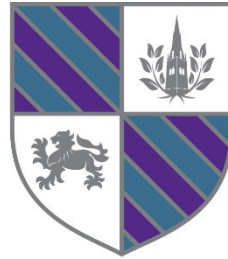


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: September 2024

Year 11

“Wise men and women are always learning, always listening for fresh insights.”
Proverbs 18:15 (The Message)

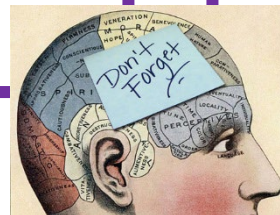
Determination – Integrity – Ambition – Humility – Compassion

Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it.
Try and make links between the information on it and what you already know and do.
2. Look, Cover, Write, Check – the traditional way of learning spellings!
3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.
4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.
5. Write it out in full on a blank version of the same format.
6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.
7. Recreate the knowledge organiser as a series of images and words
8. Write a set of test questions for yourself using the organiser.
 - Answer these without the organiser the next day.
 - Swap your questions with a friend to increase challenge.
 - Turn your questions in to a game by putting them on cards and playing with friends.
9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.
10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.
11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.
12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!



Year 11 Half Term 1 Key Vocabulary

<u>English Language</u> Insanitary Populous Sinister Repulsive Permanent Adapt Tone Structure Impression Salutation	<u>English Literature</u> Incessantly Gilded Reverence Versatile Wrath Speaker Caesura Enjambment Rhyme Rhythm	<u>Maths (F)</u> Integer Significant figure Factor Multiple Prime Multiplier Depreciation Estimate Equivalent Proportion	<u>Maths (H)</u> Integer Product Prime Factorisation Significant figure Estimate Rational Irrational Highest Common Factor Lowest Common Multiple Recurring Decimal	<u>Science - Biology</u> Meiosis Gamete Variation Genome Chromosome Gene Dominant allele Recessive allele Homozygous Heterozygous	<u>Science-Chemistry</u> Chromatography Stellation Pure substance Formulation Finite resource Renewable resource Sustainable development Agricultural Synthetic Potable water Filtration Desalination Fertiliser
<u>Science – Physics</u> Solenoid Electromagnet Magnetic field Current Force Magnetic flux density Density Plotting compass Field lines	<u>History</u> Communism Lebensraum Plebiscite Anschluss Appeasement Conscription Demilitarised Fascist Nazi-Soviet Pact Sudetenland Foreign Policy	<u>Geography</u> Colonialism Inequality Development Immigration LIC (Low-income country) NEE (newly emerging economy) HIC (high-income country) Poverty Multiplier Effect Aid	<u>French</u> Viajo Avión Coche Playa Piscina Visito Paella Monumentos Castillo Acuario	<u>GCSE RS</u> Catholic Orthodox Protestant Denomination Holy Omnipotent Benevolent Trinity The Word Incarnation	<u>Sociology</u> Crime Deviance Socially defined behaviour Reported crime Recorded crime Validity Social constructed Peer group pressure Dark figure of crime Self-report surveys
<u>Drama</u> Forum Theatre Improvisation Action Relationship Form Cross-cutting Marking the Moment Thought Tracking Hot seating Narration	<u>Child Development</u> Unoccupied play Solitary play Spectator/onlooker play Parallel play Associative play Co-operative play Locomotor play Creative play Sensory play Imaginative play	<u>Dance</u> Choreographic Motif Action Dynamic Relationship Spatial Expressive Acceleration Accumulation Intention	<u>Art</u> Interpret Independent Experiment Annotate Reflect Response Analyse Composition Modify Transfer	<u>PE</u> Components Appropriate Contingency Adaptability Risk assessment Effective communication leadership styles creativity reflect	<u>Technology</u> Crowd funding Virtual marketing Cooperative Fair trade Renewable culture and society Technology Push Market pull Carbon off-setting
<u>Construction</u> Structure Sustainability Harvesting Roofing Insulation Boarding Panels Party walls Interior Exterior	<u>iMedia</u> Traditional Media New Media Product Sector Digital Publishing Interactive Media Internet Print Publishing Creative Roles Technical Roles	<u>Hospitality and Catering</u> Garnish Presentation Organoleptic Technique Dusting Commodities Production Nutrition Cooking Methods Quality Assurance	<u>Music</u> Chamber Music Monophonic Homophonic Polyphonic Chordal Descant Countermelody Recitative Overture Canon		

Year 11 — Component 2 English Language

1. Tier 2 Vocabulary : Volcanoes -Sandrick and Tom Robins & London Markets– Petticoat Lane and Kingsland Road Market.

Volcanoes:	
specialises	Concentrate on and become an expert in a particular skill or subject.
permanent	Lasting or intending to last indefinitely (an unlimited time).
revamp	The act of improving the appearance of something.
adapt	Change; modify; change for a new purpose.
Markets:	
inadequate	Not good enough; lacking the quality required.
din	Loud, unpleasant and prolonged (going on too long) noise.
sanitary	Conditions that affect hygiene and health.
seething	Filled with anger but without expressing it.
thronged	A crowd filling a place.
excess	An amount that is more than necessary.
oily	Unpleasantly smooth or ingratiating (intending to gain approval

2. Vocabulary: to describe *place*

Term	Definition
insanitary	Unhygienic conditions.
populous	Having a large population; densely populated.
sinister	Giving the impression that something evil or unpleasant will happen there.
popular	Like by many people.
thunderous	Noisy; very loud; powerful and intense.
repulsive	Arousing intense distaste or disgust.

3. Letter writing: Structure

		Sender's address: (house number/ street name
		<p>Town</p> <p>City</p> <p>County</p>
		Date in full
Recipient's address: (house number/ street name <p>Town</p> <p>City</p> <p>County</p> <p>Post code</p>		<p>If you don't know the recipient's actual name, end with Yours faithfully,</p> <p>If you do know the recipient's name, end with Yours sincerely,</p>
Salutation: Dear Sir/ Madam,		
Closure: Yours faithfully/ sincerely,		

4. Question Terminology

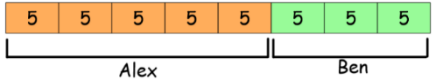
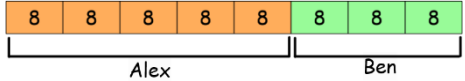
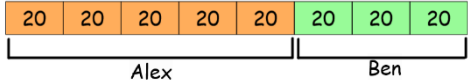
Term	Definition
Tone	The writer's use of words and writing style to convey his or her attitude towards a topic.
Structure	The arrangement of and relations between the parts or elements of something complex.
Impression	An idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence.

Year 11 — English Literature ‘Conflict Poetry’

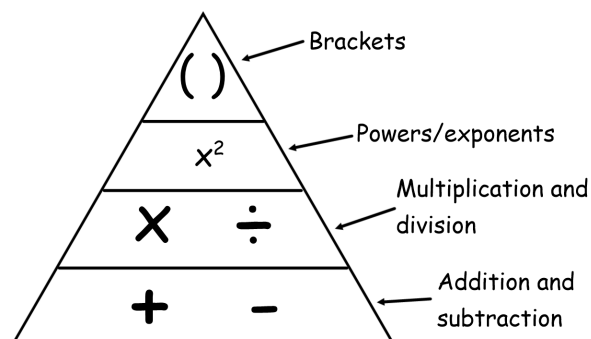
Key Vocabulary						Poetic Terminology		
Belfast Confetti	Labyrinth— <i>Maze</i>	Rapid— <i>Fast</i>	Punctuated— <i>interrupted or emphasised</i>			Stanza	A group of lines forming the basic recurring metrical unit in a poem; a verse.	
	Balaclava— <i>Hat that covers the face and neck</i>	Fusillade of— <i>a bunch of</i>						
Exposure	Ache— <i>a prolonged dull pain</i>	Merciless— <i>cruel</i>	Wearied— <i>tired</i>	Salient— <i>important</i>	Sentries— <i>guards/lookouts</i>	Speaker	The poetic voice within a poem.	
	Agonies— <i>extremely bad pains</i>	Incessantly— <i>constantly</i>	Poignant— <i>emotional</i>	Successive— <i>one after the other</i>				
	Nonchalance— <i>calmness</i> <i>understand</i>	dazed— <i>shocked and confused</i>	Loath— <i>unwilling</i>	Shrivelling— <i>shrinking</i>	Grasp— <i>grab/</i>			
War Photographer	Reassurance— <i>kind words</i> <i>huge</i>	Absurd— <i>weird and ridiculous</i>	Gilded— <i>covered in gold</i>		Staggering— <i>walking unsteadily or</i>	Listener	The person who hears the poem.	
	Devastated— <i>destroyed</i>	Instinct— <i>gut feeling</i>	Prevailing— <i>winning</i>		Burden— <i>heavy load</i>			
	Boundaries— <i>edges/borders</i>	Arbitrary— <i>random</i>						
What were they like?	Ceremonies— <i>special events/series of actions</i> <i>decoration</i>		Reverence— <i>an almost holy respect</i>		Inclined to— <i>likely to</i>	Ornament—	Caesura	A pause near the middle of a line of poetry. Usually signalled by a full stop.
	Epic— <i>huge</i>	Distinguish between— <i>tell the difference between</i>		Illumined— <i>lit up</i>	Charred— <i>blackened by fire</i>			
	Peasants— <i>poor people</i>	Bamboo— <i>fast-growing wood</i>	Resembled— <i>looked like</i>					
The Class Game	Wince— <i>tense up</i>	Toil— <i>to work hard</i>	Bog— <i>slang for toilet</i>	Gullet— <i>throat</i>		Enjambment	The running over of one verse into the next.	
A Poison Tree	Wrath— <i>anger</i>	Foe— <i>enemy</i>	Deceitful— <i>dishonest</i>	Wiles— <i>tricks</i>	Beheld— <i>look/saw</i>			
No Problem	Taunts— <i>teasing/intimidating statements</i>		Academic— <i>intelligent and good at school-work</i>		Dey— <i>they</i>			
	Branded— <i>called/labelled</i>		Versatile— <i>able to do lots of different things</i>					
Half-Caste	Half-caste— <i>mixed race</i>	Picasso— <i>a famous Spanish painter</i>	Canvas— <i>something you paint on</i>			Rhyme	The repetition of the same or similar sounds occurs in two or more words, usually at the end of lines .	
	Overcast— <i>covered with clouds</i>	Spiteful— <i>angry</i>	Tchaikovsky— <i>famous Russian composer</i>					
	Symphony— <i>complex music for a full orchestra</i>							
Half-Caste						Rhythm	The beat and pace of a poem. Rhythm is created by the pattern of stressed and unstressed syllables in a line or verse.	

Subject terminology - Number	
Integer	A whole number with no decimal part
Factor	A number that divides into another number exactly and without leaving a remainder
Multiple	The result of multiplying a number by an integer
Prime	A number which only has two factors - 1 and itself
Percentage multiplier	The decimal equivalent of a percentage used to calculate percentage change
Estimate	Working out a rough answer to a calculation by rounding the values first
Equivalent	Having the same value or being equal
Proportion	When quantities have the same relative size (the same ratio)

How to : Percentage multipliers	
<u>Find an amount</u> 1) Divide the percentage by 100 to find the multiplier 2) Multiply by the original quantity	E.g. Find 12% of 200 $12 \div 100 = 0.12$ $200 \times 0.12 = 24$
<u>Increase by an amount</u> 1) Add the percentage to 100% 2) Divide the percentage by 100 to find the multiplier 3) Multiply by the original quantity	E.g. Increase 200 by 12% $100\% + 12\% = 112\%$ $112 \div 100 = 1.12$ $200 \times 1.12 = 224$
<u>Decrease by an amount</u> 1) Subtract the percentage from 100% 2) Divide the percentage by 100 to find the multiplier 3) Multiply by the original quantity	E.g. Decrease 200 by 12% $100 - 12\% = 88\%$ $88 \div 100 = 0.88$ $200 \times 0.88 = 176$

Ratio: Sharing using bar models	
To use a bar model we add the parts of our ratio together, draw that number of boxes and share the amount given into those boxes. The value in each box must always be the same	
E.g. Alex and Ben share some money in the ratio 5:3. Together they receive £40	
We need to share £40 into the total amount of boxes, so $40 \div 8 = 5$	
E.g. Alex and Ben share some money in the ratio 5:3. Alex receives £40	
As Alex has received £40 and he has 5 boxes, we calculate $40 \div 5 = 8$	
E.g. Alex and Ben share some money in the ratio 5:3. The difference in what they both receive is £40	
The difference between the boxes Alex has and the boxes Ben has is $5 - 3 = 2$ so we need to calculate $40 \div 2 = 20$	
Standard form always comes in the form	
$A \times 10^n$ <div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center; margin-right: 20px;"> \nwarrow base </div> <div style="text-align: center;"> \swarrow exponent </div> </div>	
where $1 \leq A < 10$	

$4.3 \times 10^6 = 4300000$ Positive Power = Large Number
 $4.3 \times 10^{-6} = 0.0000043$ Negative Power = Small Number

Order of Operations**Inverse Operations**

$$+ \longleftrightarrow -$$

$$\times \longleftrightarrow \div$$

$$\square^2 \longleftrightarrow \sqrt{\square}$$

$$\square^3 \longleftrightarrow \sqrt[3]{\square}$$

Multiplying Integers

If the signs are the same, the result is positive.

$$+ \times + = + \quad - \times - = +$$

$$+ \times - = - \quad - \times + = -$$

Adding Negative Numbers

$+ \text{ add } +$	Add the numbers; end result is a positive E.g. $3 + 5 = 8$
$+ \text{ add } -$	Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. $3 + -5 = -2$
$- \text{ add } -$	Add the integers; end result is a negative $-3 + -5 = -8$

Square Numbers

$$1 \times 1 \text{ or } 1^2 = 1$$

$$2 \times 2 \text{ or } 2^2 = 4$$

$$3 \times 3 \text{ or } 3^2 = 9$$

$$4 \times 4 \text{ or } 4^2 = 16$$

$$5 \times 5 \text{ or } 5^2 = 25$$

$$6 \times 6 \text{ or } 6^2 = 36$$

$$7 \times 7 \text{ or } 7^2 = 49$$

$$8 \times 8 \text{ or } 8^2 = 64$$

$$9 \times 9 \text{ or } 9^2 = 81$$

$$10 \times 10 \text{ or } 10^2 = 100$$

$$11 \times 11 \text{ or } 11^2 = 121$$

$$12 \times 12 \text{ or } 12^2 = 144$$

Cube Numbers

$$1^3 = 1 \times 1 \times 1 = 1$$

$$2^3 = 2 \times 2 \times 2 = 8$$

$$3^3 = 3 \times 3 \times 3 = 27$$

$$4^3 = 4 \times 4 \times 4 = 64$$

$$5^3 = 5 \times 5 \times 5 = 125$$

Column Addition

$$\begin{array}{r} 1 \\ 29 \\ + 35 \\ \hline 64 \end{array}$$

9+5=14
14 is more than 10!

Column Subtraction

$$\begin{array}{r} 5 \cancel{6} \cancel{4} \\ - 27 \\ \hline 37 \end{array}$$

(10+4=14)

Written methods**Multiplication (Grid method)**

$$26 \times 5$$

\times	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown.

The results are then added, $100 + 30 = 130$.

Division (Bus stop)

$$186 \div 6$$

$$\begin{array}{r} 0 \ 3 \ 1 \\ 6 \overline{) 1 \ 8 \ 6} \end{array}$$

6 doesn't divide into 1, so the 1 carries.

6 divides into 18, 3 times.

6 divides into 6, once.

Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

24.356 To the nearest integer (whole number)

24

24.356 To 3 significant figures (starting at first non-zero digit)

24.4

24.356 To 2 decimal places (digits after the decimal point)

24.36

Draw in your line then check the number to the right

Subject terminology - Number

Integer	A number which is a whole number. This can be either positive or negative.
Product	An operation to multiply two numbers together
Prime Factorisation	A way of writing a number as a product of its prime factors.
Rational Number	A number which can be written as a fraction.
Irrational Number	A number which cannot be written a fraction.
Highest Common Factor	The largest factor which is common to a set of numbers.
Lowest Common Multiple	The lowest quantity that is a multiple of a set of numbers.
Recurring Decimal	A decimal in which after a certain point a particular digit or sequence of digits repeat indefinitely.

Find the **Highest Common Factor (HCF)** of 12 & 20.

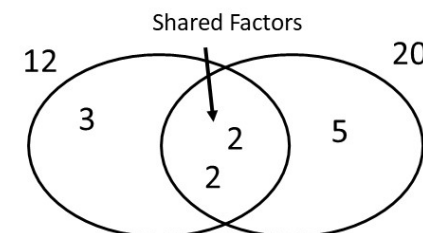
1) Complete Prime Factorisation for both numbers.



$$12 = \cancel{2} \times \cancel{2} \times 3$$

$$20 = \cancel{2} \times \cancel{2} \times 5$$

2) Input the Prime Factors into a Venn diagram

3) **HCF** = Product of **shared** factors

$$2 \times 2 = 4$$

Rationalising a denominator

If the denominator has just one term that is a surd, the denominator can be rationalised by multiplying the numerator and denominator by that surd

If the denominator of a fraction includes a rational number, add or subtract a surd, swap the + or - sign and multiply the numerator and denominator by this expression.

Example: Rationalise the denominator of $\frac{\sqrt{8}}{\sqrt{6}}$

$$\frac{\sqrt{8} \times \sqrt{6}}{\sqrt{6} \times \sqrt{6}} = \frac{\sqrt{48}}{6} = \frac{\sqrt{(16 \times 3)}}{6} = \frac{4\sqrt{3}}{6} = \frac{2\sqrt{3}}{3}$$

How to: Convert recurring decimals to fractionsConvert $0.\dot{5}$ to a fraction.

$$\text{Let } x = 0.\dot{5},$$

$$10x = 5.\dot{5}$$

$$10x - x = 5$$

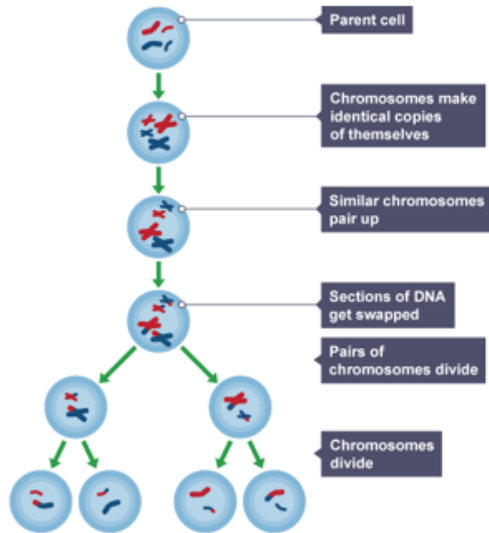
$$9x = 5$$

$$\div 9 \quad x = \frac{5}{9}$$

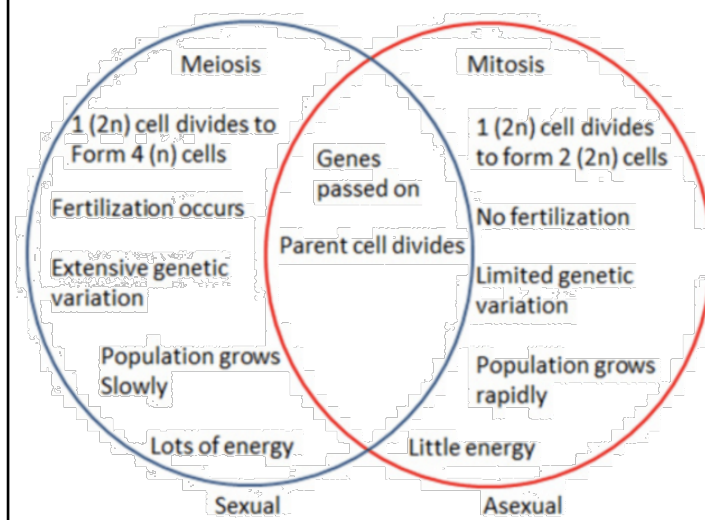
$$10x - x$$

$$\begin{array}{r} 5.555555... \\ - 0.555555... \\ \hline 5.0 \end{array}$$

Meiosis



Sexual vs Asexual Reproduction



Embryo Screening

For embryo screening	Against embryo screening
Can avoid suffering by stopping children from being born with genetic disorders.	This process could imply that people with genetic disorders are ' undesirable ', which is not fair or true.
Treatment for disorders costs governments and taxpayers a lot of money.	Embryo screening is a very expensive process and therefore is not available to all potential parents — only those who can pay for it.
There are laws in place to stop embryo screening being abused (eg. parents are not allowed to choose the sex of the baby unless they are trying to prevent certain genetic disorders which are sex-linked, that is, those that specific to either males or females).	This could be a 'slippery slope'—if the process becomes more affordable and more people want to screen their embryos, we may end up in a situation where the process of embryo screening is abused and used to produce ' desirable ' offspring (ie. those with characteristics chosen by the parents).

Cystic fibrosis is a genetic disorder of cell membranes resulting in the body producing large amounts of thick, sticky mucus in the air passages. It is caused by a recessive allele.

Polydactyly is a genetic disorder that causes someone to be born with extra fingers or toes, it is caused by a dominant allele.

Capital letter = dominant allele
Lower case = recessive allele

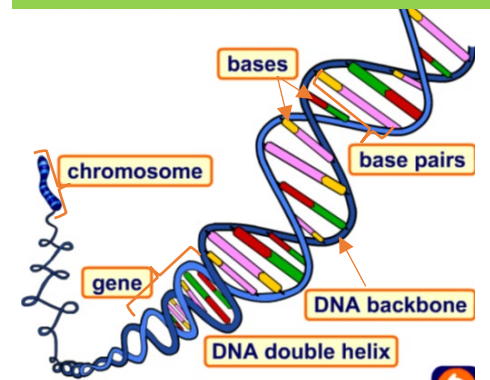
How to construct Punnett squares

f is the cystic fibrosis allele

		mother	
		F	f
father	F	FF	Ff
	f	Ff	ff

Subject Terminology	Definition
Clone	Offspring that is genetically identical to the parent.
Allele	Different versions of the same gene - e.g the hair colour gene has brown, black, blonde and ginger alleles
Meiosis	two stage process of cell division that reduces the chromosome number of daughter cells. It is involved in making gametes for sexual reproduction
Gamete	Sex cell e.g. sperm and egg
Variation	Differences between individuals.
Genome	The complete set of DNA found in an organism.
Chromosome	The structure made of DNA coiled around proteins.
Gene	a small section of DNA on a chromosome that codes for a particular sequence of amino acids, to make a specific protein.
Dominant allele	The allele will be expressed and the phenotype will be apparent in the offspring even if only one of the alleles is inherited
Recessive allele	The allele will be expressed and the phenotype that will only show up in the offspring if both of the alleles coding for that characteristic are inherited
Homozygous	two identical versions of the alleles for a characteristic
Heterozygous	Two different versions of the alleles for a characteristic
Genotype	the genetic makeup of an individual for a particular characteristic
Phenotype	the physical appearance / biochemistry of an individual for a particular characteristic

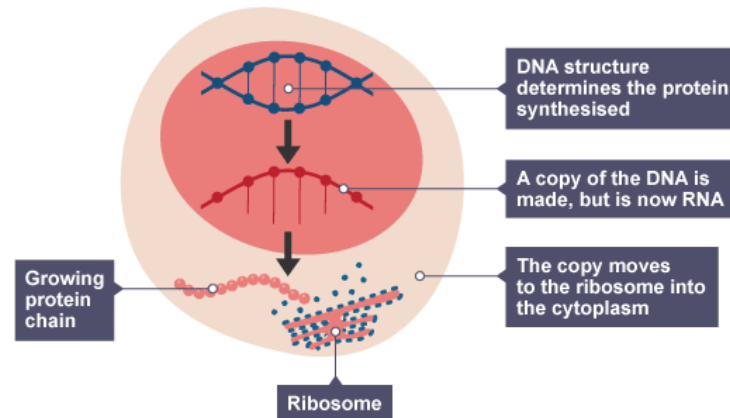
Structure of DNA



Examples of sexual and asexual reproduction in organisms

Sexual reproduction	Asexual reproduction
Fungi reproduce sexually to generate variation	Fungi release spores by asexual reproduction
Plants use sexual reproduction to produce seeds	Plants such as strawberries reproduce asexually by sending out runners, or daffodils when their bulbs divide
Malarial parasites reproduce sexually in the host mosquito	Malarial parasites reproduce asexually in the human host

Protein synthesis

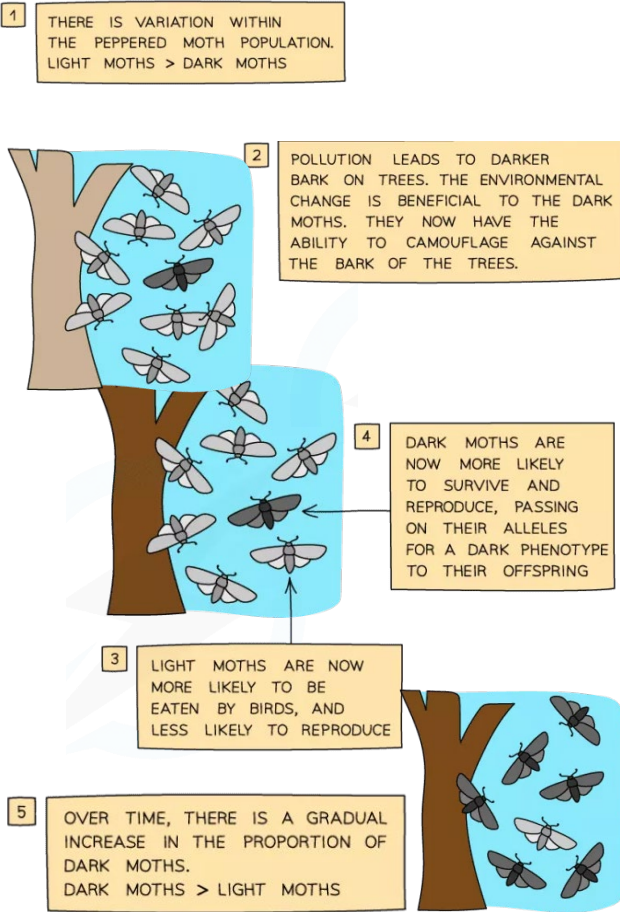


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Genotype	the genetic makeup of an individual for a particular characteristic
Phenotype	the physical appearance / biochemistry of an individual for a particular characteristic
Protein synthesis	The production of proteins from amino acids, which happens in the ribosomes of the cell.
Mutation	A random and spontaneous change in the structure of a gene, chromosome or number of chromosomes.
Nucleotide	The units or molecules of which DNA or RNA is composed

Natural Selection Model Answer

1. A mutation causes variation in the species.
2. The organism better adapted/most suited survives.
3. The organism reproduces and passes on its genes to the next generation.

Peppered Moth Natural Selection



Genetic Engineering

1. selection of the desired characteristic
2. the gene responsible for the characteristic is 'cut out' of the chromosome
3. the gene is transferred and inserted into another organism
4. replication of the modified organism.

Benefits of genetic engineering

Genetic modification is a faster and more efficient than selective breeding.
 Improve crop yields or crop quality
 Less herbicides used
 Less insecticides used
 Sterile insects could be created such as a mosquito. This may help with spread of diseases, such as malaria, dengue fever and the Zika virus.

Risks of genetic engineering

Some people believe it is not ethical to interfere with nature in this way.
 GM crop seeds are more expensive and so people in developing countries cannot afford them.
 GM crops could be harmful, effects of eating GM crops on human health have not been fully explored.

Subject Terminology	Definition
Genetically modified	Describes a cell or organism that has had its genetic code altered by adding a gene from another organism.
Genetic engineering	Process which involves the artificial transfer of genetic information from one donor cell or organism to another.
Selective breeding	speeds up natural selection by selecting animals or plants for breeding that have a required characteristic
Mutation	A change in the genetic material of an organism
Natural selection	the process by which evolution takes place. Organisms produce more offspring than the environment can support. Only those that are most suited to their environment will survive to breed and pass on their useful characteristics to their offspring
Evolution	The process of change in the inherited traits of a population of organisms from one generation to the next.
Variation	The difference between organisms due to a combination of their genes and the environment.
Adaptation	Special features that make an organism well suited to their environment
Tissue culture	a modern way of cloning plants that allows thousands of new plants to be created from one piece of plant tissue
Environmental variation	Differences between individuals of a species due to factors in their surroundings. E.g. language, religion, flower colour of hydrangeas
Inherited variation	Differences between individuals of a species due to their genetic information e.g. eye colour, hair colour, ability to roll your tongue

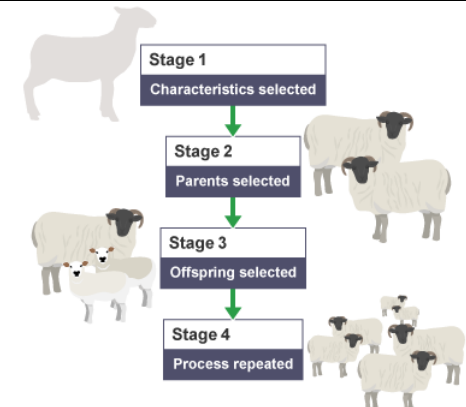
Selective Breeding

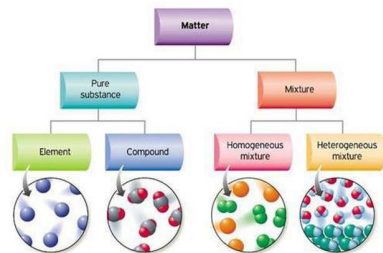
Benefits of selective breeding include:

- new varieties may be economically important, by producing more or better quality food
- animals can be selected that cannot cause harm, for example cattle without horns

Risks of selective breeding include:

- reduced genetic variation can lead to attack by specific insects or disease, which could be extremely destructive
- rare disease genes can be unknowingly selected as part of a positive trait, leading to problems with specific organisms, eg a high percentage of Dalmatian dogs are deaf
- can create physical problems in specific organisms, eg large dogs can have faulty hips due to not being formed correctly



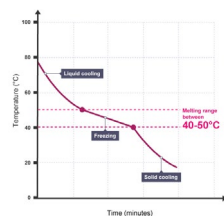
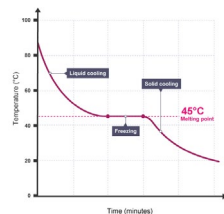


Pure substances and Mixtures

Pure substances have a sharp **melting point** but mixtures **melt** over a range of temperatures.

The horizontal part of the graph shows that the salol has a sharp melting point, so it is pure.

Impure salol (a mixture of salol and other substances) would produce a gradual fall in temperature as it freezes.

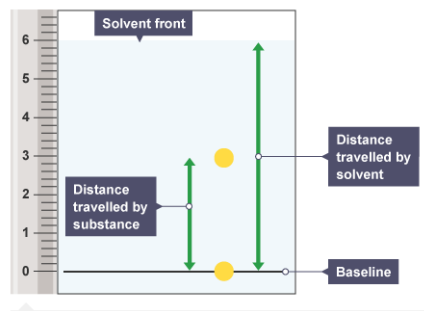


Chromatography

Paper **chromatography** is used to separate mixtures of **soluble** substances.

R_f values can be used to identify unknown chemicals if they can be compared to a range of reference substances. The R_f value is always the same for a particular substance.

$$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$$



Subject Terminology

Key Word	Definition
Formulations	A mixture that has been designed as a useful product
Mobile phase	Phase in chromatography that moves, usually a solvent or mixture of solvents.
Stationary phase	Phase in chromatography that does not move, for instance, the paper in chromatography.
Repeatable	The same person doing the same investigation and getting similar or the same results.
Random error	An error that is unpredictable and caused by the person using equipment incorrectly, leading to anomalous results. This can be reduced (not prevented) by repeats and calculating a mean.
Systematic error	An error that is consistent and always out by the same proportion. Caused by the equipment and not the person. E.g. zero error.
Precise	How tightly clustered around the mean your result is, reflecting degree of random error
Accurate	How close your answer is to the true value

Gas tests

Test for Carbon dioxide, CO_2

Carbon dioxide gas

Limewater (clear/colourless)

Limewater (cloudy/milky)

Test for Chlorine, Cl_2

Chlorine bleaches damp blue litmus paper

Blue

Red

White

Chlorine gas

Test for Hydrogen, H_2

Hydrogen makes a squeaky pop with a lighted splint

POP!

H_2 gas

Test for Oxygen, O_2

Oxygen relights a glowing splint

Glowing splint

oxygen

Test for Water, H_2O

Water turns cobalt chloride paper from blue to pink

Cobalt chloride paper

Potable water

MAKING POTABLE WATER

- 1 Source of fresh water
- 2 1st filtration pass through mesh
- 3 2nd filtration pass through sand and gravel beds
- 4 treatment with chlorine, ozone or uv light
- 5 sterilisation chamber
- 6 other treatments checks on purity
- 7 Store and supply of potable water

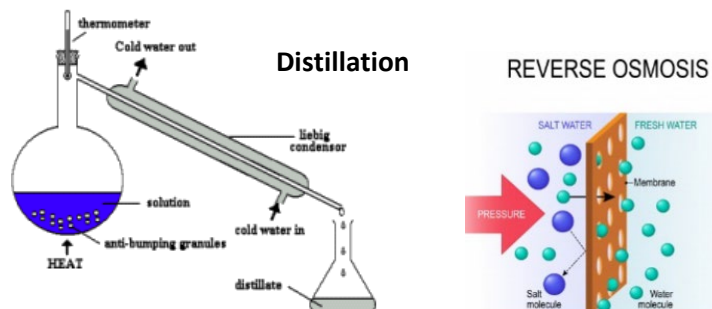
© Doc Brown

Water that is safe for humans to drink is called **potable water**.

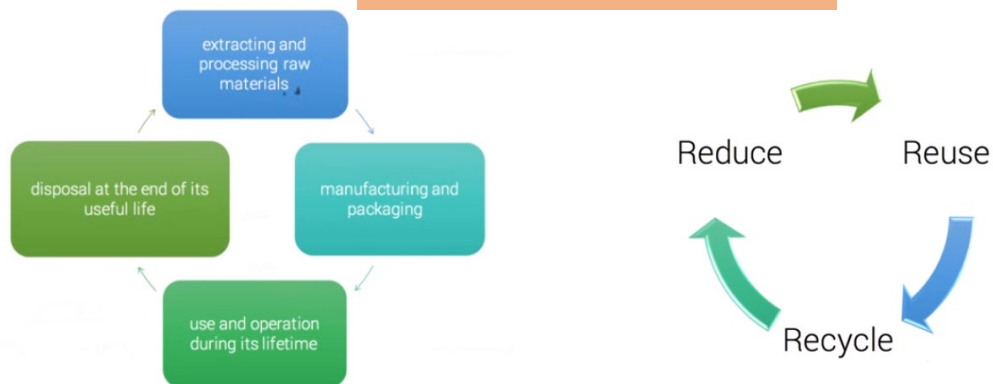
Waste water from homes, industry and agriculture must be treated before being released into the environment.

Potable water can be made from sea water, through a process known as **desalination**.

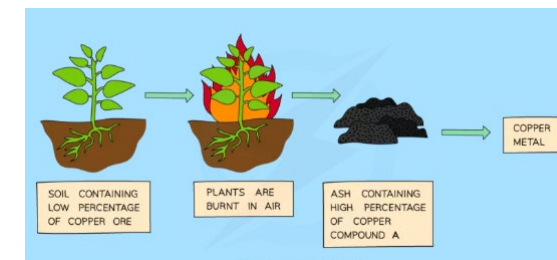
Desalination can be done by **distillation** and by **reverse osmosis**



Life Cycle Assessments



Alternative methods of extracting metals from Ores (higher only)



Phytomining: Using plants to absorb metal compounds from the ground through their roots. The plants are then burned to produce an ash containing a high concentration of the metal compounds.

Bioleaching: Using bacteria to extract metals from their ores.

Key Word	Definition
Finite resource	Resource that can only be used once and is in limited supply. For example, oil is a finite resource.
Renewable resource	Resources which will not run out in the foreseeable future. This could be because the reserves of the resources is huge, or because the current rate of extraction is low.
Sustainable development	Development that meets the needs of the present without compromising the ability of future generations to meet their own needs
agricultural	Agriculture, or farming, is the cultivation of crops and animals to produce food and other products
synthetic	A material made by a chemical process, not naturally occurring
potable water	Water that is safe for humans to drink
filtration	used to separate an insoluble solid from a liquid.
desalination	the removal of salt from seawater
Fertiliser	A nutrient added to the soil to increase the soil fertility

Subject Terminology

Transverse wave	The oscillations are perpendicular to the direction of energy transfer.
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You must remember the electromagnetic spectrum in the correct order.
Try using this to help:

- **Raging Martians Invaded Venus Using X-ray Guns**

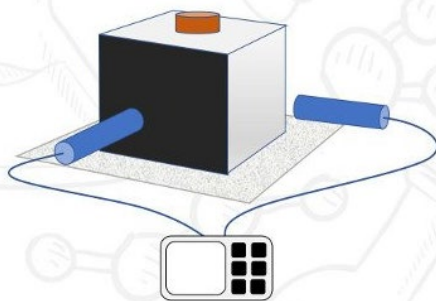
Dangers of EM Waves**Infrared Required Practical**

A **Leslie cube** is a hollow metal box with different coloured sides, e.g. matt black and shiny silver. It is filled with boiling water from a kettle to make it hot.

An infrared detector can then be used to see which type of surface emits the most infrared radiation.

The detector should be held at the same distance (and at the same angle) from each surface.

Do not touch the surfaces – they are hot enough to burn!



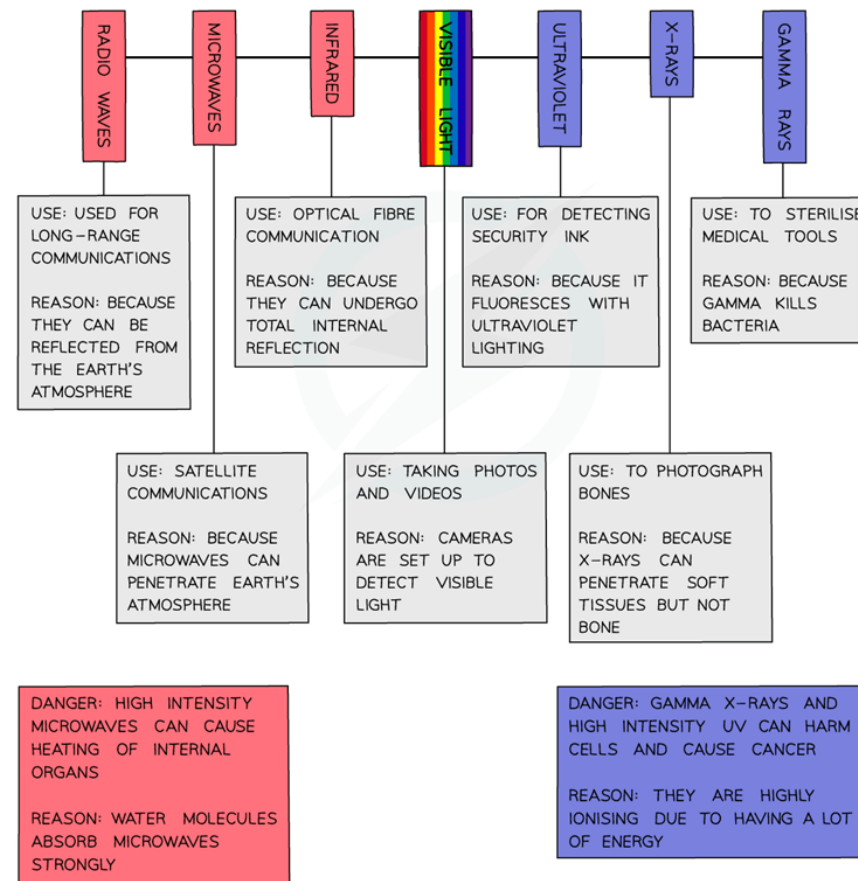
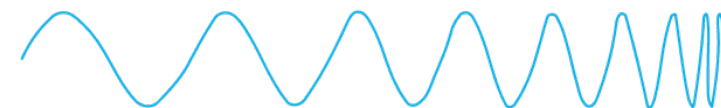
Wave	Danger
Radio	• No known danger
Microwave	• Possible heat damage to internal organs
Infrared	• Skin burns
Visible light	• Bright light can cause eye damage
Ultraviolet	• Eye damage • Sunburn • Skin cancer You must specify <u>skin</u> cancer to get the mark here
X-rays	• Kills cells • Mutations • Cancer
Gamma Rays	• Kills cells • Mutations • Cancer

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LOWER ENERGY
LONG WAVELENGTH
LOW FREQUENCY

THE ELECTROMAGNETIC SPECTRUM
SUMMARY OF USES AND DANGERS

HIGHER ENERGY
SHORT WAVELENGTH
HIGH FREQUENCY



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What is development?

Development is an improvement in living standards through better use of resources.

Economic	This is progress in economic growth through levels of industrialisation and use of technology.
Social	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental	This involves advances in the management and protection of the environment.

Measuring development

These are used to compare and understand a country's level of development.



Economic indicators examples

Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income per capita	An average of gross national income per person, per year in US dollars.

Social indicators examples



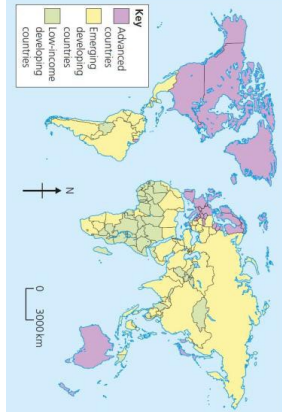
Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.

Mixed indicators

Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.
--------------------------------------	----------------------------------------------------------------------------

Variations in the level of development

LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.



Causes of uneven development

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too.

Unit 2b



The Changing Economic World

Physical factors affecting uneven development

Natural Resources	Natural Hazards
<ul style="list-style-type: none"> Fuel sources such as oil. Minerals and metals for fuel. Availability for timber. Access to safe water. 	<ul style="list-style-type: none"> Risk of tectonic hazards. Benefits from volcanic material and floodwater. Frequent hazards undermines redevelopment.
Climate	Location/Terrain
<ul style="list-style-type: none"> Reliability of rainfall to benefit farming. Extreme climates limit industry and affects health. Climate can attract tourists. 	<ul style="list-style-type: none"> Landlocked countries may find trade difficulties. Mountainous terrain makes farming difficult. Scenery attracts tourists.

Human factors affecting uneven development

Aid	Trade
<ul style="list-style-type: none"> Aid can help some countries develop key projects for infrastructure faster. Aid can improve services such as schools, hospitals and roads. Too much reliance on aid might stop other trade links becoming established. 	<ul style="list-style-type: none"> Countries that export more than they import have a trade surplus. This can improve the national economy. Having good trade relationships. Trading goods and services is more profitable than raw materials.
Education	Health
<ul style="list-style-type: none"> Education creates a skilled workforce meaning more goods and services are produced. Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future. 	<ul style="list-style-type: none"> Lack of clean water and poor healthcare means a large number of people suffer from diseases. People who are ill cannot work so there is little contribution to the economy. More money on healthcare means less spent on development.
Politics	History
<ul style="list-style-type: none"> Corruption in local and national governments. The stability of the government can effect the country's ability to trade. Ability of the country to invest into services and infrastructure. 	<ul style="list-style-type: none"> Colonialism has helped Europe develop, but slowed down development in many other countries. Countries that went through industrialisation a while ago, have now develop further.

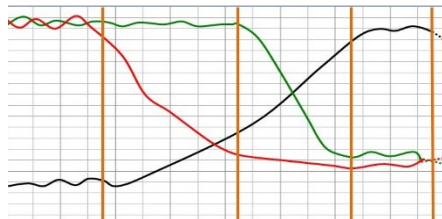
Consequences of Uneven Development

Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

The Demographic Transition Model

The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.



STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
High DR High BR Steady	BR Low Declining DR Very High	Rapidly falling DR Low BR High	Low DR Low BR Zero	Slowly Falling DR Low BR Negative
e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK	e.g. Japan

Reducing the Global Development Gap

Microfinance Loans



This involves people in LICs receiving small loans from traditional banks.

+ Loans enable people to begin their own businesses

- Its not clear they can reduce poverty at a large scale.

Foreign-direct investment



This is when one country buys property or infrastructure in another country.

+ Leads to better access to finance, technology & expertise.

- Investment can come with strings attached that country's will need to comply with.



Aid



This is given by one country to another as money or resources.

+ Improve literacy rates, building dams, improving agriculture.

- Can be wasted by corrupt governments or they can become too reliant on aid.

Debt Relief

This is when a country's debt is cancelled or interest rates are lowered.

+ Means more money can be spent on development.

- Locals might not always get a say. Some aid can be tied under condition from donor country.



Fair trade



This is a movement where farmers get a fair price for the goods produced.

+ Paid fairly so they can develop schools & health centres.

-Only a tiny proportion of the extra money reaches producers.

Technology

Includes tools, machines and affordable equipment that improve quality of life.

+ Renewable energy is less expensive and polluting.

- Requires initial investment and skills in operating technology

CS: Reducing the Development Gap In Jamaica



Location and Background



Jamaica is a LIC island nation part of the Caribbean. Location makes Jamaica an attractive place for visitors to explore the tropical blue seas, skies and palm filled sandy beaches

Tourist economy



Multiplier effect

-In 2015, 2.12 million visited.
-Tourism contributes 27% of GDP and will increase to 38% by 2025.
-130,000 jobs rely on tourism.
-Global recession 2008 caused a decline in tourism. Now tourism is beginning to recover.

-Jobs from tourism have meant more money has been spent in shops and other businesses.
-Government has invested in infrastructure to support tourism.
-New sewage treatment plants have reduced pollution.

Development Problems

- Tourists do not always spend much money outside their resorts.
- Infrastructure improvements have not spread to the whole island.
- Many people in Jamaica still live in poor quality housing and lack basic services such as healthcare.

Case Study: Economic Development in Nigeria



Location & Importance

Nigeria is a NEE in West Africa. Nigeria is just north of the Equator and experiences a range of environments.

Nigeria is the most populous and economically powerful country in Africa. Economic growth has been based on oil exports.



Influences upon Nigeria's development

Political

Suffered instability with a civil war between 1967-1970. From 1999, the country became stable with free and fair elections. Stability has encouraged global investment from China and USA.

Social

Nigeria is a multi-cultural, multi-faith society. Although mostly a strength, diversity has caused regional conflicts from groups such as the Boko Haram terrorists.

Cultural

Nigeria's diversity has created rich and varied artistic culture. The country has a rich music, literacy and film industry (i.e. Nollywood). A successful national football side.

Industrial Structures

Once mainly based on agriculture, 50% of its economy is now manufacturing and services. A thriving manufacturing industry is increasing foreign investment and employment opportunities.



The role of TNCs

TNCs such as Shell have played an important role in its economy.
+ Investment has increased employment and income.
- Profits move to HICs.
- Many oil spills have damaged fragile environments.



Changing Relationships

Nigeria plays a leading role with the African Union and UN. Growing links with China with huge investment in infrastructure. Main import includes petrol from the EU, cars from Brazil and phones from China.

Environmental Impacts

The 2008/09 oil spills devastated swamps and its ecosystems. Industry has caused toxic chemicals to be discharged in open sewers - risking human health. 80% of forest have been cut down. This also increases CO² emissions.

Aid & Debt relief

+ Receives \$5billion per year in aid.
+ Aid groups (ActionAid) have improved health centres, provided anti-mosquito nets and helped to protect people against AIDS/HIV.
- Some aid fails to reach the people who need it due to corruption.

Effects of Economic Development

Life expectancy has increased from 46 to 53 years. 64% have access to safe water. Typical schooling years has increased from 7 to 9.

Case Study: Economic Change in the UK



UK in the Wider World

The UK has one of the largest economies in the world. The UK has huge political, economic and cultural influences. The UK is highly regarded for its fairness and tolerance. The UK has global transport links i.e. Heathrow and the Eurostar.



Causes of Economic Change

De-industrialisation and the decline of the UK's industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.

Towards Post-Industrial

The quaternary industry has increased, whilst secondary has decreased. Numbers in primary and tertiary industry has stayed the steady. Big increase in professional and technical jobs.

Developments of Science Parks

Science Parks are groups of scientific and technical knowledge based businesses on a single site.

- Access to transport routes.
- Highly educated workers.
- Staff benefit from attractive working conditions.
- Attracts clusters of related high-tech businesses.



CS: UK Car Industry



Every year the UK makes 1.5 million cars. These factories are owned by large TNCs. i.e. Nissan.

- 7% of energy used there factories is from wind energy.
- New cars are more energy efficient and lighter.
- Nissan produces electric and hybrid cars.

Change to a Rural Landscape



Social

Rising house prices have caused tensions in villages. Villages are unpopulated during the day causing loss of identity. Resentment towards poor migrant communities.

Economic

Lack of affordable housing for local first time buyers. Sales of farmland has increased rural unemployment. Influx of poor migrants puts pressures on local services.

Improvements to Transport



UK North/South Divide

A £15 billion 'Road Improvement Strategy'. This will involve 10 new roads and 1,600 extra lanes. £50 billion HS2 railway to improve connections between key UK cities. £18 billion on Heathrow's controversial third runway. UK has many large ports for importing and exporting goods.

- Wages are lower in the North.
- Health is better in the South.
- Education is worse in the North.
+ The government is aiming to support a Northern Powerhouse project to resolve regional differences.
+ More devolving of powers to disadvantaged regions.

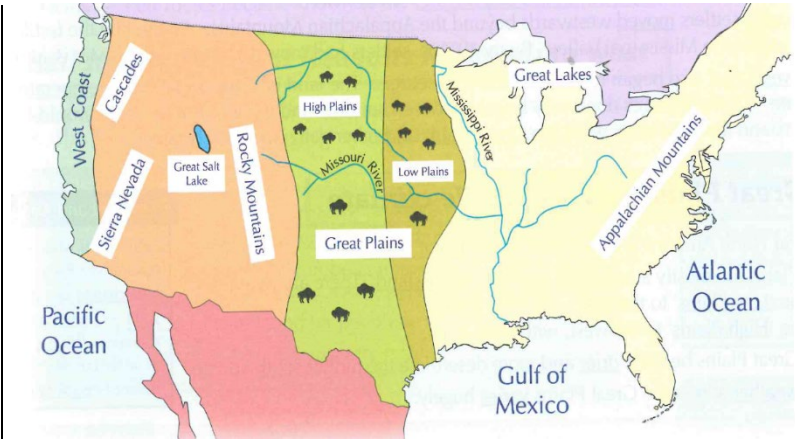
Steps to War	
Germany in the 1930's	Nazi party in charge – want to tear up TOV so: <ul style="list-style-type: none">- Left the League of Nations,- Rearm and rebuild the military,- Plan to build a new German empire but need space (lebensraum) from other countries.- Wanted to unify all German people into one country.- Wider context - Manchuria Crisis (Japan invade China) – 1931
March 1935	Hitler violates the Treaty of Versailles by introducing military conscription. <ul style="list-style-type: none">- Wider context – Invasion of Abyssinia by Italy.
Rhineland Crisis March 1936	German soldiers not supposed to enter border area between France and Germany. Hitler sends in the army. France and Britain unhappy but don't want war. Also Germans still keep to their side of the border.
Unification with Austria March 1938	Hitler bullies Austria into joining with Germany (Anschluss). TOV bans this, but LON can't do much to stop it.
Sudetenland Crisis Sep 1938	Hitler wants to take over the border around Czechoslovakia because 3 million Germans live there. Using false accusations of violence against the Germans, Hitler's army entered Czechoslovakia and occupied the area. In a conference in Munich in September of 1938 France, Great Britain and Italy agree to German occupation of the Sudetenland in return for promise of peace and no more territorial demands. (Munich Agreement). France wants war, but Britain not ready. Instead, British PM (Chamberlain) gives Hitler what he wants in the hope that Hitler will stop. This was called appeasement.
Invasion of Czechoslovakia	In March 1939 Hitler occupies the rest of Czechoslovakian territory, totally disregarding the Munich Agreement.
Nazi-Soviet Pact 1939	An agreement between Nazi Germany and the Communist USSR. Germany and the USSR both agreed that the other could control half of Poland (Poland did not agree).
Germany invaded Poland 1939	After the success in Munich Hitler started making similar demands from Poland. He demanded the so called Polish Corridor and was trying to convince the Polish government to cooperate with Germany against USSR. When Polish government refused Hitler decided to attack.
Britain declares war on Germany 1939	On the 3 rd September 1939 Great Britain declared war on Germany.

TECHNICAL VOCABULARY	
Communism	Political system based on equality
Lebensraum	Living space for Germans in the East
Plebiscite	A public vote
Anschluss	Political union
Appeasement	The policy followed by Britain and France in the 1930's towards Hitler, giving him what he wanted to keep peace.
Conscription	A system whereby people are forced to join the army or navy
Demilitarised	An area without armed troops or weapons
Fascist	Extreme right-wing supporters, such as the Nazi's in Germany and Mussolini's party in Italy.
Nazi-Soviet Pact	The alliance between Germany and the USSR in Aug 1939 which made the Second World War inevitable
Sudetenland	Area of Czechoslovakia where most people spoke German
Foreign Policy	A government's strategy in dealing with other nations.

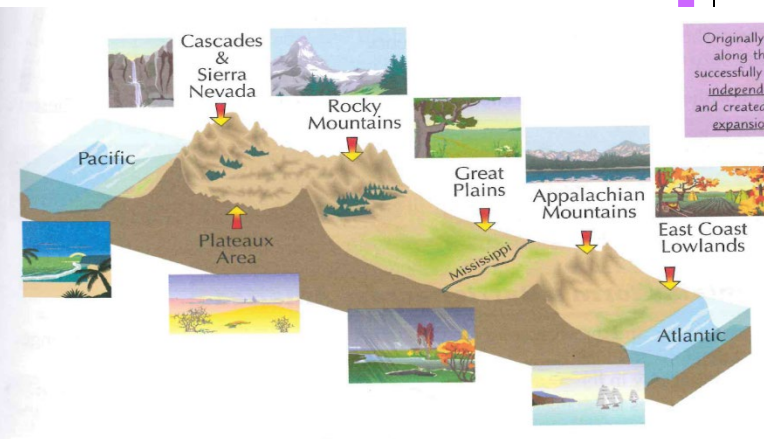
Key People	
Neville Chamberlain	British Prime Minister(1937 – 1940) in favour of Appeasement to avoid another World War.
Edward Daladier	French leader at the outbreak of World War Two
Adolf Hitler	Fuhrer of Germany – initiated World War Two.
Josef Stalin	Leader of the USSR. He was very wary of every country, especially Germany as Hitler had promised to destroy communism.
Franklin D Roosevelt	Leader of USA. America had adopted a policy of isolationism in the 1920's and this continued into the 30's.

<u>Hitler was to blame</u> In Mein Kampf Hitler vowed to overturn ToV & take Lebensraum (living space). This was the basis of his foreign policy and meant he would have to invade countries. He also vowed to make Germany Strong again.	<u>Appeasement</u> The policy of apeasement aimed to prvent another war and is linked particulary with Chamberlain. Many believe he made a mistake by trusting Hitler. Britan and France could have stopped Germany but many opportuniites to do so were missed.	<u>Failure of the LoN</u> Its strucutre and organisation made the League weak. Its lack of army ment it could not force nations to comply. Membership – countries could leave, the USA never joined and USSR and Germany were not allowed to join at first.	<u>Failure of the LoN</u> Manchuria showed that the League was weak and would not deal with a member of the council. Abyssinaia showed Britain and France undermined it easily. Weakness of the league gave confidence to others.	<u>Nazi Soviet Pact</u> Stalin felt alienated by the Munich Agreement and this encouraged him to sign the pact even though he and Hitler hated each other. It was a truce to agree to share Poland and would help Hitler avoid a war on two fronts – made Hitler more confident.	<u>The Depression</u> The Wall Street Crash and subsequent depression made countires around the world look inwards and desperate to sort their own problems. Less international co-operation and desperate people turned to extremist parties and leaders.	<u>T of Versailles</u> By the 1930's many people believed that Germany had been treated too harshly including Britain. As a result they didn't stop the steps Hitler was taking. Hitler promised to overturn the T of V and reunite all German speaking speoples in a Greater Germany.
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Key Dates In the Expansion and Consolidation of America	
1830	The Indian Removal Act was passed
1846	Brigham Young decides the Mormons should move West to Salt Lake City (owned by Mexico at this time)
1846 – 48	The Mexican-American War . America won and gained lots of states from Mexico (including Salt Lake City)
1848	Gold was found at John Sutter’s sawmill in California
1849	Gold Rush , as tens of thousands of people made the journey to California hoping to make their fortune.
1850	Compromise of 1850 – Package of bills passed by US Congress to diffuse a political confrontation between Slave States and Free States due to the newly acquired territories.
1851	Indian Appropriation Act (provided government money to pay for moving Plains Indians onto reservations) and the Fort Laramie Treaty (Plains Indians guaranteed safe passage for white settlers and allowed roads and forts to be built in return they would keep their designated lands)



North America can be divided into several Geographical regions, all of which are quite different from each other.



Over time, settlers began to move West. Some went all the way to Oregon and California on the West Coast – but there were geographical barriers that people had to cross to get there.

TECHNICAL VOCABULARY	
Manifest Destiny	To many white Americans it was God’s will that they occupied the new land and they should take with them their ideas and beliefs of Christianity, freedom and Democracy.
Counting Coup	The Native American concept that it was braver to touch an enemy rather than kill them and it was foolish to fight if outnumbered.
Scalping	The Native American concept of taking an enemy’s scalp as a trophy from battle.
Abolitionism	The formal organised opposition to slavery which began as early as 1817 in the USA.
Policy of Concentration	The idea of containing Native Americans by agreeing which areas they could live in and hunt.
Buffalo Dances	A dance that would last for many days before a hunt, that would call upon the spirits to guide the Native Americans in their hunt
Indian Councils	The Council consisted of the most important men in the bands. The council would meet and make important decisions.
Warrior societies	All the men of the bands belonged to this. They were responsible for hunting, travelling and protection.
Chiefs	Most powerful men in the Indian Nation. They were elected because of their wisdom and skills as a warrior.

The Plains Indians	
Way of Life	Native Americans living on the Great Plains were often known as the Plains Indians. Most were Nomadic (moved from place to place) and followed the Buffalo herd. Most Native Americans lived in Tipi’s which could be set up and packed away quickly so they could follow the Buffalo easily.
Indian Government	Native Americans were divided into tribes known as Nations. Each nation was then divided into bands made up of around 100-500 Native Americans. Each band had a chief and a council for making important decisions.
Indian Religion	The Native Americans believed in the spirit world and believed that a superior being, known as the Great Spirit was responsible for all things. They also believed that lesser spirits controlled different elements of the world. The Native Americans believed that land could not be possessed by mankind and we merely occupy it.

Early Pioneers			
Fur Trappers	Pioneer Farmers	Miners	Mormons
The first group of white Americans to travel West across the Great Plains and into the Rocky Mountains were fur trappers . Fur became fashionable in the Eastern United States and Europe in the 1820’s and 30’s and there was money to be made from it.	Thousands of Pioneer Farmers travelled West in the 1840’s for a variety of reasons. For some it was the pull of good farming land, a better climate or simply the excitement of the new. Others were pushed by the Economic Depression of 1837 in the East.	Another group of white Americans to travel West were the Miners – the Forty-Niners. They sought wealth after the News spread of someone discovering gold in 1848. The population of California rocketed from 15,000 in 1848 to 250,000 by 1852.	Another group of settlers were the Mormons – members of ‘The Church of Jesus Christ of Latter Day Saints’. Many US citizens disliked the Mormons and repeatedly drove them out of their homes. They didn’t agree with the Mormons practice of polygamy, feared expansion of the Mormon faith and felt threatened by their power. Brigham Young decided to move the Mormons WEST to create an independent Mormon state, where they could live freely.

¿Qué te gusta hacer en las vacaciones? ¿Qué hiciste el año pasado? ¿Qué planes tienes?

Opinion	Infinitive	Because	In my opinion	Verb	Infinitive
Me fastidia (n) = I get annoyed	ir a España – to go to Spain comer en los restaurantes – to eat in restaurants	porque	para mí	puedo - I can	relajarme – relax broncearme – to get a tan
Me fascina (n) = It fascinates me	viajar en avión – to travel by plane		a mi juicio	se puede - you can	leer una revista– read a magazine
Me divierto – I have fun	alojarme en un hotel de lujo – to stay in a luxury hotel		a mi modo de ver	me encanta	sacar fotos – take photos
Me decepciona – It disappoints me	nadar en el mar– to swim in the sea	dado que	desde mi punto de vista	me chifla	hacer ejercicio – to do exercise
Me da igual – I’m not bothered about	esquiar en la montaña– to ski on the mountains	puesto que	considero que	me gusta	hablar el idioma – speak the language
Me disfruto de = I enjoy	visitar los monumentos – to visit monuments		pienso que	prefiero	hacer turismo – go sightseeing
Prefiero – I prefer	comprar recuerdos– to buy souvenirs		creo que	no me gusta	probar tapas – try tapas
Vale la pena – it’s worth	descansar al lado de la piscina – to rest by the pool	ya que	a mi parecer	detesto odio	aprender sobre la cultura – learn about the culture
Estoy harto de – I’m fed up of	tomar el sol en la playa– to sunbathe on the beach	aunque =	me parece que		mandar postales – send postcards
Estoy a favor de – I am in favour of	bailar en las discotecas– to dance in the discos	although	opino que		comer los platos típicos = eat typical meals

Week 2

Connective	Verb	Nouns	Connective	Noun	Verb	Infinitive	Nouns	because it is	Adjective
Siempre = always	voy= I go	a España= to Spain a Francia = to France	pero = but	(yo) I	prefiero = prefer	ir = to go	a Italia = to Italy a las Islas Canarias = to the Canary Islands	dado que es	divertido = fun (des)agradable = (un)pleasant
Casi siempre = almost always	viajo = I travel	en avión = by plane en coche = by car	y - and	mi hermano mi hermanastra	prefiere = prefers	viajar = to travel	en barco = by boat en tren = by train	puesto que es	rápido = fast lento = slow
Normalmente = normally	me alojo = I stay	en una caravana = in a caravan en una tienda = in a tent	sin embargo = however	mi madre mi familia		alojar(se) = to stay	en un hotel = in a hotel en un parador = in a luxury Spanish hotel		caro = expensive barato = cheap
A menudo = often	nado = I swim	en el mar = in the sea en una piscina cubierta = in an indoor pool		mi padre mi prima mi abuela		nadar = to swim	en un lago = in a lake en una piscina = in a swimming pool		cómodo = comfortable incómodo = uncomfortable
Por lo general = generally	compro = I buy	unos recuerdos = souvenirs un postal = a postcard		mis padres y yo mi madre y yo	preferimos = prefer	comprar = to buy	un llavero = a keyring unas castañuelas = castanets un abanico = a fan	ya que es	guay = cool estupendo = great asombroso = fantastic
A veces = sometimes	tomo el sol = I sunbathe	en la playa = on the beach al lado de la piscina = next to the pool	no obstante = however	mi abuelo y yo mi hermano y yo		tomar el sol = to sunbathe	en la playa = on the beach al lado de la piscina = next to the pool	porque es	relajante = relaxing esplendido = great
De vez en cuando = sometimes	visito = I visit	los monumentos = the monuments el castillo = the castle el acuario = the aquarium		mi padre y yo mi bisabuelo y yo		visitar = to visit	el estadio = the stadium el museo = the museum el parque temático = the theme park		animado = lively gracioso = funny pintoresco = picturesque
Rara vez = rarely	como = I eat	la paella = paella las gambas = prawns	aunque = although	mis padres mis abuelos	prefieren = prefer	comer = to eat	comida típica = typical food las tapas = tapas		delicioso = delicious sabroso = tasty
Casi nunca = almost never	bebo = I drink	la limonada = lemonade el agua mineral = water		mis hermanos mis amigos		beber = to drink	el vino tinto = red wine la cerveza = beer		difícil = difficult fácil = easy
Nunca = never	leo = I read	una novela = a novel un libro = a book	mientras = whilst	mis tíos mis primos		leer = to read	una revista = a magazine un periódico = a newspaper		aburrido = boring entretenido = entertaining

Time expression	Verb	Nouns	Verb	Adjective
El año pasado = Last year Hace dos años = 2 years ago La semana pasada = Last week La primavera pasada = Last spring El verano pasado = Last summer El otoño pasado = Last autumn El invierno pasado = last winter	fui = I went fuiste = You went (s) fue = He / she went fuimos = We went fuisteis = You went (p) fueron = they went	a España / a Francia / a Grecia / a Italia / a las Islas Canarias / a las Islas Baleares to Spain / France / Greece / Italy / the Canary Islands / the Balearic Islands para una semana / para dos semanas / para diez días / para quince días / para un mes for a week / for 2 weeks / for 10 days / for a fortnight / for a month con mi familia / con mis padres / solo / con mi novio / con mis amigos with my family / with my parents / alone / with my boyfriend / with my friends	Lo pasé = I had a ... time Lo pasó = He / she had a ... time Lo pasamos = we had a ... time Lo pasaron = they had a ... time	bomba = great genial = great muy bien = very good bien = good mal = bad fatal = awful
Por la mañana = In the morning Por la tarde = In the afternoon Por la noche = In the evening Primero = First Luego = Next Después = Afterwards Más tarde = later Además = furthermore En adición = In addition Finalmente = Finally	viajé = I travelled viajamos = we travelled nadé = I swam nadamos = we swam tomé el sol = I sunbathed tomamos el sol = we sunbathed compré = I bought compramos = we bought me alojé = I stayed nos alojamos = we stayed visité = I visited visitamos = we visited	en barco / en avión / en tren / en coche / en autocar by boat / by plane / by train / by car / by coach en la piscina / en el mar / en un lago in the swimming pool / in the sea / in a lake en la playa / al lado de la piscina / en una hamaca on the beach / beside the pool / on a sunlounger unos recuerdos / un postal / un llavero / unas castañuelas / un abanico / una camiseta souvenirs / a postcard / a keyring / some castanets / a fan / a T-shirt en un hotel / en un camping / en un parador / en una pensión / en una caravana in a hotel / at a campsite / in a parador / in a B and B / in a caravan los monumentos / el castillo / la catedral / el acuario / el parque acuático / el museo the monuments / the castle / the cathedral / the aquarium / the water park / the museum	Lo mejor era que era = The best thing was that it was Lo peor era que era = The worst thing was that it was Lo bueno era que era = The good thing was that it was	grande = big pequeño = small demasiado picante / salado = too spicy / salty entretenido = entertaining aburrido = boring divertido = fun gracioso = funny relajante = relaxing bonito = pretty pintoresco = picturesque animado = lively tranquilo = peaceful ruidoso = noisy antiguo = old moderno = modern histórico = historic turístico = touristic emocionante = exciting lujoso = luxurious acogedor = welcoming barato = cheap caro = expensive (in)cómodo = (un)comfortable (des)agradable = (un)pleasant rápido = fast lento = slow
El primer día = the first day Un día = one day Otro día = another day El último día = the last day	comí = I ate comimos = we ate bebí = I drank bebimos = we drank leí = I read leímos = we read	los platos típicos / la paella / las tapas / las gambas / el chorizo / el helado typical dishes / paella / tapas / prawns / chorizo / ice cream el agua / los refrescos / el vino tinto / el vino blanco / la cerveza / la limonada water / soft drinks / red wine / white wine / beer / lemonade una novela / una revista / un libro (digital) / un periódico a novel / a magazine / an e-book / a newspaper	Lo malo era que era = The bad thing was that it was	

¿Qué tiempo hizo / hacía? What was the weather like?

<p><u>Preterite = completed action</u></p> <p><u>AR verbs</u></p> <p>é = I</p> <p>aste = you</p> <p>ó = he / she</p> <p>amos = we</p> <p>asteis = you(pl)</p> <p>aron = they</p>	<p><u>Imperfect = was / used to</u></p> <p><u>AR verbs</u></p> <p>aba = I</p> <p>abas = you</p> <p>aba = he / she</p> <p>ábamos = we</p> <p>abais= you (pl)</p> <p>aban = they</p>
<p><u>ER/IR verbs</u></p> <p>í = I</p> <p>iste = you</p> <p>ió = he / she</p> <p>imos = we</p> <p>isteis = you (pl)</p> <p>ieron = they</p>	<p><u>ER/IR verbs</u></p> <p>ía= I</p> <p>ía s= you</p> <p>ía = he / she</p> <p>íamos = we</p> <p>íais = you (pl)</p> <p>ían= they</p>

Hizo / Hacía = It was	sol = sunny calor = hot frío = cold viento = windy buen / mal tiempo = good / bad weather
Hubo / Había = It was	tormenta = stormy chubascos = showery niebla = foggy neblina = misty
Llovió = it rained Llovió a cántaros = it rained cats and dogs Llovía = it was raining Nevó = it snowed Nevaba = it was snowing	El tiempo fue variable = The weather was changeable El clima fue caluroso = The climate was hot El clima fue soleado = the climate was sunny Estaba nublado = it was cloudy El cielo estaba despejado = the sky was clear



Time marker – wow phrases	Verb	Infinitive	Noun	
El año próximo = Next year El año que viene = Next year En el futuro = In the future En el porvenir = In the future	voy a = I am going to tengo ganas de = I want to tengo la intención de = I intend to espero = I hope to planeo = I plan to quiero = I want to puedo = I can	ir a = go to	los Estados Unidos = the USA Portugal = Portugal Turquía = Turkey Gales = Wales Escocia = Scotland la costa = the coast la montaña = the mountain	con mis padres = with my parents con mi novio/a = with my boy/girl friend con mi pandilla = with my gang con mi mejor amigo = with my best friend con mis colegas = with my mates
Si pudiera = If I could Si fuera posible = If it was possible Si tuviera bastante dinero = If I had enough money	me gustaría = I would like to me encantaría = I would love to me interesaría = It would interest me to me apetecería = it would interest me to no me gustaría = I wouldn't like to detestaría = I would hate to		Nueva York -= New York España = Spain Italia = Italy Francia = France México = Mexico al extranjero = abroad	con mis abuelos = with my grandparents con mi insti = with my school solo = alone con mi familia = with my family
Por la mañana = In the morning Por la tarde = In the afternoon Por la noche = In the evening Primero = First Luego = Next Después = Afterwards Más tarde = later Además = furthermore En adición = In addition Finalmente = Finally	voy a = I am going to vas a = you are going to va a = he/she is going to vamos a = we are going to vais a = you are going to van a = they are going to espero = I hope to espera = he/she hopes to esperamos = we hope to esperan = they hope to	viajar = travel nadar = swim tomar el sol = sunbathe comprar = buy alojar(se) = stay visitar = visit escuchar = listen descansar = rest	en barco / en avión / en tren / en coche / en autocar en la piscina / en el mar / en un lago en la playa / al lado de la piscina / en una hamaca unos recuerdos / un postal / un llavero / unas castañuelas en un hotel / en un camping / en un parador / en una pensión los monumentos / el castillo / la catedral / el acuario / el parque acuático / el museo música = music la radio = the radio	
El primer día = the first day Un día = one day Otro día = another day El último día = the last day El día siguiente = The following day	tengo ganas de = I want to tiene ganas de = he/she wants to tenemos ganas de = we want to tienen ganas de = they want to tengo la intención de = I intend to tiene la intención de = he/she intends to tenemos la intención de = we intend to tienen la intención de = they intend to	comer = to eat beber = to drink leer = to read	los platos típicos / la paella / las tapas / las gambas / el chorizo / el helado el agua / los refrescos / el vino tinto / el vino blanco / la cerveza / la limonada una novela / una revista / un libro (digital) / un periódico	en el restaurante en el bar en una hamaca
Al entrar en el hotel = When I go into the hotel Cuando tenga tiempo = When I have time Antes de ir a la playa = Before going to the beach Antes de ir de excursion = Before going on an excursion Al volver de la piscina = On returning from the pool Después de jugar al tenis = After playing tennis Después de haber cenado = After having had dinner	planeo = I plan to planea = he/she plans to planeamos = we plan to planean = they plan to quiero = I want to quiere = he/she wants to queremos = we want to quieren = they want to	ir a = go to hacer = do	de pesca = fishing de compras = shopping a un clase de baile = to a dance class al centro de la ciudad = to the town centre a la montaña = to the mountain deportes acuáticos = watersports tiro con arco = archery	en el río = in the river en el centro comercial = in the shopping centre
Si pudiera = If I could Si fuera posible = If it was possible Si tuviera bastante dinero = If I had enough money	me gustaría = I would like to me encantaría = I would love to me interesaría = It would interest me to me apetecería = it would interest me to no me gustaría = I wouldn't like to detestaría = I would hate to odiaría = I would hate to	jugar = play alquilar = to hire / rent sacar = to take aprender a = to learn ver = to see	al fútbolín = table football a las cartas = cards un coche = a car una bici = a bike una moto = a motorbike fotos = photos hacer vela = to sail bucear = to dive los barcos = the boats	en el hotel = in the hotel en el bar = in the bar de los monumentos de las vistas = of the views en el mar = in the sea en el puerto = in the port

FUTURE TENSE	iré = I will go irás = you will go irá = he / she will go iremos = we will go iréis = you (pl) will go irán = they will go	visitaré = I will visit visitarás = you will visit visitará = he / she will visit visitaremos = we will visit visitaréis = you(pl)will visit visitarán = they will visit	beberé = I will drink beberás = you will drink beberá = he/she will drink beberemos = we will drink beberéis you(pl)will drink beberán = they will drink	jugaré = I will play jugarás = you will play jugará = he / she will play jugaremos = we will play jugaréis = you(pl)will play jugarán = they will play
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GCSE DANCE KNOWLEDGE ORGANISER

EXAM COMMAND WORDS

Analyse: Separate information into components and identify characteristics to be able to explain and interpret.

Comment: Present an informed opinion.

Compare: Identify similarities and/or differences.

Consider: Review and respond to information given.

Define: Specify meaning.

Describe: Set out characteristics.

Discuss: Present key points taking into account different ideas, characteristics and/or features.

Evaluate: Judge from available evidence and make an informed design on the effectiveness.

Explain: Set out purposes or reasons.

Give: Produce an answer from recall.

How: State in what ways.

Identify: Name or characterise.

Interpret: Translate information into recognisable form demonstrating an understanding of meaning.

Name: Identify correctly.

Outline: Set out main characteristics.

State: Express in clear terms.

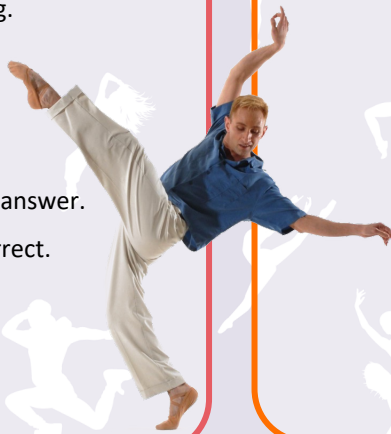
Suggest: Present a possible case or possible answer.

Tick: Put a mark to indicate something is correct.

What: Specify something.

Which: Specify from a range of possibilities.

Why: Give a reason or purpose.



KNOWLEDGE, UNDERTSANDING AND SKILLS FOR PERFORMANCE

Expressive skills

Projection

Focus

Spatial awareness

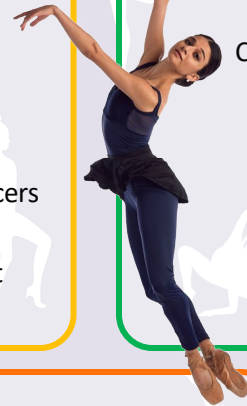
Facial expression

Phrasing

Musicality

Sensitivity to other dancers

Communication of choreographic intent



Physical skills

Posture

Alignment

Balance

Coordination

Control

Flexibility

Mobility

Strength

Stamina

Technical skills

Action

Space

Dynamics

Relationships

Timing

Rhythmic content

Moving in a stylistically accurate way



Mental Skills

Prep for performance:

Systematic repetition

Mental rehearsal

Rehearsal discipline

Planning of rehearsal

Response to feedback

Capacity to improve

During performance:

Movement memory

Commitment

Concentration

Confidence



Safe Practice

Prep for performance:

Warming up

Cooling down

Nutrition & Hydration

During performance:

Safe execution

Appropriate dance wear:

Footwear

Hairstyle

Clothing

Absence of jewellery

GCSE DANCE KNOWLEDGE ORGANISER

KNOWLEDGE, UNDERTSANDING AND SKILLS FOR CHOREOGRAPHY

Action
Travel
Turn
Elevation
Gesture
Stillness
Use of different body parts
Floor work
Transfer of weight

Dynamics
Fast/slow
Sudden/sustained
Acceleration/deceleration
Strong/light
Direct/indirect
Flowing/abrupt

Spatial Content
Pathways
Levels
Direction
Size of movement
Patterns
Spatial design

Relationship Content
Lead and follow
Mirroring
Action and reaction
Accumulation
Complement and contrast
Counterpoint
Contact
Formations

Choreographic Processes

Researching
Improvising
Generating
Selecting
Developing
Structuring
Refining and synthesising



Structuring devices and form
Binary
Ternary
Rondo
Narrative
Episodic
Beginning/middle/end
Unity
Logical sequence
Transitions

Choreographic devices

Motif and development
Repetition
Contrast
Highlights
Climax
Manipulation of number
Unison
Canon



KNOWLEDGE, UNDERTSANDING AND SKILLS FOR CRITICAL APPRECIATION

Features of Production

Staging/set: Eg. projection, furniture, structures, backdrop, screens
Features of these such as colour, texture, shape, decoration, materials.
Lighting: Eg- Colour, placement, direction, angles etc.

Properties: Eg- Size, shape, materials, how used etc.

Costume: Footwear, masks, make up, accessories

Features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify characters, enhance or sculpt the body and enhance the action.

Dancers: Number and gender.

Aural setting: Eg: Song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm.

Dance for camera: Eg- Placement, angle, proximity, special effects.



CHOREOGRAPHY KEY WORDS

Stimulus

The starting point for a dance piece.

Motif

A short phrase of movement that reflects a stimulus.

Choreographic Intention

What the choreographer would like the audience to learn about the dance.

Choreographic Approach

How the choreographer created movement material
eg. improvisation, collaboration, choreographic tasks.

Communication of Choreographic Intent

Mood
Meaning
Idea
Theme Style/style fusion

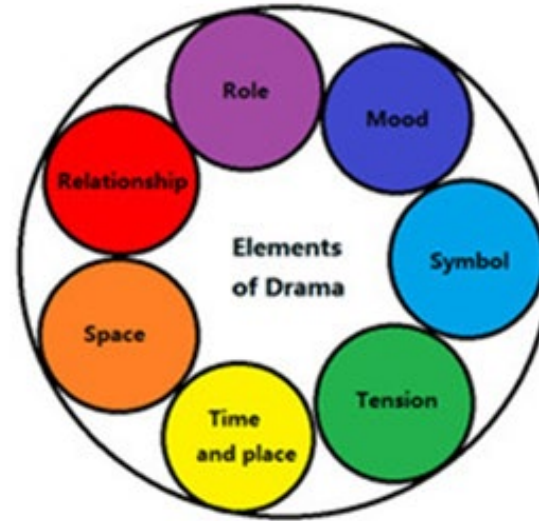
Performance Environment

Proscenium arch
End stage
Site-sensitive
In-the-round



An Explorative Strategy is a technique to explore and deepen understanding of the drama you create. Used to understand characters, to explore scenes and to experiment with characterisation.

- Role Play is the basis of all dramatic activity. The ability to suspend disbelief by stepping into another character's shoes by adopting a role, becoming and acting like another person.
- Thought Tracking (also called thought tapping) is a quick fire strategy enabling actors to verbally express their understanding of the characters and their situations without the need for rehearsal. It is letting the audience know how the character is thinking and feeling.
- Hot Seating is a strategy in which a character or characters, played by the teacher or a student, are interviewed by the rest of the group. Before engaging in this strategy, prepare the person or people who will be in the hot seat to successfully take on their role.



- Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters. Characters may narrate, or a performer who is not involved in the action can carry out the role of 'narrator'.
- Cross-Cutting is a drama technique borrowed from the world of film editing, where two scenes are intercut to establish continuity. In drama and theatre the term is used to describe two or more scenes which are performed on stage at the same time (Juxtaposition – Contrast).

Subject Terminology

Forum Theatre	Encourages audience interaction and explores different options for dealing with a problem or issue
Improvisation	Is a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment.
Action	Consists in the events that the characters take part in as they act the play.
Form	Is the way that the story is told, the way the characters play their parts, and/or the way the themes are explored.

- Marking the Moment: is a dramatic technique used to highlight a key moment in a scene or improvisation. This can be done in a number of different ways: for example through slow-motion, a freeze-frame, narration, thought-tracking, lighting or music.
- Flash Forward: (more formally known as prolepsis) is a scene that temporarily takes the narrative forward in time from the current point of the story in literature, film, television and other media.
- Flash Backwards: (sometimes called an analepsis) is an interjected scene that takes the narrative back in time from the current point in the story. Flashbacks are often used to recount events that happened before the story's primary sequence of events to fill in crucial backstory.





Generate ideas in response to a stimulus and create a performance using drama techniques.

Key Knowledge:

Devised theatre - frequently called collective creation -

- Is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.
- The ensemble is typically made up of actors, but other categories of theatre practitioner may also be central to this process of generative collaboration, such as visual artists, composers, and choreographers.
- This process is similar to that of commedia dell'arte and street theatre. It also shares some common principles with improvisational theatre; however, in devising, improvisation is typically confined to the creation process: by the time a devised piece is presented to the public, it usually has a fixed, or partly fixed form.



TECHNICAL VOCABULARY

Devising	is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.
Audience	An audience is a group of people who participate in a show or encounter a work of theatre.
Hook	used at the beginning of a play to engage an audience's curiosity
Style	Indicates a specific way of performing.
Performance	The act of presenting a play or a piece of music or other entertainment to an audience.
Skills	The elements needed to create or achieve something.
Stylistic Qualities	The qualities of the piece that make it a certain style. E.g. Naturalism
Purposes	The reason for which something is created. E.g. 'The purpose of the play is to teach.'
Inter-relationships	The way in which two or more things are related to each other.
Tension	As the audience anticipates certain outcomes in the plot, the tension builds. An obvious example of rising tension is in a mystery or whodunit.

Key Skills:

Analysis
Collaboration
Communication
Imagination
Improvisation
Rehearsal
Team Work

Test out your ideas before dismissing them.

Structure of a devised play

Make the transitions interesting.




Target audience- What effect do you want to have?

Divide into bite sized chunks

Use Theatrical technique to punctuate it:

Freeze,
repetition,
gesture,
characterisation,
movement, slow motion, titles,
thought tracking

Texture

MONOPHONIC	A single melodic line. 
HOMOPHONIC	A chordal style or melody and accompaniment: moving together. 
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines. 
Melody and accompaniment	A tune with accompaniment (e.g. chords).
Unison	All parts play/sing the same music at the same time.
Chordal	The music moves in chords (e.g. like a hymn/chorale).
Descant	A decorative, higher pitched line.
Counter melody	A new melody, combined with the theme.
Round	A short (vocal) canon.
Canon	The melody is repeated exactly in different parts but starting at different times, with parts overlapping.
Drone	Long held notes.
2-3-4 part texture	Textures which have 2/3/4 different lines.

Jazz and blues

Scat: vocal improvisation using wordless/nonsense syllables.
Improvised: music made up on the spot.
Blue notes: flattened 3rd, 5^{ths}, 7^{ths}.
Syncopation: off-beat accents.
Call and response: a phrase played/sung by a leader and repeated by others.
Walking bass: bass line that ‘walks’ up and down the notes of a scale/arpeggio.
Swing style: ‘jazzy’ rhythm with a triplet/dotted feeling.

A jazz ensemble may contain:

Rhythm section

- Drums
- Bass (guitar or double bass)
- Piano/guitar

‘Horn section’

- Trumpet
- Trombone
- Saxophone

Some groups use a wider range of instruments e.g. clarinet, violin.

12 bar blues

Chords

I	I	I	I
IV	IV	I	I
V	IV	I	I/V

Example in C major

C	C	C	C
F	F	C	C
G	F	C	C/G

Chamber music

Chamber music was music for a small ensemble, originally played in a small room in someone’s home.
Baroque: The **trio sonata** featured one or two soloists, plus **basso continuo** (which consisted of a low-pitched instrument such as a cello playing a bassline, with an instrument playing chords e.g. harpsichord).
Classical: **String quartets** (two violins, a viola and a cello) were popular. They had **four** movements, with the 1st movement usually in sonata form.

Romantic: Chamber music groups were more varied in the Romantic era, using a wider range of instruments (e.g. piano quintet, horn trio). Performances happened in larger concert halls as well as in small ‘chambers’.

A piece of music for:

DUET	2 performers
TRIO	3 performers
QUARTET	4 performers
QUINTET	5 performers
SEXTET	6 performers
SEPTET	7 performers
OCTET	8 performers

Musical theatre

Musical numbers may include:
Solo: a song for one singer.
Duet: a song for two singers.
Trio: a song for three singers.
Ensemble: a song sung by a small group.
Chorus: a large group (usually the full company/cast).
Recitative: a vocal style that imitates the rhythms and accents of speech.
Overture: an orchestral introduction to the show, which usually uses tunes from the show.
The orchestra/band is used to **accompany** the voices and to **underscore**.

Voices

Soprano
Alto
Tenor
Bass

The band/orchestra (sometimes called the ‘pit’ orchestra), may use **strings**, **woodwind** (sometimes called ‘reeds’), **brass** and **percussion** and/or a rock/pop band, depending on the style. Most shows also use keyboards or synths.

Not Dynamics...

Articulation is **the way** the performer plays / sings the note, not how loud they do it. That would be Dynamics instead.

ARTICULATION

(How the notes are played)

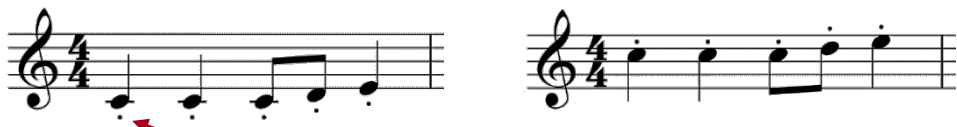
More Than One...

You can write more than one type of articulation for the same note. For example:



Staccato

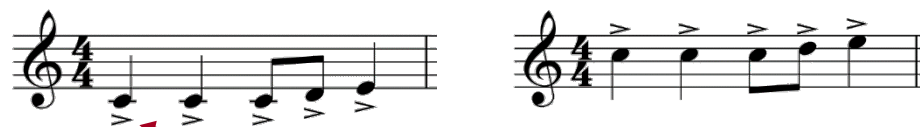
Staccato means short and detached /seperated. **You will likely hear a gap between each note.*



Shown by writing a **dot** just above/below the head of the note.

Accented

Give extra emphasis or force to the marked notes.



Shown by writing an **accent** above/below the head of the note.

Legato

To play the music smoothly, without breaks between notes.

Slurred

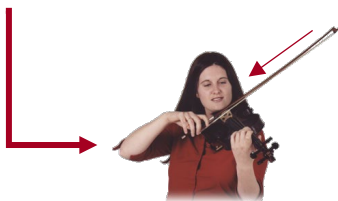
Playing the notes in a legato style, without breaks between notes.



Shown with a **slur** on the score.

How? Some examples:

String Instruments - Play the notes without changing the direction of the bow.



**Don't change direction until you've finished the slurred notes*



Brass & Wind Instruments - Only tongue the first note, not the others.

Glissando

**You can glissando upwards or downwards*

A slide between two notes.

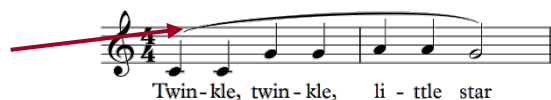
Marked with a **glissando** on the score.



Some Associated Markings On Vocal Music...

Phrase markings

Slurs drawn onto the score to show singers what to sing in one breath.



Syllabic

Where the music is written with one note per syllable.



Melismatic

Where the music is written with more than one note per syllable.



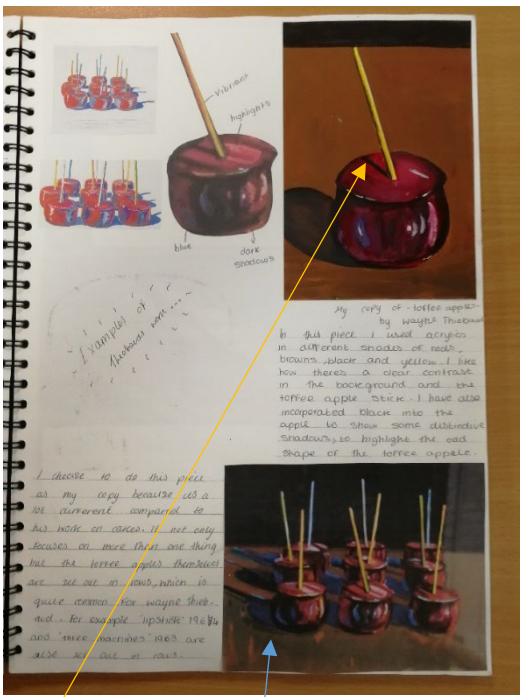
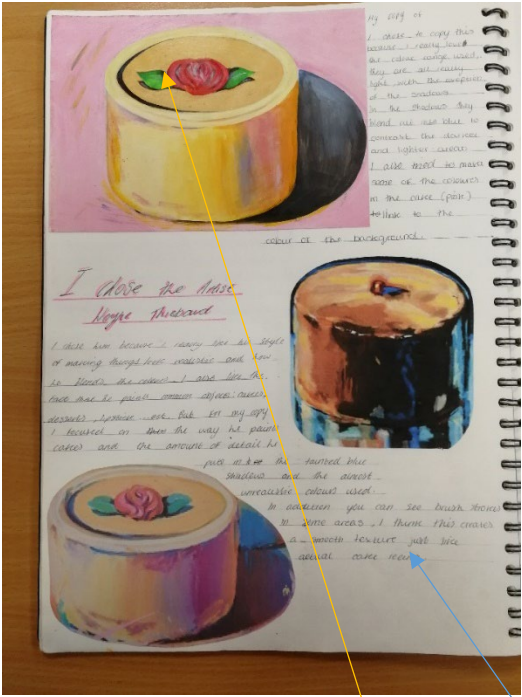
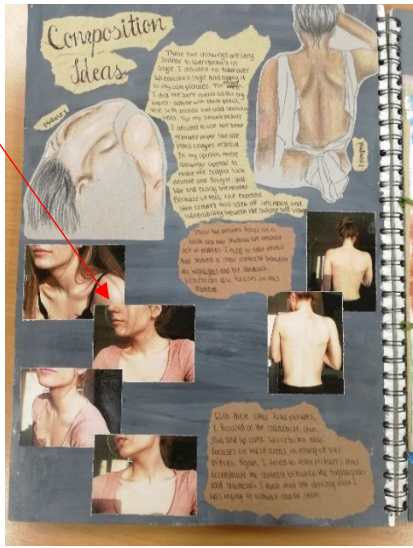
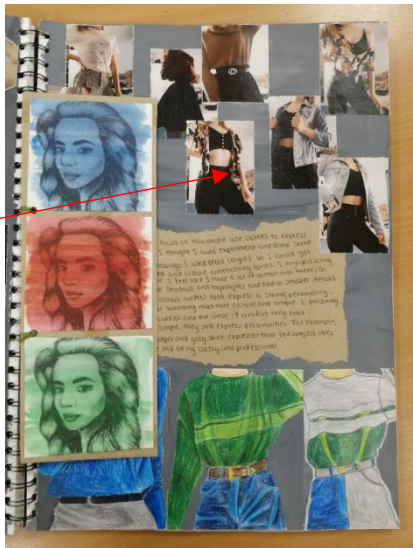
**A slur is used to show the notes on one syllable*

TECHNICAL VOCABULARY	
Analyse	To examine in detail
Annotate	Explanatory notes
Critical	Judge and form opinions
Context	The full picture-when, where, events etc. that have influenced the artist
Review	Evaluate
Reflect	Reconsider and modify
Independent	On your own
Formal Elements	The Formal Elements are the parts used to make a piece of artwork. They should be commented on when discussing the work of others
Interpret	Explain/translate art work
Opinion	Your belief and thoughts

Developing ideas
1. Primary sources- take lots of your own photo responses and choose at least 4 compositions to draw out, on one or 2 sides.
2. Link your work to a chosen artist(s)/art style <ul style="list-style-type: none">What does the artist draw?What media do they use?What colour scheme do they use?What is their work about; meaning, mood etc.?
3. Use a variety of media, experimenting with new and different techniques
4. Use a variety of colour schemes
5. Review and evaluate: <ul style="list-style-type: none">What media you liked and why?What you like/dislike about your ideas and about the changes to the drawings?How you used the media and what effects you achieved?What problems you had or what happy accidents occurred?Which material and process is most suitable for each idea and why?What connections to artists have you made and how successful are they?
6.Choose the most successful idea, ensuring that you will be able to reproduce it

Personal Portfolio

You should have researched 4 different artists. From the 4 pick your favourite and research further This will add to AO1, AO2 and AO3



For the chosen artist you will need the following;

Double page

Reason for choice and further analysis

Artist copy x 2

More examples of artists 'work

Technical principles – Knowledge organiser

<u>What</u>	<u>Definition</u>	<u>What</u>	<u>Definition</u>
A static load	Does not move	<u>NET</u>	2D object which is cut scored and folded into a 3d. Cut lines shown as solid lines
A dynamic load	Moving	<u>Carbon footprint</u>	is the amount of carbon produced from its raw material being made to its product.
Tension	pulling force is applied to either end of a material Stretching	<u>Ecological and social footprint</u>	
Tensile	resist being pulled apart	<u>Folding and bending</u>	techniques can be used to improve the mechanical and physical properties of a material
Compression	occurs when a pushing force is applied to either end of a material	<u>Laminating</u>	bonding two or material to improve its strength, stability and flexibility.
Compression strength	the ability of a material to resist being compressed or squashed	<u>Fabric interfacing</u>	Used in textiles and garments to add support, strength and structure to areas that are needed. These are sewn in Collars in shirts - Peak in the baseball caps.
Torsion	when something is twisted two ends of the material rotate the opposite way.	<u>Folding and bending</u>	Materials manipulated through reshaping can gain many physical advantages
Torsional strength	is the ability of a material to resist being twisted	<u>Curves, arches and tubes</u>	can also be added to give more strength whilst using minimum material
Bending	occurs when both sides are under compression and tension.	<u>Ecological and social footprint</u>	This measures the impact of a persons life on the environment by quantifying the amount of Co2 that are being used.
Shear	occurs when a force applies on an object in a perpendicular to its length	<u>Safe working conditions</u>	In Britain we have employment protect laws that protect us workers. The law holds accountability to the company/ Boss!!! Heath and Safety Executive HSE
Strengthening and enhancing materials	To strengthen or enhance its strength you need to consider the forces that it will have upon it.	<u>Ecological issues in the design and manufacturing</u>	When products are made, natural resources are used, so designers and manufacturers have to make decisions which have a direct impact on the consumption of the earths resources
Webbing	Webbing is a strong fabric woven into strips from yarns, which are often made of synthetic fibres such as nylon or polyester, or even Kevlar Very light but strong and flexible	<u>Deforestation</u>	cutting down of trees
Stiffening Materials	Materials can be <i>laminated</i> to improve strength.	<u>Mining</u>	used to gather finite materials Surface and underground mining!
Interfacing	to stiffen a fabric	<u>Drilling</u>	getting oil and gas
Farming	A huge proportion of the earths crust is used as farmland. 11% - agriculture. 36% - growing crops		

<u>What</u>	<u>Definition</u>	<u>What</u>	<u>Definition</u>
<u>Product Miles</u>	A product is a material with a collection of components. Each element may have taken a very long journey to being part of its intended product.	<u>Atmospheric pollution</u>	This is the reliance of fossil fuels and burning of fossil fuels to power machines for mass production. Increasing population – bigger demand
<u>Ocean pollution</u>	Poor waste, lack of education when dealing with waste. Many oceans collect huge floating rubbish that effect wildlife. Plastic is the main problem - Wild life eats plastic which cause death. Plastic can poison wildlife and affect their young and feeding. Sewage may come from industry. Oil spills are devastating when they happen because its hard to clean up.	PARRIS AGREEMENT	174 COUNTRIES TO CUT AIR POLLUTION AND STOP THE RISE OF 2 DEGREES.
<u>The 6R's</u>	Designers and manufactures need to create products that are sustainable – this reduces burden of natural resources.	<u>Refuse</u>	DO you actually need it? Is it necessary? Simply not using or buying more of!
<u>Rethink</u>	Consider something else! Is there an alternative? Are the material locally sourced? Do I need this?	<u>Reduce</u>	Use less of!!!! Modern materials are lighter than traditional ones. Products are getting small and use less material. Reducing the number of parts in a design.
<u>Reuse</u>	Reuse a product in different ways. Upcycling or furniture to strengthen and make them more in theme with current fashion.	<u>Repair</u>	Repairing something that is broken extends the life or delaying the purchase of a new one!
<u>Recycle</u>	Metals are melted down. Plastics are separated into their different forms and reprocessed. Paper is graded and remade into different products	<u>Scales of production</u>	Understand how products are produced in different ways
<u>One off production</u>	Bespoke – a design requested personally by someone. Requires skilled labour force – lots of hand made items. Can take a long time to make. Kitchen Yaught Bridge Building	<u>Batch Production</u>	This is when a certain number is required. Required skilled labour with automation to produce anything from 4 – 215. The more products being made, the cheaper it becomes. Lead time – manufacturers can quickly respond to market demands and changes. Cakes Furniture Surfboards Some clothing – limited edition.
<u>Mass production</u>	Something that is produces until its no longer needed! Electronic products Cars Food containers	<u>Continuous production</u>	Something that is produced all the time and never stops. More automation and machinery. Little skilled work force required. Milk Coke Paint Bleach Medicine.

Half-Term 1 – Planning & Building

Clearance cost

Skip
Digger
Dumper
Specialist tools
Disconnection of old electrics
Cap off drainage
Onsite toilet
Scaffold
Labour
Driver

Build

Brick
Block
Cement
Building sand
Brick tie
Steal
Waste pipe
UPVC windows/conservatory
Scaffold
Insulation

Buying

Amazon
Ebay
Jewson
Turnballs
B&Q
Wickes
Travis Perkins
Central Skip hire
Scaffolding
Site toilet

Look at the above and write as much information about what the requirements are for building.

Subject - Construction

How many bricks?

There are 60 bricks per square metre m², if you are building a half-brick wall or a one-layer wall.

How many blocks?

There are approximately 10 concrete blocks per square metre m².

Using the calculations below workout the cost for 10m²

Brick wall

Standard brick wall

Garden wall

Retaining wall

Decorative brick wall

Repair & Maintenance

Brick Wall Jobs	Price Range
Standard brick wall	£50–£120 per m ²
Garden wall	£60–£150 per m ²
Retaining wall	£70–£200 per m ²
Decorative brick wall	£80–£250 per m ²
Repair and Maintenance	£30–£100 per m ²

How much are the following tradesperson charging per hour?

Groundsman
Labourer
Bricklayer
Electrician
Plumber
Plasterer
Driver
Window fitter

Functions of macronutrients	
FAT <ul style="list-style-type: none"> Fat is required to insulate the body Fat is required to protect the vital organs Fat is required as an energy source Fat is required to insulation Fat allows the body to feel fuller (satiety) 	CARBOHYDRATES <ul style="list-style-type: none"> Carbohydrates are a primary energy source Carbohydrates are divided into simple and complex Complex - Starch and fibre NSP Simple – Sugar, fructose, glucose Starch comes from plants and is used for energy Starch as bulk to the diet Starch keeps you fuller for longer Excess starch is turned to fat and stored Fibre aids digestion, prevents constipation
PROTEIN <ul style="list-style-type: none"> Proteins are required to provide amino acids Proteins are required for growth Proteins are required for repair Proteins are a secondary energy source Proteins are made up of amino acids 	

Unit 2

AC1.1 / AC1.3 LO1

Nutritional Deficiencies	
FAT- Visible signs <ul style="list-style-type: none"> Weight loss Feeling cold Non Visible signs <ul style="list-style-type: none"> Bruising of the bones, as fat protects Lack of fat soluble Vits ADEK 	CARBOHYDRATES- Visible signs <ul style="list-style-type: none"> Lack of energy Weight loss Non visible signs <ul style="list-style-type: none"> Lack of NSP can lead to constipation Type 2 diabetes
PROTEIN- Visible signs <ul style="list-style-type: none"> Children don't grow properly Hair becomes thin and falls out Poor skin and weak nails Non Visible signs <ul style="list-style-type: none"> Infections can develop and cause illness Food is not digested properly 	Vitamin A- Dry infected skin and mucus membranes <u>Night blindness</u>
	Vitamin D- Weakened bones, rickets, osteomalacia
	Vitamin E- Deficiency is rare
	Vitamin K- Deficiency rare, only in new borns
	Vitamin B- Beri beri , Pelegra.affects the nerves and
	Vitamin C- Loose teeth, wounds not healing well, Scurvy and bleeding under the skin
	Calcium- Bones in arms and legs bend- can lead to osteoporosis
	Iron- Pale skin, weak split nails, Tiredness, weakness Can lead to Iron deficient anaemia

FAT SOLUBLE	Micronutrients	WATER SOLUBLE
<u>Vitamin A</u> <ul style="list-style-type: none"> Healthy eyesight, helps night vision An antioxidant Production of white blood cells Sources- Oily fish, red and orange veg, dairy	<u>Vitamin B</u> <ul style="list-style-type: none"> Releases energy from carbohydrates from food Sources- meat, cheese, eggs, breakfast cereals	<u>Vitamin C</u> <ul style="list-style-type: none"> Helps the body absorb iron Helps maintain connective tissue Antioxidant Sources- Citrus fruit, blackcurrants, kiwi fruit
<u>Vitamin D</u> <ul style="list-style-type: none"> Controls calcium uptake Strong bones and teeth Sources- Sunlight, Oily fish, meat, eggs butter	<u>Vitamin E</u> <ul style="list-style-type: none"> Antioxidant, helps prevent heart disease and cancer Sources- Peanuts, avocado, Soya products	<u>Minerals</u>
<u>Vitamin K</u> <ul style="list-style-type: none"> Blood clotting Sources- Fat soluble Vitamin K-Green leafy veg	<u>Iron</u> <ul style="list-style-type: none"> Production of red blood cells Sources- Red meat, offal, green leafy veg	<u>Calcium</u> <ul style="list-style-type: none"> Works with Vit D for strong bones and teeth Sources- Dairy products, canned fish

Importance of Water and hydration	
Regulates body temperature <ul style="list-style-type: none"> sweating Overheating of the body Gets rid of waste products 	Gets rid of waste products <ul style="list-style-type: none"> Aids digestion Reduces constipation
Keeps internal organs moist <ul style="list-style-type: none"> So they don't rub together create friction/pain Saliva to aid swallowing 	Dehydration causes <ul style="list-style-type: none"> Weakness and nausea Changes in blood pressure/ headaches
Transportation <ul style="list-style-type: none"> Of nutrients CO2 and O2 around the body via the blood 	



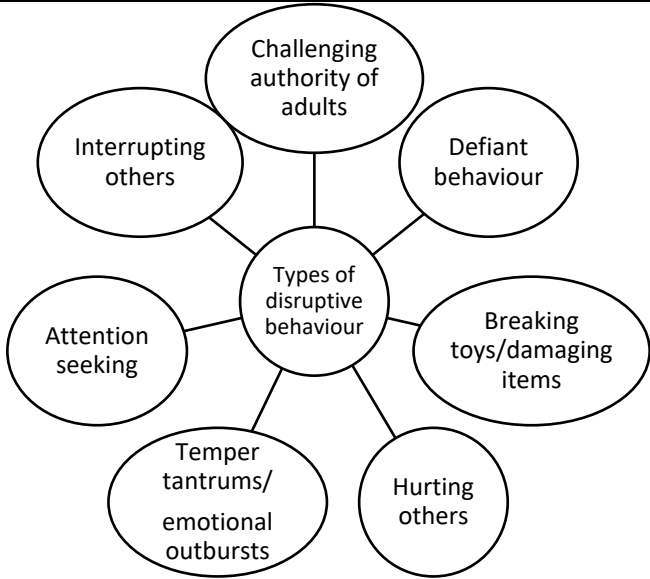
Physical needs that may impact on play, learning and development.	
What is a sensory impairment?	A sensory impairment would include a difficulty in seeing (visual impairment) or hearing (hearing impairment).
What are some possible impacts of visual impairments?	Motor skills can be affected; may not move towards things as they can't see them; won't be able to fully explore so won't develop concepts easily; may struggle to talk as can't copy lip movements of others; not able to make eye contact causes difficulties in social situations; can't see facial expressions clearly; maybe less independent.
What are some possible impacts of hearing impairment?	Discharge from the ears; posture issues; difficulties with reading and maths concepts; difficulty in speech as they cannot hear the sounds required to speak; restricted language can affect social development; can have low self-esteem.

Cognitive and intellectual needs that may impact on play, learning and development.	
What are the possible impacts of poor concentration levels?	Can lead to disruptive behaviour; can talk a lot and interrupt others; can be restless or fidgety; won't persevere with learning skills; lose interest quickly; difficulties in paying attention, following instructions or completing activities.
Why do some children have difficulties remembering instructions?	Developmental disabilities (ADHD; autism; Down's syndrome); concussion or traumatic brain injury; medical conditions like epilepsy.
What are difficulties in problem-solving?	Some children find this difficult as they haven't reached their age milestones for cognitive development. Developmental conditions like Down's syndrome which can mean a lower cognitive ability. Other reasons could be trauma; birth injuries; mothers using drugs/alcohol during pregnancy.
What impact can delayed literacy skills have?	Children who are left-handed can struggle with writing- longer to form letters; learning difficulties; behavioural problems.

Communication and Language needs that may impact on play, learning and development	
What are the benefits of children learning English as an additional language?	Cognitive skills are developed if using more than 1 language; problem-solving and creativity skills; memory improves; can socilaise with different people; closer bonds if have a shared language; links between language and culture/religion = self-identity/self-esteem.
What can be the negative impacts of learning English as an additional language?	Children in a setting where they don't understand the language may be frightened, they may feel different to others = low self-esteem. May take longer to settle in as they need time to learn the language; may lose their 'home' language; may have gaps in language or develop a speech delay.
How do we recognise speech delay?	A child may have a speech delay if at 3 years old they are hard to understand; don't ask for things by name; learn words but don't remember them; know fewer words than you'd expect. Delayed language can also come from medical issues; lack of stimulation or no opportunities to interact and learn language.

TECHNICAL VOCABULARY	
Delayed gross motor skills	Large movements of the body are not progressing as quickly as other children of the same age.
Delayed fine motor skills	Small movements of a child's hands and fingers are not progressing as quickly as other children of the same age.
Poor concentration levels	Children find it difficult to focus on what they are doing and/or focus for a long time.
Down's syndrome	A biological disorder which occurs during embryo development when cells are dividing, and an error occurs causing development delays.
Embryo	Stage of pre-birth when the egg has been fertilised.
Delayed literacy skills	A child's reading and writing skills are not progressing to expected milestones of their age and stage of development.
English as an additional language	English is not a child's first language, the first language is the one a child is exposed to from birth.
Positive role model	Someone who sets a good example.
Social norms and values	Attitudes and behaviours that are considered 'normal' in society.
Limited interaction	When a child has limited communication and contact with adults.

Social and emotional needs that may impact on play, learning and development	
What impact can limited interaction with adults have?	Children may have a lack of interest in things; may not learn how to join in and play with others; behave unacceptably to gain attention and do not develop language skills.
What impact can having poor awareness of social norms and values have?	May display inappropriate and unwanted behaviour in social situations and public places; difficulties concentrating or making friends; can be withdrawn and have low self-esteem.
Why do some children have difficulty forming bonds with adults?	Premature birth; Postnatal depression; a child's health or a parent/parents health and abuse. If a child has difficulty forming bonds with adults this impacts on play, learning and development.
What are the impacts on a child if they don't play?	Child will not know what they like or are interested in; find it hard to control emotions; unable to make friends or cooperate; won't learn how to use resources and equipment; won't progress in development; won't be able to adapt; can lead to anxiety and depression.
Why do some children have difficulties forming friendships?	May not have the skills – can't share or take turns; may not have formed bonds with adults making it difficult to trust and understand the needs of others; delayed language skills; English as an additional language; not tolerant of others; domineering; argumentative.







TECHNICAL VOCABULARY	
Friendships	Relationships between friends.
Disruptive behaviour	Unwanted behaviour that disturbs and interrupts activities.
Transitions	Changes in children’s lives.
Care or education providers	Settings that provide formal care/education for children – school for example.
Sibling	Brother or sister.
Significant family member	A close family member – parent, sibling or grandparent.
Family structure	The way in which a family is organised.
Expected milestones	Development that is expected at a particular age.
Initiate play	To start play.
Sustain involvement	Being involved for an extended period without interruption.
Perceived	Interpreting something in a particular way.
Isolate	Cause a person to be alone/apart from others.
Emotional resilience	A person’s ability to adapt to stressful situations.

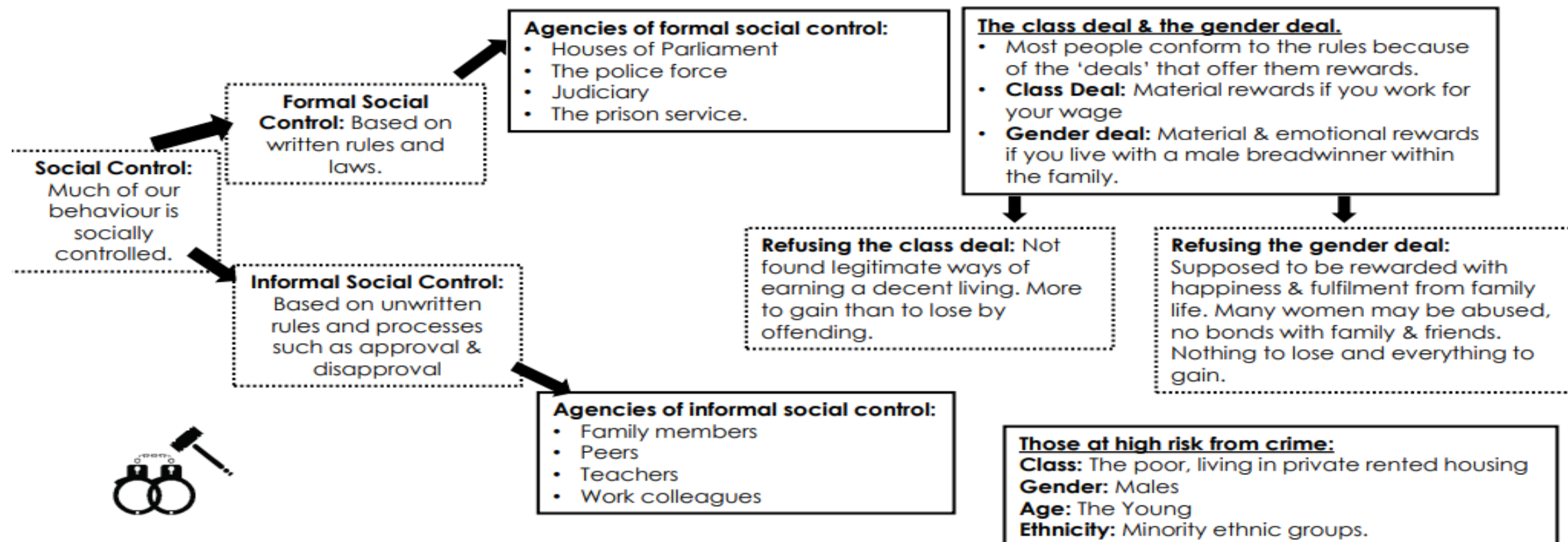
Social and Emotional needs that may impact on play, learning and development: transitions	
What can transitions bring to a child?	A new environment or a new relationship which can have different effects on different children.
How will children feel during transitions?	A range of feelings from excitement to stressed, anxious and nervous.
Why do children prefer things to stay the same?	Things being consistent helps children feel safe and secure- changes are unsettling.
How do children cope starting nursery/school?	Depending on age children may be nervous or excited; could suffer from separation anxiety; may cry; be clingy; ask lots of questions.
How do children cope with a new sibling?	This is a huge adjustment – many children are jealous or start to behave like a baby to gain attention (regression) may be aggressive and may try to hurt the baby or take their things.
How do family structures change?	Births; divorce; separation; death. Children may also move house or spend time at two different houses’ Some children go into care and many children find adjusting to changes difficult.

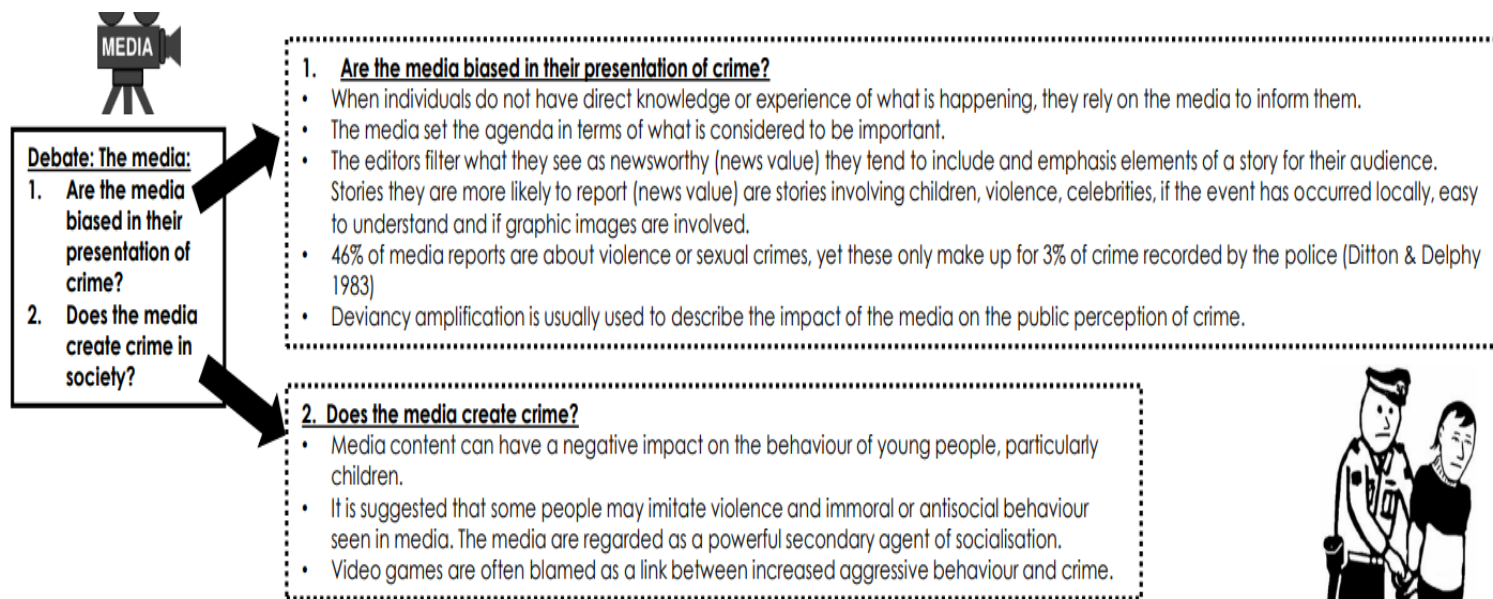
Possible impact of not meeting expected milestones: - <ul style="list-style-type: none">- Unable to develop own ideas and make connections.- May not develop language and social skills.- Unable to understand concepts such as shape and colour.- May not learn to control movements.- Will not develop imagination and creativity.- Poor concentration, perseverance and memory skills.

Possible impact of individual needs on physical learning and development: - <ul style="list-style-type: none">- Unable to access learning activities at varying levels.- May not develop stamina.- May not develop friendships.- Unable to grasp small objects or manipulate materials.- May tire easily and not be able to sustain involvement in activities.- May be unable to navigate play areas and activities.
Possible impact of individual needs on cognitive development: - <ul style="list-style-type: none">- May not understand rules.- Poor awareness of social norms.- May not be able to sustain attention.- May have difficulties taking turns; listening to others; sharing or being respectful.
Possible impact of individual needs on communication and language development: - <ul style="list-style-type: none">- Difficulties with speaking and listening.- May not be able to make sense of information.- Play with others may be limited.- May lack confidence.- May not be able to build friendships.
Possible impact of individual needs on social and emotional development: - <ul style="list-style-type: none">- May find cooperative play difficult.- May have poor emotional resilience.- May isolate themselves or be isolated by others.- May refuse or find it difficult to join in team or group activities.- May have limited expression of thoughts and feelings.- May find building positive relationships difficult.- May find it difficult to cope with change.- May have low self-esteem.

Who commits crime? Why do differences occur? 			
Gender	Ethnicity	Class	Age
<p>Women committing less crime.</p> <ul style="list-style-type: none"> Gender socialisation Fewer opportunities More domestic responsibilities May be treated differently in the criminal justice system e.g. sad, rather than bad, given a lenient sentence. Chivalry thesis Others argue they are treated more harshly- double deviancy. Therefore do not commit crime. <p>Women's involvement in crime is increasing:</p> <ul style="list-style-type: none"> Lost a lot of their controls and restraints Women are not experiencing equality in the work place- gender pay gap. 	<p></p> <ul style="list-style-type: none"> Inaccurate statistics Labelling- racism and stereotyping within the police practice. More ethnic groups are stopped and searched. Institutional racism within the police- most police officers are white and may label particular groups (Stephen Lawrence murder) Linked to their social class, higher levels of crime in the ethnic minority groups could link to the fact they are also possibly experiencing poverty and this leads to crime. Media reinforcing views- reporting in the media on particular groups can generate mistrust and hostility. 	<p></p> <ul style="list-style-type: none"> Inaccurate statistics- lower-class criminals may commit crimes that are more identifiable and more likely to be targeted by the police. Socialisation Material deprivation- may commit crime to obtain the things others have Education- W/C more likely to be in the bottom sets/streams so may look for other routes to get what they need e.g. crime. Anomie- mismatch between goals and the means to achieve the goals. Labelling. White collar crime is not as easily identifiable as crimes committed at lower levels. 	<p></p> <ul style="list-style-type: none"> Status frustration- lack of independence and caught in transition. Lack of responsibilities can lead them to drift into deviant and criminal behaviour. Peer Pressure Edgework- thrill seeking and risk-taking. Getting a "buzz" from committing a crime or displaying deviant behaviour. Socialisation- Some young people are inadequately socialised and have learned criminal behaviour as a norm or value. Police stereotyping Media moral panic/folk devil. Subcultural theory

TECHNICAL VOCABULARY	
Crime	Behaviour that breaks the law.
Deviance	Behaviour that does not conform to the dominant norms of a specific society
Socially defined behaviour	Thought of as natural but is actually the product of cultural expectations.
Official Crime statistics	The way crime is officially measured, based on statistics collected by the Home office.
Victim surveys	Surveys of the public which ask them to report any crimes they have experienced, whether or not they have reported them.
Self-report surveys	Surveys of the population which ask them to confess to crime they have committed. But for which they have not been caught.
Reported crime	Crime is reported to the police. Not all crime is reported
Recorded crime	Crime that is recorded by the police. Not all reported crime is recorded.
Validity	Data is valid if it gives a true picture of what is being studied.
Dark figure of crime	A large amount of criminal activity never appears in the crime statistics.
British Crime Survey	BCS: A victim survey conducted annually by a team of researchers at the home office. The BCS measures the amount of crime in England and Wales by asking people about crimes
Social constructed	Views of what is criminal or deviant behaviour are influenced by the values and norms of the society we live in.
Peer group pressure	A group of a person's own age who are important to them and often influence them to behave in a particular way.





Crime Key Studies	
Study	Findings
Merton's (1938) strain theory Functionalist	<ul style="list-style-type: none"> People's aspirations and goals are shaped by their culture eg American Dream = economic success Some people experience a strain between the goals of society and the means of achieving them. This may lead to anomie (normlessness) They may seek out an illegitimate route to economic success eg crime
Becker's (1963) interactionist perspective interactionist	<ul style="list-style-type: none"> Argues deviance is created by society Powerful social groups create deviance by making the rules and applying these to others People can develop deviant careers if labelled as deviant The deviant label can become a master status (main identity) Labelling can lead to the self-fulfilling prophecy
Heidensohn's (1985) control theory Feminist	<ul style="list-style-type: none"> Women commit less crime because they are more closely controlled in society In a patriarchal society, women have stronger social control placed on them which can reduce opportunities for crime At home, women are controlled by domestic responsibilities, at work by fear of damaging reputation and in public by fear of male violence
Carlen's (1988) class and gender deal Feminist	<ul style="list-style-type: none"> Carlen explains why working-class women commit crime She argues they are promised two rewards for conforming- 'class deal' (money and material items from working hard) and 'gender deal' (happy domestic life with husband and children) She found WC women committed crime when these rewards were blocked due to: poverty, living in care, drug addiction. They had nothing to lose and everything to gain
Cohen's (1955) subcultural theory Functionalist	<ul style="list-style-type: none"> Argues delinquency is carried out by groups not individuals, and that groups often commit non-utilitarian (not motivated by money) crimes Working class boys experience status frustration at not succeeding in middle class school They join/ form a delinquent subculture with an alternative status hierarchy where they will gain status for deviance

Key term	Definition
Crime	Any form of behaviour that breaks the law
Custodial sentences	Punishment where offenders will sentenced to go to prison or Young offenders institute
Crime rate	A measure of the level of criminal activity in a society based on crimes recorded by the police
Dark figure of crime	The unknown amount of criminal activity that is not reported or recorded to the police
Deviance	Any form of behaviour that does not conform to the norms of a society – this can be influenced by time, place, social situation and culture
Formal agencies of social control	Formal rules and social controls that tell everyone within society what is and is not acceptable e.g. the police, the courts, the government
Informal agencies of social control	The approval or disapproval of people around us that can influence and control our behaviour e.g. family , friends, peer group, schools, work, religion
Official crime statistics	Government statistics on crime based on official sources e.g. police records
Self-report study	A survey that asks respondents to identify crimes they have committed, but for which they have not been caught
Social construction of crime	What is considered criminal and deviant changes over time or when it takes place, therefore is socially constructed. No act is in itself criminal or deviant- it largely depends on how other member of society see it e.g. homosexuality
Victim survey	A survey that asks respondents about their experience of crime, regardless of whether or not those crimes have reported
Collective conscience	The shared beliefs that bind communities together and regulate individual behaviour
Deviant career	Deviant behaviour that develops over time due to labels. e.g. labelled a troublemaker at school and then goes onto commit crime later in life
Deviancy amplification	The exaggeration of a particular social issue as a consequence of media coverage, e.g. anti-social behaviour by groups of young people



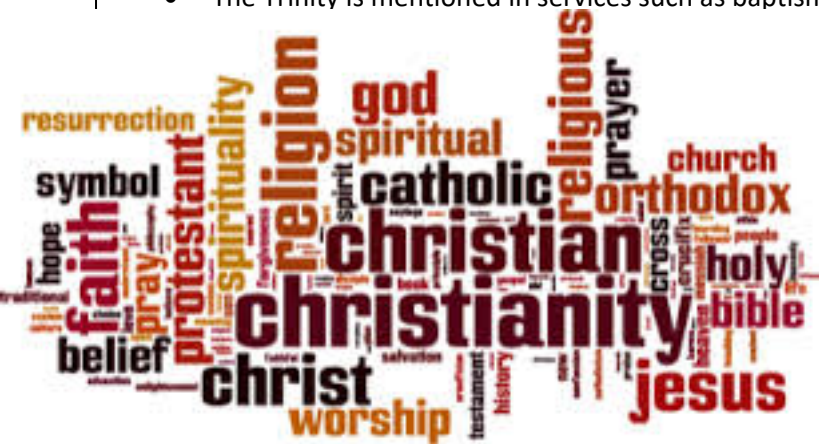
Year 11 Christian Beliefs

God as omnipotent

- This means all-powerful, not that he can do anything – even against his nature.
- This can be seen in the creation and wonders of the universe.
- Miracles performed by God and Jesus (Jesus is God in human form)
- What it means for Christians is they believe nothing can overcome God’s powers.

The Oneness of God and the Trinity

- Christianity is a monotheistic faith – they believe in one God
- But God has been revealed as Father (creator), Son (Jesus the saviour) and Holy Spirit (source of strength and guidance)
- When Christians speak of the three persons of the trinity they do not mean three people just as being known in three ways.
- They support this belief because they say God’s nature is beyond our understanding and this is an attempt to make sense of what the Bible says.
- The Trinity is mentioned in services such as baptism and as part of blessings.



God

The Incarnation

- The word literally means ‘embodiment’ and refers to the idea that God took on human form in Jesus (John 1:14)
- Christians believe that Jesus was fully God (the Word) and fully human (born of Mary)
- This is hard to explain but describes the disciples experience of Jesus
- Throughout the New Testament it states that Jesus is the Son of God, Mary conceived from the Holy Spirit and was a virgin.
- The virgin birth is seen by some as literal, emphasising the divine nature of Jesus, other metaphorical highlighting his unique human nature.
- Jesus speaks of not knowing all things – like the time of the end of the world – so people question how he is fully divine.
- Early Christians believed that Jesus, as God, fully took on human form in order to redeem humanity
- Christians are supposed to live their lives in the same submission to God the Father showing selfless love – even to the point of death.

SUBJECT TERMINOLOGY

Catholic	a branch of Christianity, based in Rome and led by the Pope
Orthodox	a branch of Christianity mainly, but not entirely, practiced in Eastern Europe
Protestant	a branch of Christianity that became distinct from the Catholic Church at the time of the Reformation
Denomination	a distinct group within the Christian faith, with its own organisation and traditions
Monotheistic	a religion that believes there is only one God
Holy	separate and set apart for a special purpose by God
Omnipotent	almighty, having unlimited power; a quality of God
Benevolent	all-loving, all-good; a quality of God
Justice	bringing about what is right and fair, or making up for a wrong that has been committed.
Trinity	the belief in God as one in three forms, Father, Son and Holy Spirit
Son of God	a title used for Jesus, the second person of the Trinity; denotes a special relationship between Jesus and God the Father
Creation	the act by which God brought the universe into being
The Word	a term used at the beginning of John’s Gospel to refer to God the Son.
Incarnation	God becoming a human being, being born as Jesus
Holy Spirit	The third member of the Trinity

Beliefs about Creation

- Christians believe that God created the world
- The Nicene Creed states that Christians believe in God the Father, creator...
- Genesis 1:1 also states ‘in the beginning God created the heavens and the earth
- John’s Gospel also states that Jesus (the Word) was also there and was part of this creation.
- Genesis 1 also speaks of the Spirit of God moving over the waters changing chaos into order
- THE TRINITY IS SEEN AS ACTING IN CREATION

The Crucifixion

What happened:

Being fully God but also fully human, Jesus suffered pain. A centurion accepted that Jesus was the Son of God.

The guards made sure Jesus was dead. His body was put in a cave before the Sabbath day.

Why is it important?

- It shows that **Christians will be forgiven for their sins** if they are truly sorry.
- **God understands human suffering** because of the suffering of his son, Jesus.
- **Suffering is a part of human** life, just as it was part of Jesus’ life.
- It shows that Jesus was **fully God and fully man**.
- It teaches Christians that forgiveness is possible- Criminals on the cross.
- Teaches Christians that God loves them

Christ as Saviour

- John 3:16 says that God loved the world so much he gave his son as an atonement
- Jesus bore humanity’s sin on the cross
- God took the initiative when humanity couldn’t
- It inspires others to take the initiative in reconciliation in the world today and to dedicate their lives to the way of God

The Resurrection

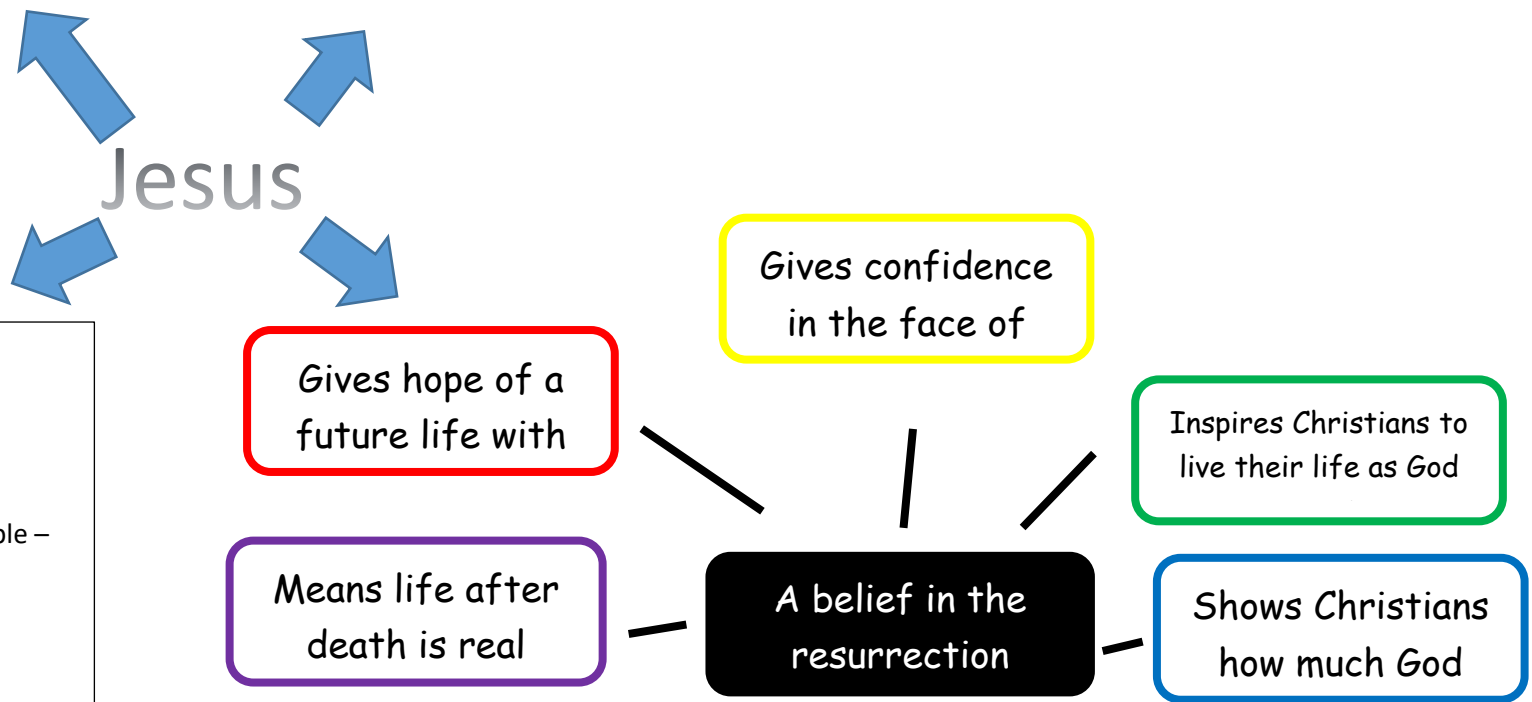
- The New Testament says that a man named Joseph was given permission to bury Jesus in a rock tomb
- The Sabbath was about to start so the women were not able to prepare the body properly
- A huge bolder was put in front of the tomb
- Early Sunday the women went to attend to the body but the stone had been moved
- The Gospels vary about what happened next but the body was missing
- According to Mark a man in white told the women to go back to the disciples and wait for him there.
- All reports stress the physical nature of his visits to show it wasn’t a ghost
- This idea is important because it shows that God has overcome the power of death.

The Ascension

- After meeting with his disciples and asking them to do his work, Jesus left them for the last time.
- This was 40 days after the resurrection.
- When Jesus ascended into Heaven the Holy Spirit came to the disciples.
- This was known as Pentecost. The Holy Spirit gave the disciples the gifts to spread the word for example – Speaking in tongues.

This is significant because...

- Shows that Jesus is with God in heaven.
- Prepare for God to spend the Holy spirit to provide comport and guidance.



Creative iMedia R093 - Topic 1 - Knowledge Organiser - Media Industry Sectors

Traditional Media

Forms of media prior to the Internet. Although most have now been adapted to be shared over the internet.

Film

Radio

Print

TV



Print publishing includes:

- ❖ Newspapers
- ❖ Magazines
- ❖ Leaflets
- ❖ Posters
- ❖ Brochures
- ❖ Comics / graphic novels.

Internet includes:

- ❖ Websites.
- ❖ Social media
- ❖ Streaming services
- ❖ Communication like email, VoIP etc.

Interactive media includes:

- ❖ Websites
 - ❖ Information kiosks
 - ❖ Apps
 - ❖ Interactive multimedia
 - ❖ Blu-ray feature menus
 - ❖ Learning resources
 - ❖ Quizzes
- It enables the user to interact with it.

Digital Publishing includes:

- ❖ Web graphics
- ❖ Animations
- ❖ Podcasts / video podcasts
- ❖ eBooks
- ❖ Blogs / Vlogs
- ❖ Slide show of images



Media Product

Media Sector

Video

Film, TV

Audio

Radio

Music

Radio

Animation

Digital Publishing

SFX/VFX

Film, TV

Digital Graphics

Print & Digital publishing

Social Media

Internet

Digital Games

Computer Games

Comics and graphic novels

Print publishing

Websites

Interactive media, Internet

Multimedia

Interactive media, Internet

eBooks

Digital publishing

AR/VR

Interactive media



Organising a Sports Activity Session	
Appropriate venue	Location, size and weather.
Equipment	Type of equipment, amount of equipment
Timing	Appropriate timings of drills, in order to progress the group.
Supervision	Anyone who needs additional help, leaders, 1-1, roles for participants.
Size of groups	Dependant upon age, ability or the activity.
Contingency plan	Back up plan – weather, illness, participant numbers, venue, the group.

Safety considerations	
Warm up and Cool down	Incorporate at least 5-10 minutes for both.
Risk assessment	To prepare for a sporting activity session. Completed by a competent person with experience and qualifications. Used to identify risks of the activity, people who may be harmed, control measures to prevent risks and to reduce the risk of potential injury.
Potential risks	Activity-specific, facilities, equipment, clothing.

Topic Area 4 – National Governing Bodies	
Sports Councils	There are five: Sport England, Sport Scotland, Sport Wales, Sport Northern Ireland, UK Sport.
NGBs	National Governing Bodies are independent bodies that have a responsibility to govern and manage a specific sport within a country.
The role of NGBs	Promote participation – involving marketing, and encouraging grassroots participation.
The role of NGBs	Developing schemes to encourage participation and allow those already participating to develop further.
The role of NGBs	Provide equal opportunities policies – all genders, religions, cultures and ages are invited and welcome to take part.
The role of NGBs	Increase exposure in the media – media deals, press-releases about recent or upcoming events, public relations, community engagement projects, social media profiles.
The role of NGBs	Develop the sport's coaching and officiating infrastructure – through coaching awards and training of officials.

Key Words	
CPSU	Child Protection in Sport Unit
Risk assessment	A systematic process of evaluating potential risks that may be involved in an activity.
EAP	Emergency Action Plan. A written document identifying what action to take in the event of an emergency at a sporting event.