: Learners listen to information given to a performer often using associated terminology. *i.e. instructions told to a team.*



Manual guidance: Coaches will physically move a performer and support them in performing a skill. *i.e. Trampolining somersault support.*



Mechanical guidance: Learners use equipment to help support the practicing of a skill. *i.e. floats during swimming stroke development.*

**Feedback**

Vital part of information processing which provides confidence, motivation and improves performance.

Intrinsic feedback: This comes from within the performer. Kinaesthetic senses provide feelings from muscles/joints about the action.

Extrinsic feedback: This comes from results and match analysis.

1. Knowledge of results – the outcome
2. Knowledge of performance



Concurrent feedback: Information provided to the athlete during the performance.

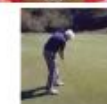
Terminal feedback: Information provided to the athlete before or after the performance.

Mental Preparation for Performance

Mental rehearsal/Imagery involves the athlete imagining themselves in an environment performing a specific activity using all of their senses.

This can be used to:

- Familiarise the athlete with a competition site or a complex play pattern or routine.
- Motivate the athlete by recalling images of their goals or of success in a past competition.
- Perfect skills or skill sequences the athlete is learning or refining.
- Reduce negative thoughts by focusing on positive outcomes.

**SMART Targets**

Goal setting motivates performers

- Short Term goals
- Long Term goals
- Outcome goals
- Performance goals

Specific	Measureable	Achievable	Realistic	Time-Bound
Targets must be concise. <i>"To take a 0.5 second off my time personal best time"</i>	Must be measured and compared. <i>"I will time my runs every training session for the next five weeks of training"</i>	Target must be challenging but yet reachable. <i>"My coach and I devised the training programme around improving leg power for my start"</i>	Matched to the performers skill level. <i>"We agreed that a 0.5 seconds off my personal best is realistic for my current ability and status"</i>	Set for a particular time to be completed. <i>"We agreed to do the training programme four times per week for the next five weeks"</i>

Physics Forces and Matter Knowledge Grid

	Question	Answer
1	Stretching, bending and compressing requires...	more than one force.
2	Elastic distortion	Stretching or squashing when the object returns to its original shape.
3	Inelastic distortion	Stretching or squashing when the object does not return to its original shape.
4	Equation for elastic distortion	$F=kx$
5	Elastic potential energy equation	$E = \frac{1}{2} kx^2$
6	Linear relationships	The quantities are directly proportional (straight line through the origin)
7	Limit of proportionality	The point at which distortion becomes inelastic.

Physics Particle Model Knowledge Grid

	Question	Answer
1	Particles in a solid	Packed tightly, neat rows, vibrate in the same place.
2	Particles in a liquid	Packed tightly, random arrangement, move around, take the shape of the container
3	Particles in a gas	Spread apart, random motion, variety of speeds, fill the container
4	Density	Mass per unit volume
5	Density equation	$\rho = m/V$
6	Densities of the states of matter	Solid - high, liquid - medium, gas - low
7	Physical changes	Mass is conserved and the material recovers its original properties if the change is reversed
8	Melting	Solid > liquid
9	Boiling	liquid > gas
10	Freezing	liquid > solid
11	Condensing	gas > liquid
12	Sublimating	solid > gas
13	Two changes from heating/cooling	Change temperature or change state
14	Specific heat capacity	The energy needed to change the temperature of 1kg of a material by 1°C.
15	Specific latent heat	The energy needed to change the state of 1kg of a material.
16	Specific heat capacity equation	$\Delta Q = mc\Delta\theta$
17	Specific latent heat equation	$Q = mL$
18	Reducing unwanted heat loss	Use insulation
19	Pressure of a gas is caused by...	the random motion of particles colliding with the walls of a container, producing a force at right angles to the walls.
20	Temperature-pressure relationship for gases	As the temperature increases, pressure increases because the velocity increases
21	Absolute zero	-273 °C. The point that particles stop moving.
22	Kelvin > °C	-273
23	°C > Kelvin	+273

Topic	Muslim View	Importance	Impact on Muslims Today
Peace	<ul style="list-style-type: none"> Peace is linked with justice as it is the absence of oppression and injustice. The word 'Islam' derives from 'Salaam' which means peace. Sometimes war may be necessary for Muslims, but peace is the main goal in any case. 	<ul style="list-style-type: none"> Islam is a religion of peace (despite the misinterpretations). The Qur'an and Muhammad all taught peace was crucial. Muslims believe Allah created and wants a peaceful world. The Qur'an teaches that the Ummah should be a vehicle for peace by teaching the importance of unity within it. 	<ul style="list-style-type: none"> Muslims are focussed on the personal struggle within (Lesser Jihad) not conflict. Muslims work for peace to strengthen the Ummah. They greet each other Standing up for justice in the world can achieve peace. This might mean war.
Peacemaking	<ul style="list-style-type: none"> Peacemaking is the process Muslims follow to show their understanding of peace. They believe that Justice, Forgiveness and reconciliation are crucial in peacemaking. 	<ul style="list-style-type: none"> Peacemaking is important to follow the teachings of Islam. The Qur'an contains many quotes relating to peace. Muslims apply this to helping others and charity work. It inspires Muslims to help others and strengthen the Ummah. 	<p>Muslim Organisations working for peace include:</p> <ul style="list-style-type: none"> Islamic Relief – Helping victims of war. Muslim Peace Fellowship – Promotes world peace.
Conflict	<ul style="list-style-type: none"> Conflict involves the breakdown of relationships and can be harmful to individuals and society. Muslims believe conflict should be avoided or overcome and resolved where possible. 	<ul style="list-style-type: none"> The Ummah is an important focus in avoiding conflict. It deserves respect and people should be treated equally. Allah is merciful and forgiving and so should they be. Muslims aim for peace but sometimes conflict is inevitable. Muslims believe they shouldn't forgive those working against Islam 	<ul style="list-style-type: none"> Muslims try to reconcile groups who are in conflict in order to achieve peace + reconciliation. Muslims realise that peace is important but they feel like their war is sometimes necessary as a last resort.
<p>Situation Ethics teaches that the action may differ from one situation to another.</p> <p>Atheist view – Religion usually causes conflict due to divergent beliefs.</p>			
Pacifism	<ul style="list-style-type: none"> Pacifism is avoiding conflict and war. Islam is not an absolute pacifist religion but does have teachings which are in line with pacifism. 	<ul style="list-style-type: none"> Muslims believe that Pacifism isn't always possible as they have had to protect their faith throughout history (Hijrah). Justice, forgiveness and reconciliation are tools for pacifism. 	<p>Muslims enact passive resistance which includes:</p> <ul style="list-style-type: none"> Resisting oppression and striving for justice. If a political power is restricting rights or justice, this should be resisted peacefully - E.g Arab Spring
Just War	<ul style="list-style-type: none"> A just war is fought for the right reasons. Just war theory is the set of principles which are used to identify if a war is fair. Sometimes war is necessary but must be just. 	<ul style="list-style-type: none"> JWT provides a set of rules showing how to act in time of war. Offers a framework to decide if war is necessary. Aims to prevent war and unnecessary deaths. It is important to protect moral and religious values. 	<ul style="list-style-type: none"> Muslims try to avoid killing where possible. War is sometimes permitted and necessary but only as a last resort. Sunni and Shi'a sometimes interpret Jihad differently
Holy War	<ul style="list-style-type: none"> Harb al-Maqadis (Holy war) is war fought due to religious differences (or in defence of Islam) It is to protect the religious rights of Muslims. 	<ul style="list-style-type: none"> Muslims need to protect themselves against religious persecution and so this would condone Harb al-Maqadis. It can sometimes be to strengthen Islam when it is threatened 	<ul style="list-style-type: none"> Muslims associate this with the lesser Jihad. Holy war has certain conditions including: for reasons of defence/ declared by a religious leader/ last resort, avoid harming civilians/ not to gain land/ to aim for peace.
Weapons of Mass Destruction	<ul style="list-style-type: none"> Weapons of mass destruction (WMD) include Nuclear, biological or chemical weapons. Used to swiftly end conflict or as a deterrent. Considered morally unacceptable by many. 	<p>Non-Religious views:</p> <p>Atheism – It is difficult to condone WMD as they cause so much unnecessary damage and threaten innocent life.</p> <p>Utilitarianism – WMD OK if peace is achieved in the long term.</p>	<ul style="list-style-type: none"> Muslims disagree with WMD as it causes unnecessary harm. It can threaten innocent lives. Hard to regulate under Islamic conditions of war.
Issues Surrounding conflict	<ul style="list-style-type: none"> Conflict has always existed, but now there are new and complicated forms of war, violence and terrorism. This presents problems to the world and to Muslims. 	<ul style="list-style-type: none"> Muslims have divergent beliefs about conflict with some thinking peace should always be the way but others understand that war is ok when protecting Muslims etc. <p>Non-religious people think increased conflict is dangerous for society and some blame religion for the rise in conflict.</p>	<ul style="list-style-type: none"> The Muslim Council of Britain runs education programmes to teach people how to reconcile. Rallies, marches and interfaith work to promote peace. Organisations like Mosaic work to bring people together within communities.

Key Words	Meaning
Al-Salumu 'Alaykum	Muslim greeting which means 'peace be upon you'
Peace	Being in harmony with oneself and others; opposite of war
Peacekeeping	The process of making peace by preventing or settling disputes
Reconciliation	Restoring harmony after relationships have broken down
Conflict	A serious disagreement that may lead to disunity and war
Pacifism	The belief that disputes should be settled peacefully and war and violence are always wrong
Pacifist	Someone who does not believe in war
Passive resistance	Non-violent opposition to authority, including civil disobedience or non-co-operation with the government
Sanctity of life	The belief that life is holy and it is God-given
Just War Theory	A set of conditions that need to be met in order for a war to be justified
Harb al-Maqadis	Usually translated as 'holy war', where the conditions for lesser jihad are fulfilled
Holy war	A war fought in support of a religious cause
Weapons of Mass destruction	(WMD) Nuclear, Biological or chemical weapons that cause widespread devastation and loss of life
Terrorism	The unlawful use of violence, including against innocent civilians, to achieve a political or religious goal
Jihad	Struggling or Striving
Lesser Jihad	Physically resisting evil by defending Islam by use of conflict and war if necessary
Greater Jihad	Spiritually resisting against temptation within oneself (this is not necessary for this topic but helps when understanding Jihad)

Key Quotes	Linked Topics
<i>The servants of the Lord of Mercy are those who walk humbly on the earth, and who, when aggressive people address them, reply, with words of peace (Surah 25)</i>	Peace, Peacekeeping, Pacifism
<i>Be a community that calls for what is good, urges what is right, and forbids what is wrong (Surah 3)</i>	Peacekeeping, Peace, Pacifism
<i>If two groups of believers fight, you should try to reconcile them (Surah 60)</i>	Peacekeeping – reconciliation
<i>Remember God's favour to you: you were enemies and then He brought your hearts together and you became brothers by His grace: you were about to fall into a pit of Fire and He saved you from it (Surah 3)</i>	Conflict, Peacekeeping, Peace
<i>The horrors of war...have made many people question the existence of a benevolent and omnipotent deity (British Humanist Association)</i>	Humanist (non-religious) view on conflict and war
<i>If anyone kills a person, unless in retribution for murder or spreading corruption in the land – it is as if he kills all mankind (Surah 5)</i>	Peace, Pacifism, WMD
<i>If an act of disobedience (to Allah) is imposed (by a ruler), he (citizen) should not listen to or obey it (Hadith)</i>	Passive resistance
<i>Fight them until there is no more persecution, and all worship is devoted to God alone (Surah 8)</i>	JWT, Holy War, Jihad, WMD
<i>The believers fight for God's cause, while those who reject faith fight for an unjust cause (Surah 4)</i>	JWT, Jihad, Holy War
<i>Prepare against them (disbelievers) whatever forces you (believers) can muster (Surah 8)</i>	WMD, Holy War, Jihad

Key introductory terms		Functionalist approach	Weber's approach
Sociology	The study of society. Sociologists look at a range of factors in someone's social world.	Key sociologist: Durkheim *Society is positive and is in harmony *There is value consensus – everyone agrees on what is important *Society is like a human body, we need all parts of it to be able to function *Agencies such as family, education and crime all help to keep society running smoothly and these are positive *No group in society has more power than another group But... Functionalists are accused of viewing society too positively.	*People's ideas, values and skills have more of an influence on their position in society than class and money *Status (someone's social position) is not always linked to their class/money *E.g. some people have high status but do not have a lot of money (junior doctors) whereas some people may have low status but lots of money (lottery winners)
Society	A social grouping that shares the same geographical territory and has the same political authority and expectations.		
Culture	The whole way of life of a group of people in society e.g. clothes, food, music.	Marxist approach	Interactionist approach
Norms	These define appropriate and expected behaviour in different certain settings e.g. classroom, cinema, restaurant.		
Values	Ideas and beliefs that people have about what is desirable and worth striving for e.g. privacy & respect	Key sociologist: Karl Marx *Society is negative and is based on conflict *Capitalism creates a divide between two social classes *The ruling class (bourgeoisie) own the businesses and exploit the working class (proletariat) for profit *Family, education, crime etc. all work to keep the class divide and benefit the ruling class *The working class do not realise they are being exploited *The only way to overcome this inequality is a revolution (and society becoming communist)	New Right approach
Socialisation	Learning the norms and values of your culture and society.		
Primary socialisation	This takes place in early childhood and is where we learn basic behaviours and skills we need. Family are responsible.	Feminist approach	Consensus vs. conflict theories
Secondary socialisation	This takes place in later childhood and beyond, learn norms, values and culture. Agencies include education and media.		
Nature	The idea that behaviour and characteristics are innate (we are born with them) and due to biology.	*Society is negative and is based on conflict *Society is divided by gender and is based on patriarchy (male domination and power) *Men have power and dominance in society and women are oppressed *Family, education, crime etc. all work to keep the gender divide and exploit women *For example, women may be victims of domestic abuse and may be taught gender roles that limit their opportunities in society	*Society should be based on traditional values such as marriage *People should not be reliant on welfare benefits as this can create an underclass *Nuclear families are the best type (with a married mum and dad) and lone-parent families can cause issues
Nurture	The idea that behaviour and characteristics are learnt from our environment (sociologists believe this)		
Social structures	These form society's framework and set limits and guide behaviour e.g. family, class.		Consensus theories *These theories believe society is based on consensus (agreement) and is in harmony *Everyone shares the same norms and values and no one group has more power than another *E.g. functionalism Conflict theories *These theories believe society is based on conflict (disagreement) and is divided *People in society have different norms/beliefs/values *Some groups have more power than others *E.g. feminism, Marxism
Social processes	The ways that humans are affected by their interactions with others in society e.g. racism.		
Social issues	These form society's framework and set limits and guide behaviour e.g. family, class.		
Status	A person's social standing or position in society. This can be affected by gender, age, class etc.		

Paper 1 & 2 Research Methods

Key methods terms

Aim	A general statement about what a sociologist expects to find out in research
Hypothesis	A prediction about what the sociologist expects they will find in research
Pilot study	A small test-run of a study which is carried out before the main study to check for any problems (e.g. equipment)
Sampling	How participants are chosen to take part in a study (e.g. volunteer, opportunity)
Primary data	Data which is collected first hand by the researchers (e.g. using a questionnaire or interview)
Secondary data	Data that already exists and is used by the researcher (e.g. official statistics, letters)
Quantitative data	Data which is in the form of numbers
Qualitative data	Data which is NOT in the form of numbers and tends to be visual or in letters (e.g. diaries, photographs)
Validity	The accuracy of the findings – how truthful the data is.
Reliability	How consistent the findings are. If we repeated the study, would we find the same results?

Sampling methods

Random – all participants have an equal chance of being chosen (e.g. names out of hat)
 ✓ Less biased and likely to be more representative
 ✗ May not be fully representative – could choose all males
Volunteer – participants choose/self-select to take part (e.g. responding to an advert)
 ✓ Easy to gain a sample, less likely to drop out
 ✗ May not be representative – only certain people will agree
Opportunity – participants who are available are chosen
 ✓ Easy to gain a sample ✗ may not be representative
Stratified – participants chosen according to % in the population
 ✓ Most representative ✗ difficult for the researcher to do

Primary research methods

Method	Advantages	Disadvantages
Questionnaires	✓ Participants are likely to be honest as anonymous ✓ Can be given to a large sample so more representative	✗ Participants may not understand the questions ✗ May not be honest as want to appear desirable
Structured interviews (set questions)	✓ Can compare responses easily between participants ✓ Less likely to be biased as set questions	✗ May not get full detail or gain a deep understanding ✗ Cannot ask additional questions
Unstructured interviews (no set questions)	✓ Can get full detail and a deep understanding ✓ You can build rapport/relationship so may be more honest	✗ May not get full detail or gain a deep understanding ✗ Cannot ask additional questions
Group interviews	✓ Can gain a variety of opinions ✓ May be more honest as have group support	✗ Some participants might take over the interview ✗ Participants might be embarrassed to be honest
Participant observation (researcher joins group)	✓ May understand behaviour more as joining in ✓ Can ask questions to help with research	✗ Could be biased as too involved ✗ Difficult to note behaviour so may not be accurate
Non-participant observation (watches from a distance)	✓ Less likely to be biased as not involved ✓ Easier to note behaviour so more likely to be accurate	✗ May not get full understanding of behaviour as not involved in the group
Longitudinal study (follows a group over time)	✓ Can look at the influence of different factors over time ✓ Can gain detailed information of the group you study	✗ Participants may drop out of the study ✗ Sample is likely to be small so not representative

Secondary sources of data

Method	Advantages	Disadvantages
Official statistics (quantitative)	✓ Often large sample sizes – more representative ✓ Easy to analyse and compare over time as quantitative ✓ Likely to be accurate as collected by the government	✗ May not give reasons for behaviour (just trends) ✗ May not include all behaviours e.g. crime statistics may ignore the dark figure
Documents (qualitative) e.g. letters, diaries, school reports	✓ Lots of detailed data as qualitative ✓ Can find reasons behind behaviour	✗ May be small sample sizes and not representative ✗ May be time-consuming to analyse ✗ Could be biased and not valid

Triangulation and mixed methods

Where a sociologist uses more than one method to find out lots of information about a topic e.g. using a questionnaire, interview and observation.
 Is used to:
 Gain more data on a topic
 Check the validity/accuracy of the data
 ✗ But, the data may be difficult compare as it is collected using different methods.

Key terms

Agencies of social control - The groups in society who control and regulate our behaviour

Anomie - A sense of normlessness where people feel like there are no strict rules (a cause of crime)

Chivalry thesis - The criminal justice system (police, courts) are less harsh on women as they are less likely to be seen as 'bad'

Corporate crime - Crime committed by businesses with the aim of making profit for that business

Crime - An illegal act which is punishable by law

Criminal justice system - The system of police/ courts /prisons to manage offenders and reduce re-offending

Dark figure of crime - All crimes that are not witnessed, reported or recorded by police

Deviance - An act which goes against societies norms but may not be illegal

Deviancy amplification - The process whereby the mass media can exaggerate the significance of a crime or deviance in society

Formal social control - Where behaviour is controlled by official agencies associated with the government

Informal social control - Where our behaviour is controlled by social pressure/agencies such as family

Institutional racism - Where an organisation e.g. police shows racism and discrimination overtly or covertly

Relative deprivation - Where an individual feels as though they are lacking the things that individuals who are similar to them have

Sanctions - The consequences of behaviour which are given by society

Self-report studies - Where individuals report crimes that they have committed themselves in a survey

Status frustration - Where working class males are disappointed with their position in society and cannot achieve well due to education

Strain theory - Where individuals do not have the legitimate means to achieve the goals of society

Subculture - A group of individuals whose norms and values are different from mainstream society

Victim survey - Individuals complete a questionnaire to report crimes that they have been victims of

White collar crime - Crime committed by middle class professionals

Definitions of crime and deviance

Crime - an illegal act which is punishable by law e.g. theft, murder	Deviance - n act which goes against societies norms but may not be illegal e.g. face tattoos
Why is crime and deviance difficult to define?	
It varies by place - where the act takes place could mean it's seen as criminal	It varies by time - what is seen as criminal before may not be criminal now
It varies by culture - what is deviant in one culture may not be in another	

Statistics on crime and deviance

Police recorded crime	All crimes recorded by the police. Advantage - Large scale data, can compare trends over time and between different places Disadvantage - Does not include the dark figure of crime, crimes may not be witnessed (e.g. drug taking, domestic violence), reported (due to fear) or recorded by the police (seen as trivial or time wasting) Only 60% of crimes are reported, only 40% of then recorded
Victim surveys	Crime survey for England and Wales (CSEW) - These surveys question people about their experiences of being victims of crime in the past 12 month Advantage - Can uncover crimes not reported/recorded by the police, can look at trends in who is likely to be a victim Disadvantage - People may not be honest due to fear or may over exaggerate crimes, people may not realise they have been a victim of crime so don't report
Self-report surveys	These surveys question ask people to report any crimes that they have committed themselves in the past 12 months Advantage - Can uncover crimes not reported/recorded by the police, can look at trends in who is likely to be a criminal Disadvantage - People may not be honest due to fear or may over exaggerate crimes - means statistics might not be accurate

Social control

Formal social control	Informal social control
Agencies associated with the government which enforce formal rules/written laws Examples: The police, courts, prison service, probation Sanctions can include fines, imprisonment	Agencies which enforce informal rules/norms/unwritten rules in society Examples: Family, peers, religion, media Sanctions can include social pressure, approval, disapproval, grounding etc.
Functionalists view social control positively as it maintains social order/cohesion Marxists view it negatively as it is used by the ruling class to control the working class Feminists view it negatively as it is used by men to control women	

Functionalist theories

Crime is inevitable and universal. It occurs when individuals can't achieve the goals of society.

Durkheim - Crime can be positive for society through -
1) Boundary maintenance 2) Changing society 3) Acts as a warning device 4) Provides jobs

Merton - Crime occurs due to strain - people cannot legally achieve the goals of society due to poor education/opportunities. 5 reactions - conformity, innovation, retreatism, rebellion and ritualism.

Marxist theories

Crime is negative and helps to maintain capitalism/keep the class divide. The ruling class create laws which benefit them and scapegoat the working class
The working classes are targeted by police and so are more likely to appear in crime statistics.
Middle class/white collar crime less likely to be detected.

Feminist theories

Crime is negative and helps to maintain patriarchy in society. Crimes such as domestic violence and sexual crimes are not taken seriously and female victims are not supported.
Female criminals are seen as 'double deviants' as they go against the law and expectations.

Interactionist theories

An act is only seen as criminal/deviant if it is labelled as such by society. Labelling can lead to a self-fulfilling prophecy and criminal becoming a master status.
Individuals can spiral into a 'deviant' career and join deviant/criminal subcultures (Becker)

Subcultural theories

Criminal subcultures involve young males, show behaviour which goes against society's norms and are likely to show anti-social acts.
Cohen - working class boys experience status frustration and join delinquent subcultures to gain status/fight back against society

Key studies

Merton (functionalist)

Merton argued that all members of society hold the same values. However, Merton believed that they did not have the same opportunity to realise their shared goals. Strain theory says crime occurs when individuals cannot legally achieve the goals of society. There are 5 reactions to strain, not all are criminal – conformity, innovation, ritualism, retreatism and rebellion.

Cohen (functionalist)

Cohen argues that working class boys hold the same goals as the rest of society, but that because of educational failure and poor employment prospects, they have little or no opportunity to realise those goals. They experience status frustration and join delinquent subcultures where they show vandalism, graffiti, joyriding etc. to gain status in their group.

Becker (interactionist)

An act only becomes seen as criminal/deviant when it is labelled as such. An individual could accept the label through a self-fulfilling prophecy which becomes their master status (what they see as their most important characteristic). They could spiral into a deviant career by joining a criminal or deviant subculture and commit further acts.

Carlen (feminist)

Used unstructured interviews with 39 working class women to understand reasons for crime. They turned to crime because they had less to lose and couldn't conform to the gender deal or the class deal. For example, they were less likely to have stable and happy relationships or well-paid jobs – they were more likely to turn to crime as they had less to lose.

Heidensohn (feminist)

She uses control theory to explain how patriarchy in society means women commit less crime. Women are controlled at home (by husbands), at work (by male bosses) and in public (by the threat or fear of male violence). Girls develop a bedroom culture. They have less opportunity for crime due to more controls being put over their behaviour.

Social class and crime

Trends – Working class are more likely to be convicted offenders / in prison

Reasons	Material and relative deprivation, Inadequate socialisation, Poorer education (strain theory), Status frustration (Cohen)
Why might statistics not be accurate?	Bias within the criminal justice system – working class crimes (blue collar) are targeted more by police than middle class (white collar) White collar crimes (e.g. fraud, tax evasion) are less likely to be detected – they take place in private, may not have a direct victim and are not policed Corporate crimes (e.g. horse meat scandal) are less likely to be detected – may not have a direct victim and can be covered up

Gender and crime

Trends – 94% of the prison population are male, 4% of convicted offenders are male

Reasons	Gender socialisation (men are socialised to be tough, risk taking) Lack of male role models in society More opportunity for crime / subcultures
Why might statistics not be accurate?	Chivalry thesis – women may be treated more leniently in the CJS, seen as 'sad not bad' so don't appear in statistics Female crime is increasing – women are committing more crime than before Ladette subcultures – women committing typically 'male crime' Carlen – working class women have less to lose by committing crime

Ethnicity and crime

Trends – 13% of the prison population are black vs. 3% in the general population, 9x more likely to be stopped and searched

Reasons	Higher chance of poverty/deprivation, poorer family backgrounds (more lone-parent), more chance of joining criminal subcultures
Why might statistics not be accurate?	Institutional racism / Macpherson Report – police/courts are more likely to target BAME individuals Stop and searches – 9x more likely for black individuals, 3x more likely to be arrested – more likely to appear in crime statistic Chief of Met policed voiced it is still racist, some forces have no BAME officers But... anti-racism training, increased recruitment of BAME officers

Age and crime

Trend – 15-24 year olds most likely to appear in crime statistics

Reasons: Socialisation, opportunity, subcultures, media
But... The police might target young people, crimes may be easier to detect

Treatment of young offenders

Sanctions available for young offenders: fines, referral orders, community sentences, CBOs, custody

Should young offenders be sent to prison/custody?

Yes	No
Protects the public, can access rehabilitation programmes, can act as a deterrent	Prisons may act as universities of crime, 73% reoffend, may join prison gangs

Prison as a punishment

Is prison the best form of punishment?

Yes	No
Functionalists – can rehabilitate offenders, act as a deterrent	Universities of crime, 45% reoffend, not suitable for those with disabilities/mental health issues

Violent crime

Is violent crime an issue in society?

Yes	No
Statistics may not show true extent of violent crime Gun crime/knife crime are increasing Influence of the media in promoting violence	Some statistics suggest violent crime has decreased since the 1990s Anti-violence and anti-gang education introduced into schools

The media and crime

Does the media show crime accurately?

Yes	No
Functionalist view – the media shows a range of views, pluralism, no one group dominates	Marxists – conflict view, agenda setting, media owned by ruling class, scapegoats working class, Exaggerates violent/sexual crimes

How can the media encourage crime?

Copycat crimes e.g. Daniel Bartlam, violence
Deviancy amplification – the media creates moral panics, labelling and a self-fulfilling prophecy e.g. mods&rockers
But... other factors may affect criminal behaviour

Paper 2 Social Stratification

Key terms

Absolute poverty - Not being able to afford the basic things you need to survive in life e.g. food, clothing.

Achieved status - Social positions are earned through personal talent, merit and effort, not fixed at birth

Ascribed status - Social positions/status are fixed at birth (due to class) and do not change over time

Bourgeoisie - The ruling class who owned the means of production and exploited the working class

Culture of dependency - The welfare system encourages people to stay on benefits rather than support themselves through work

Glass ceiling - An invisible barrier in employment that prevents some groups such as women or ethnic minorities from gaining promotions

Life chances - The opportunity/chance of achieving positive or negative outcomes (e.g. healthy/ill, rich/poor) as you progress throughout life

Power - The ability to get what you want, despite opposition

Pressure group - A group formed to influence government policy on a particular issue

Relative poverty - Not being able to afford to meet the general standard of living compared to most other people in their society

Social exclusion - The inability of some groups in society (e.g. the elderly, the working class) to play a full part in society/access the full benefits

Social inequality - The uneven distribution of resources (e.g. money or power) and opportunities

Social mobility - The ability to move up the social ladder

Social stratification - How society is structured in a hierarchy of layers based on factors such as age, gender

Status - The social standing or prestige someone is given by other members of society.

Underclass - A group in society who have different attitudes and values to others. They experience long-term unemployment, tend to be reliant on benefits

Wealth - The ownership of assets (e.g. property, land, jewelry) and savings, shares etc.

Welfare dependency - When individuals are reliant on the government for income for a prolonged period of time

Theories of social stratification

Functionalism - Social stratification is positive for society. Society is based on meritocracy and status is 'achieved' through hard work and effort. 'Role allocation' - top roles are filled by those who are able, ambitious and competitive - allows society to run smoothly.

Marxists Social stratification is negative for society. Society is based on conflict and status is 'ascribed' - is fixed at birth by class and cannot be changed. Top roles are filled by the bourgeoisie and creates inequality.

Feminists Social stratification is negative for society. Society is based on conflict and patriarchy with the top roles being filled by men and women being lower in the hierarchy.

Social stratification and class

	Working class	Middle class	Upper
	Unskilled/manual work, lack of formal education	Professional jobs, formal education e.g. University	Aristocracy, elite education, 'titles' given
How is class measured?	NS-SEC: Measures class by occupation (job) × Ignores wealth/status as a measure of class		
Does class affect life chances?	Yes - Marxists - status is ascribed, working classes have poorer opportunities in education, employment, health, housing No - Functionalists - status is achieved, society is based on meritocracy - equal chances to succeed Feminists - gender has more of an influence on life chances than class		
Do we still have different classes in society?	Yes - Marxists - still a divide between the working and middle classes Life chances are still poorer for the working class, low social mobility Devine - there is still a separate working class No - Functionalists - meritocracy, more w/c going to university etc. Embourgeoisement - the w/c may be becoming more middle class Less people may be working class due to changes in occupation		

Social stratification and gender

Policies to reduce inequality - Equal pay act (1970), Sex Discrimination Act (1975), Equality Act (2010)		
Does gender affect life chances?	Yes - Feminists - women have poorer life chances due to patriarchy Women less likely to be CEOs, to be paid a high wage, face a glass ceiling, pay gap still exists No - Functionalists - society is based on meritocracy Improvements for women - more likely to attend University, pay gap has decreased, women have a higher life expectancy	
Reasons why	Glass ceiling/patriarchy in the workplace Gender socialisation - women may take expressive role/lower paid careers	

Factors affecting life chances

Life chances	Life expectancy, income, wealth, employment, education, housing, health
Class	Education: W/C - poorer GCSE grades Income: W/C - earn less, minimum wage Housing: W/C - rented, poor quality Life expectancy: W/C - lower, poorer health
Gender	Education: Girls outperform boys Employment: Women lower paid, less income/wealth, less likely to be in top jobs Life expectancy: Women live longer
Ethnicity	Employment: 20% of black Caribbean men unemployed Employment: 4% of CEOs are BAME Education: Poorer GCSEs among some BAME groups and less likely to go to University
Age	Youth - lower income, higher unemployed Older age - more at risk of poverty, ageism in the workplace, poorer access to health services

Other factors - Disability, Sexuality, Religion/beliefs

Social stratification and ethnicity

Policies to reduce inequality - Race relations act (1976), Equality act (2010)	
Does ethnicity affect life chances?	Yes - 4% of CEOs are BAME, some groups have lower life expectancy, glass ceiling/lower paid jobs, poorer GCSE grades No - Laws/policies have reduced inequality, some BAME groups more likely to go to University, differences among groups

Social mobility

Yes	No
More w/c go to University, achievement is increasing, functionalists - achieved status / meritocracy, statistics may not be accurate	UK - one of lowest rates of mobility, top jobs more likely to be privately educated, only 35% think they have a fair chance, Marxists - inequality due to capitalism

Paper 2 Social Stratification

Key studies
Davis and Moore (functionalist) Society needs to place people into roles / social positions that need to be filled for society to operate smoothly. Some roles come with higher status (doctors, lawyers). People who fill the top roles are the most able, have the most drive/ambition and are the most competitive.
Marx (Marxist) Class is an important division, the bourgeoisie have power/control over the proletariat who are exploited for profit. The working class and petty bourgeoisie didn't benefit from the growth of capitalism. Small business couldn't compete and had 'downward social mobility'. The working class are not aware of their exploitation.
Devine Conducted interviews at a car factory in the 1980s. She found evidence of the working class still being separate and still had working class values. This goes against the idea of embourgeoisement.
Townsend Conducted surveys on 2000 households about poverty, used relative poverty index and found the government underestimated poverty (6% vs. 22%). Concluded that poverty should be measured using a number of factors.
Murray (New Right) There is a growing underclass in British society caused by overgenerous welfare benefits. Can be seen in three ways – welfare dependency, juvenile delinquency, loss of traditional values.
Weber Believed class is important but is not just tied to income/wealth, status and power can affect someone's position in society too. He thought capitalism actually expanded the middle class and a revolution by the working class is possible. Distinguished between three types of power in society – charismatic, traditional and rational legal.
Walby (Feminist) Men have more power in society due to patriarchy. This is shown in 6 ways – paidwork/employment, labour in the home, patriarchal culture, sexuality, male violence and the state. Public patriarchy is now more likely to exist than private patriarchy.

Poverty	
Definitions of poverty	
<p>Absolute</p> <p>Not being able to afford things you need to survive e.g. food/shelter</p> <p>Politicians prefer it (looks like less people are in poverty) and is a fixed definition, does not change between countries</p>	<p>Relative</p> <p>Not being able to afford the general standard of living in society e.g. internet</p> <p>Sociologists prefer it (more accurate) and takes into account differences in standards of living between countries.</p>
Reasons / explanations of poverty	
Reasons	Poor health, divorce, old age, disability, unemployment, lack of education
The poor are responsible	<p>Culture of poverty – Socialised within a subculture to accept poverty, see it as normal, unlikely to try and get themselves out of it. Leads to a cycle of deprivation – poverty being passed from one generation to the next.</p> <p>Cultural deprivation – May not have the correct norms and values to be motivated to get out of poverty, may seek immediate gratification (e.g. spending money rather than saving)</p> <p>Welfare dependency – Overgenerous welfare benefits could mean there's no incentive to work for less than you would receive. Can lead to the poverty trap.</p>
	<p>Society is responsible</p> <p>Class inequality – Marxists argue capitalism is responsible for poverty as the working class are not given opportunities to get out of poverty (low wages and zero hour contracts, low social mobility)</p> <p>Globalisation – Has led to a higher cost of living and low minimum wages, with less manufacturing jobs as these have moved abroad.</p>
Are poverty statistics accurate?	
<p>Yes</p> <p>Functionalists – official statistics are accurate</p>	<p>No</p> <p>Marxists – statistics underestimate poverty so the working class believe society is fair and do not revolt</p> <p>Feminists – statistics underestimate female poverty due to lower wages, less opportunities etc.</p> <p>Townsend – governments underestimate poverty and should use relative measures</p>
Is poverty still an issue in society?	
<p>Yes</p> <p>Poverty rates are increasing for all age groups (1/5 people)</p> <p>Marxists – minimum wages and zero hour contracts still cause poverty</p> <p>Feminists – poverty is still an issue for women</p>	<p>No</p> <p>Functionalists – government policies have aimed to reduce poverty</p> <p>Less people are in absolute poverty now</p>

Power and authority	
Formal power – power from the title/role someone has Informal – power from respect/appreciation earned	
Forms of power / authority	Traditional – inherited (e.g. monarchy), based on established customs/traditions
	Charismatic – shown by a leader with persuasive/inspirational qualities
	Rational legal – shown by organisations through laws, rules and regulations
Who has power?	The ruling class have power over the working class (Marxist view)
	Men have power over women (in employment, the home, society, violence, the government) (feminist view)
	Heterosexuals – LGBT may have less power in politics/police etc.
	White individuals – BAME groups under-represented in politics
	Older people – younger may be excluded from politics (vote at 18)
Power of the state	
Political system in the UK – democracy, first past the post system (MPs elected based on votes in constituency) Other systems – dictatorships (one person in power), proportional representation	
Can the public influence the state?	Yes – pluralist view, pressure groups, petitions protests etc. No – conflict approach, Marxists, power of businesses rather than the public
The underclass	
Does the underclass still exist?	
Yes	No
Murray – underclass is in Britain, can be seen in welfare dependency, juvenile delinquency and a loss of values Members of the underclass were blamed for the London riots There are more lone-parent families in the underclass	Murray blames the victims for being welfare dependent but could be due to divorce etc. Marxists – the underclass are scapegoated to blame for society's problems Many people who are on benefits still aspire to have paid employment/better themselves

Y11 Cycle 2 KO Life at school, career, ambitions (F)

Grammar Non-Negotiables Cycle 2: Key verbs in different tenses [Quizlet](#)

DPR9: Imperfect	DPR9: Preterite	DPR8: Present	DPR11: Conditional
me gustaba estudiar = I used to like to study A mi amigo le encantaba estudiar = my friend used to love to study era = it used to be tenía = it used to have	estudié = I studied estudiamos = we studied comí = I ate fue una experiencia.. = it was a... experience	estudio = I study estudiamos = we study hay = there is/are tiene = it has tenemos = we have Suelo estudiar = I usually study	me gustaría estudiar = I'd like to study me encantaría cambiar = I'd love to change Me gustaría trabajar = I would like to work deberíamos = we should

2.1. ¿Qué estudias? (What do you study?) / ¿Cómo son tus asignaturas? (What are your subjects like?) / ¿Qué estudiabas en el pasado? (What did you study in the past?) [Quizlet list 2.1](#)

Hoy en día- nowadays Este año- this year	Mi asignatura favorita es <i>My favourite subject is</i> Me interesa <i>I'm interested in</i> No me gusta <i>I don't like</i> Estudio <i>I study</i>	el español (<i>Spanish</i>) el teatro (<i>drama</i>) la química (<i>chemistry</i>) el dibujo (<i>art</i>) la educación física (<i>P.E</i>) la física (<i>physics</i>) la geografía (<i>geography</i>) el inglés (<i>English</i>) el francés (<i>French</i>) la informática (<i>computing</i>) la música (<i>music</i>)	ya que- <i>because</i> porque- <i>because</i> dado que- <i>because</i> puesto que- <i>because</i>	el profesor / la profesora es... <i>and the teacher is...</i> es <i>it is</i>	simpático/a <i>nice</i> / divertido/a <i>funny</i> impaciente <i>impatient</i> / egoísta <i>selfish</i>
	Hace dos años- <i>two years ago</i> Mi asignatura favorita era... <i>My favourite subject was...</i> me interesaba... <i>I was interested in...</i> Estudiaba <i>I used to study...</i>		aunque- <i>although</i> y- <i>and</i>	era <i>it was</i>	práctico/a <i>practical</i> útil <i>useful</i> aburrido/a <i>boring</i> difícil <i>difficult</i> fácil <i>easy</i> entretenido/a <i>entertaining</i> interesante <i>interesting</i>
Además <i>in addition</i>	Me interesan <i>I'm interested in</i> No me gustan <i>I don't like</i>	las ciencias (<i>science</i>) / las matemáticas (<i>maths</i>) los idiomas (<i>languages</i>) la historia y la tecnología (<i>history and technology</i>)		son <i>they are</i>	prácticos/as <i>practical</i> útiles <i>useful</i> aburridos/as <i>boring</i> difíciles <i>difficult</i> fáciles <i>easy</i> entretenidos/as <i>entertaining</i> interesantes <i>interesting</i>

Y11 Cycle 2 KO Life at school, career, ambitions (F)

2.2. ¿Cómo es tu instituto? (What is your school like?) / ¿Cómo era tu escuela primaria? (What was your primary school like?) [Quizlet list 2.2](#)

En mi escuela primaria <i>In my primary school</i> Antes en mi instituto <i>Before in my school</i>	había <i>there used to be</i>	una biblioteca con muchos libros <i>a library with many books</i> muchas clases <i>many classrooms</i> laboratorios cde ciencias <i>science laboratories</i> un salón de actos con muchas sillas <i>a main hall with many chairs</i> un comedor <i>a canteen</i> instalaciones deportivas <i>sports facilities</i> una piscina <i>a swimming pool</i> un gimnasio <i>a gym</i> un campo de fútbol <i>football pitch</i> una cancha de baloncesto <i>a basketball court</i>
Hoy en día <i>Nowadays</i>	tenemos <i>we have</i> hay- <i>there is</i>	

2.3. ¿Llevas un uniforme? (Do you wear a uniform?) [Quizlet list 2.3](#)

Un aspecto positivo/negativo es que ... <i>A positive/negative aspect is</i> Lo mejor/ peor es <i>the best/worst is</i>	En mi instituto <i>In my school</i> Llevo <i>I wear</i>	Una camisa blanca <i>A white shirt</i> Una chaqueta azul <i>A blue blazer</i> Una falda verde <i>A green skirt</i> Unos pantalones azules <i>Some blue trousers</i> Una corbata <i>A tie</i> Unos calcetines negros/grises <i>Some black/grey socks</i> Unas medias negras <i>black tights</i>	y opino que mi uniforme <i>and I think my uniform</i> y mi mejor amigo/a piensa que nuestro uniforme <i>and my best friend thinks our uniform</i>	es <i>is</i> cómodo <i>comfortable</i> feo <i>ugly</i> bonito <i>pretty</i> práctico <i>practical</i>
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2.4. ¿Cómo son las reglas? (What are the rules like?) [Quizlet list 2.4](#)

Se debe <i>You must</i> No se debe <i>you mustn't</i>	Llegar al instituto a las ocho <i>Arrive to school at eight</i> Llevar pendientes/maquillaje <i>Wear earrings/make-up</i> Correr por los pasillos <i>Run in the corridors</i> usar el móvil <i>to use the phone</i> Ser educado y considerado <i>Be polite and considerate</i> Comer en clase <i>to eat in class</i>	Y pienso que... <i>(And I think that)</i> Y según mi mejor amigo/mi profesor de inglés... <i>(And according to my best friend/my English teacher)</i>	Las reglas son muy estrictas /justas /prácticas /necesarias <i>The rules are very strict/fair/practical/necessary</i> las reglas no son importantes <i>rules are not important</i>
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Y11 Cycle 2 KO Life at school, career, ambitions (F)

2.5. Háblame de tus prácticas laborales (Talk to me about your work experience) ¿Dónde hiciste las prácticas laborales? (Where did you do your work experience?) [Quizlet list 2.5](#)

Hice mis prácticas laborales en I did my work experience in	una agencia de viajes a travel agent oficina office una fábrica a factory un taller a workshop una tienda benéfica a charity shop un supermercado a supermarket un hotel a hotel	fue una experiencia útil/ inútil It was a useful/ useless experience gané...libras I earned ... £	
		<u>Top band expressions – DPR9 Preterite tense</u> fue una pérdida de tiempo porque It was a waste of time because lo pasé terrible / lo pasé genial / lo pasé bomba I had a terrible time/ I had a great time /I had a great time	
Todos los días, tenía que... Every day, I had to...	archivar documentos file documents sacar fotocopias make photocopies mandar correos send emails traducir documentos translate documents ayudar a los clientes help customers	Mis compañeros eran... My workmates were	simpáticos nice groseros rude
		Los clientes eran... The customers were...	guays cool fiables trustworthy positivos positive negativos negative

2.6. ¿Cuáles son tus planes para el futuro? (What are your plans for the future?) [Quizlet list 2.6](#)

En el futuro, me gustaría ser In the future, I would like to be El próximo año, voy a trabajar como Next year, I am going to work as a	abogado/a lawyer azafato/a air steward bailarín/bailarina dancer bombero/a firefighter contable accountant cocinero/a cook enfermero/a nurse diseñador(a) designer fotógrafo/a photographer ingeniero/a engineer mecánico/a mechanic médico/a doctor policía police officer	ya que pienso que es un trabajo because I think it is a ... job	artístico artistic emocionante exciting exigente demanding
		pero mi madre piensa que es un trabajo but my mother thinks that it is a ... job	fácil easy difícil difficult manual manual variado varied con responsabilidad with responsibility con buenas perspectivas with good prospects bien pagado well-paid

Y11 Cycle 2 KO Life at school, career, ambitions (H)

Grammar Non-Negotiables Cycle 2: Key verbs in different tenses [Quizlet](#)

DPR9: Imperfect	DPR9: Preterite	DPR8: Perfect	DPR8: Present	DPR11: Conditional
estudiaba = I used to study estudiábamos = we used to study teníamos = we used to have era = it used to be (no) se podía = you could (not) estaba en = it used to be in (location) tenía = it used to have hacía = I used to do	estudié = I studied estudiamos = we studied comí = I ate tuve la oportunidad de = I had the opportunity to Mi hermana pensó que = my sister thought that... fue una experiencia.. = it was a... experience	hemos invertido mucho dinero en = we've invested lots of money in hemos tenido problemas con = we've had problems with he notado cada vez más problemas con = I've noticed more and more problems with he decidido = I have decided Hemos decidido = we have decided Ha decidido = he/she has decided	estudio = I study estudiamos = we study hay = there is/are tiene = it has tenemos = we have se puede = you can vamos = we go voy = I go Suelo estudiar = I usually study	me gustaría estudiar = I'd like to study invertiría dinero en = I'd invest money in nos permitiría = it'd allow us to deberíamos = we should estudiaría = I would study Iría = I would go haríamos = we would do trabajaría como = I would work as

2.1. ¿Qué estudias? (What do you study?) / ¿Cómo son tus asignaturas? (What are your subjects like?) / ¿Qué estudiabas en el pasado? (What did you study in the past?) [Quizlet list 2.1](#)

Hoy en día- nowadays	Mi asignatura favorita es/era...My favourite subject is/was...	el español (Spanish) el teatro (drama) la química (chemistry) el dibujo (art) la educación física (P.E) la física (physics) la geografía (geography) el inglés (English) el francés (French) la informática (computing) la música (music)	ya que- because	el profesor / la profesora es... and the teacher is...	agradable nice / cariñoso/a caring gracioso/a funny / comprensivo/a understanding impaciente impatient / egoísta selfish
Este año- this year	Me interesa/me interesaba...I'm interested in/ I was interested in...		porque- because	es/son it is/they are	fascinante(s) fascinating práctico/a(s) practical útil(es) useful emocionante(s) exciting aburrido/a(s) boring difícil(es) difficult / fácil(es) easy entretenido/a(s) entertaining interesante(s) interesting
Normalmente- normally	Odio / Odiaba...I hate/ I used to hate...		dado que- because		
Hace dos años- two years ago	Estudio / Estudiaba I study/ I used to study...		puesto que- because		
La semana pasada- last week	Me interesan/ me interesaban... I'm interested in/ I was interested in...	las ciencias (science) / las matemáticas (maths) los idiomas (languages) la historia y la tecnología (history and technology)	aunque- although	el profesor nos hace reír / trabajar mucho- the teacher makes us laugh / work a lot La profesora se enfada por nada / nos da muchos deberes- the teacher gets angry at nothing / gives us a lot of homework	
Antes- before	Me fascinan/ me fascinaban... I'm fascinated by/ I was fascinated by... Me apasionan/ me apasionaban... I'm passionate about/ I used to be passionate about...		y- and	es una asignatura importante para mi futuro- it's an important subject for my future es fácil sacar buenas notas- it's easy to get good grades	
Top band expressions - DPR6 Complex reasons: la asignatura se me da bien / mal - I'm naturally good/bad at the subject mis notas han subido/bajado mucho recientemente - my grades have gone up/down a lot recently					

Y11 Cycle 2 KO Life at school, career, ambitions (H)

2.2. ¿Cómo es tu instituto? (What is your school like?) / ¿Cómo era tu escuela primaria? (What was your primary school like? [Quizlet list 2.2](#))

En mi escuela primaria <i>In my primary school</i> Antes en mi instituto <i>Before in my school</i>	había <i>there used to be</i>	una biblioteca con una gama amplia de libros y revistas <i>a library with a wide range of books and magazines</i> muchas clases con pizarras interactivas <i>many classrooms with interactive whiteboards</i> laboratorios con productos químicos y herramientas científicas <i>laboratories with chemical products and scientific tools</i>
Actualmente <i>Nowadays</i> Ahora mismo <i>Right now</i> Últimamente <i>Recently</i>	tenemos <i>we have</i> contamos con <i>we have</i> hemos construido <i>we have built</i>	un salón de actos con un escenario y muchas sillas <i>a main hall with a stage and many chairs</i> un comedor con una variedad de comida deliciosa y sana <i>a dining room with a variety of delicious and healthy food</i> más instalaciones deportivas del siglo veintiuno <i>more 21st century sports facilities</i> una piscina climatizada <i>a heated swimming pool</i> un gimnasio con muchas pesas <i>a gym with lots of weights</i> un patio con un campo de fútbol, una cancha de baloncesto y una pista de tenis <i>a playground with a football pitch, a basketball court and a tennis court</i> una fuente en el patio <i>a fountain in the playground</i> una zona de lectura <i>a reading area</i> / una zona de descanso <i>a resting area</i>
Top band expressions - DPR11 Conditional tense: En la escuela de mis sueños habría... <i>In my dream school there would be</i> Si fuera director(a), desarrollaría / mejoraría... <i>If I were the head teacher, I would develop / I would improve...</i> Un aspecto positivo/negativo es... <i>A positive/negative aspect is</i>		

2.3. ¿Llevas un uniforme? (Do you wear a uniform?) [Quizlet list 2.3](#)

Un aspecto positivo/negativo es que ... <i>A positive/negative aspect is</i> Lo mejor/ peor es <i>the best/worst is</i>	En mi instituto <i>In my school</i> Llevo <i>I wear</i>	Una camisa blanca <i>A white shirt</i> Una chaqueta azul <i>A blue blazer</i> Una falda verde <i>A green skirt</i> Unos pantalones azules <i>Some blue trousers</i> Una corbata <i>A tie</i> Unos calcetines negros/grises <i>Some black/grey socks</i> Unas medias negras <i>black tights</i>	y opino que mi uniforme <i>and I think my uniform</i> y mi mejor amigo/a piensa que nuestro uniforme <i>and my best friend thinks our uniform</i>	es cómodo/feo/bonito/práctico <i>is comfortable/ugly/pretty/practical</i> me/le permite trabajar con facilidad <i>lets me/he-she work with ease</i> hace que sea fácil elegir la ropa por la mañana <i>makes it easy to choose clothes in the morning</i>
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2.4. ¿Cómo son las reglas? (What are the rules like?) [Quizlet list 2.4](#)

Se debe / No se debe <i>You must / you mustn't</i> Hay que /Tenemos que <i>You must /We have to</i> Está prohibido <i>It is prohibited</i>	Llegar al instituto con puntualidad <i>Arrive to school on time</i> Llevar pendientes/maquillaje <i>Wear earrings/make-up</i> Correr por los pasillos <i>Run in the corridors</i> usar el móvil <i>to use the phone</i> Fumar en cualquier espacio del instituto <i>Smoke in any space in the school</i> Mostrar respeto hacia el edificio <i>Show respect towards the building</i> Ser educado y considerado <i>Be polite and considerate</i> Comer en clase <i>to eat in class</i>	Y a mi parecer... (And from my point of view) Y según mi mejor amigo/mi profesor de inglés... (And according to my best friend/my English teacher)	Las reglas son muy estrictas /justas /prácticas /necesarias <i>The rules are very strict/fair/practical/necessary</i> las normas son una pérdida de tiempo <i>rules are a waste of time</i> las normas no son importantes <i>rules are not important</i>
Top band expressions – DPR12 Subjunctive: Es necesario que tengamos unas reglas justas/prácticas <i>It's necessary that we have fair/practical rules</i> Es esencial que tengamos unas reglas justas/prácticas <i>It's essential that we have fair/practical rules</i>			

Y11 Cycle 2 KO Life at school, career, ambitions (H)

2.5. Háblame de tus prácticas laborales (Talk to me about your work experience) ¿Dónde hiciste las prácticas laborales? (Where did you do your work experience?) [Quizlet list 2.5](#)

<p>Hice mis prácticas laborales en <i>I did my work experience in</i></p> <p>El febrero pasado pasé una semana trabajando en <i>Last February I spent a week working in...</i></p> <p>El año pasado, tuve la oportunidad de hacer mis prácticas laborales en... <i>Last year, I had the chance to do my work experience in ...</i></p>	<p>una agencia de viajes <i>a travel agent</i> oficina <i>office</i> una fábrica <i>a factory</i> un taller <i>a workshop</i> una tienda benéfica <i>a charity shop</i> una granja <i>a farm</i> la empresa de mi madre <i>my mum's business</i> un supermercado <i>a supermarket</i> un hotel <i>a hotel</i></p>	<p>fue una experiencia útil/ inútil <i>It was a useful/ useless experience</i> aprendí un montón sobre... <i>I learned loads about...</i> gané...libras <i>I earned ... £</i></p>	
		<p>Top band expressions – DPR9 Preterite tense <i>fue una pérdida de tiempo porque</i> <i>It was a waste of time because</i> <i>no me pagaron nada / me pagaron...</i> <i>libras they didn't pay me anything/ they paid me... £</i> <i>lo pasé terrible / lo pasé genial / lo pasé bomba</i> <i>I had a terrible time/ I had a great time /I had a great time</i></p>	
<p>El primer/último día, tuve que <i>On the first/last day, I had to</i></p> <p>Todos los días, tenía que... <i>Every day, I had to...</i></p>	<p>archivar documentos <i>file documents</i> empezar/terminar a las... <i>start/finish at... o' clock</i> sacar fotocopias <i>make photocopies</i> asistir a reuniones <i>attend meetings</i> mandar correos <i>send emails</i> traducir documentos <i>translate documents</i> ayudar a los clientes <i>help customers</i></p>	<p>Mis compañeros eran... <i>My workmates were</i></p> <p>Los clientes eran... <i>The customers were...</i></p>	<p>simpáticos <i>nice</i> groseros <i>rude</i> guays <i>cool</i> fiables <i>trustworthy</i> positivos <i>positive</i> negativos <i>negative</i></p>

2.6. ¿Cuáles son tus planes para el futuro? (What are your plans for the future?)/ ¿Cuál sería tu trabajo ideal? (What would be your ideal job?) [Quizlet list 3.6](#)

<p>En el futuro, me gustaría ser <i>In the future, I would like to be</i> Después de mis GCSE, tengo la intención de ser <i>In the future I have the intention of being</i> El próximo año, voy a trabajar como <i>Next year, I am going to work as a</i> Cuando acabe mis exámenes, voy a estudiar para ser... <i>When I finish my exams, I am going to study for a degree to become..</i></p>	<p>abogado/a <i>lawyer</i> albañil <i>builder</i> amo/a de casa <i>househusband/wife</i> azafato/a <i>air steward</i> bailarín/bailarina <i>dancer</i> / bomber/a <i>firefighter</i> contable <i>accountant</i> / cocinero/a <i>cook</i> enfermero/a <i>nurse</i> / escritor(a) <i>writer</i> diseñador(a) <i>designer</i> / fontanero/a <i>plumber</i> fotógrafo/a <i>photographer</i> / ingeniero/a <i>engineer</i> jardinero/a <i>gardener</i> / mecánico/a <i>mechanic</i> médico/a <i>doctor</i>/ peluquero/a <i>hairdresser</i> periodista <i>journalist</i>/ policía <i>police officer</i> soldado <i>soldier</i>/ veterinario/a <i>vet</i></p>	<p>ya que sería un trabajo <i>because it would be a ... job</i></p> <p>porque he oído que es un trabajo... <i>because I have heard that it is a ... job</i></p>	<p>artístico <i>artistic</i> / emocionante <i>exciting</i> exigente <i>demanding</i> / fácil <i>easy</i> difícil <i>difficult</i> / manual <i>manual</i> variado <i>varied</i> / con responsabilidad <i>with responsibility</i> con buenas perspectivas <i>with good prospects</i> bien pagado <i>well-paid</i></p>
		<p>Todos los días, tendría que <i>Every day, I would have to</i> En mi trabajo ideal, tendría que... <i>In my ideal job, I would have to...</i></p>	<p>cuidar a los clientes <i>look after customers</i> contestar llamadas telefónicas <i>answer phone calls</i> hacer entrevistas a famosos <i>interview famous people</i> preparar / servir platos distintos <i>prepare / serve different dishes</i></p>
<p>Top band expressions - DPR6 Complex sentence starters Siempre he querido ser... <i>I have always wanted to be...</i> / Mis padres han dicho que debería ser... <i>My parents have said that I should be...</i></p>			

SPaG

Grammar: Write in sentences

A sentence is a group of words that make sense. Sentences start with a capital letter and end with a full stop, question mark or exclamation mark. All sentences contain **clauses**. You should try to use a range of sentences when writing. There are three main types of sentences.

Simple sentence: A sentence containing one main clause with a **subject** and a **verb**.

He **reads**.

Literacy **is** important.

Compound sentence: Two simple sentences joined with a **conjunction**. Both of these simple sentences would make sense on their own. Varying conjunctions makes your writing more interesting.

He **read** his book **because** it **was written** by his favourite author.

Literacy **is** important **so** students **had** an assembly about reading.

Complex sentence: A longer sentence containing a main clause and one or more **subordinate clause (s)** used to add more detail.

The main clause makes sense on its own. However, a subordinate clause would not make sense on its own, it needs the main clause to make sense. The subordinate clause is separated by a comma (s) and/or conjunction. The clause can go at the beginning, middle or end of the sentence.

He **read** his book **even though** it **was late**.

Even though it **was late**, he **read** his book.

He **read** his book, **even though** it **was late**, **because** it **was written** by his favourite author.

How can you develop your sentences?

1. Start sentences in different ways. For example, you can start sentences with adjectives, adverbs or verbs.

Adjective: **Funny** books are my favourite!

Adverb: **Regularly** reading helps me develop a reading habit.

Verb: **Looking** at the front cover is a good way to choose a reading book.

2. Use a range of **punctuation**.

3. Nominalisation

Nominalisation is the noun form of verbs; verbs become concepts rather than actions. Nominalisation is often used in academic writing. For example:

It is important to **read** because it helps you in lots of ways.

Becomes: **Reading** is beneficial in many ways.

Germany **invaded** Poland in 1939. This was the immediate cause of the Second World War breaking out.

Becomes: Germany's **invasion** of Poland in 1939 was the immediate cause of the outbreak of the Second World War.

Connectives and Conjunctions	
Cause And Effect	Because So Consequently Therefore Thus
Addition	And Also In addition Further (more)
Comparing	Whereas However Similarly Yet As with/ equally/ Likewise
Sequencing	Firstly Initially Then Subsequently Finally After
Emphasis	Importantly Significantly In particular Indeed
Subordinate	Who, despite, until, if, while, as, although, even though, that, which

Haggerston School



Year 11 Knowledge Organiser

Haggerston School

Aspiration Creativity Character