Student Name:

MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: January 2026

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

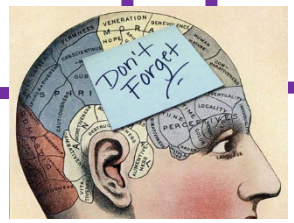
8. Write a set of test questions for yourself using the organiser.
    - Answer these without the organiser the next day.
    - Swap your questions with a friend to increase challenge.
    - Turn your questions in to a game by putting them on cards and playing with friends.

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 English Language– Component 2

Box 1 Vocabulary:

Term	Definition
Obsessive	Thinking about someone, or something too much or all the time.
Determined	Wanting to do something very much and not letting anything stop you.
Tradition al	Following or belonging to the customs or ways of behaving that have continued in a group or society for a long period of time.
Proud	Feeling pleasure and satisfaction because you, or people connected with you, have done something good.
Over-whelmed	A feeling of sudden strong emotion.
Passionate	Having or showing very strong feelings or emotions.
Nuisance	Something or someone that is very annoying and causes trouble for others.
Smug	Too pleased or satisfied about something achieved or what someone knows.
Superior	Better than average or than someone or thing of the same type.
Delighted	Very pleased.
Gloats/ gloating	Verb: to think about something triumphantly or with malicious satisfaction or delight.

Box 2: Article– POV

- An article could appear in the following formats: **a magazine, certain sections of a newspaper, websites.**
- Typical subjects covered in articles: **travel/ sport/ history/ hobbies/ home/craft music/ celebrities/famous figures/ controversial topics.**
- An article should include a **catchy, memorable headline**: questions, alliteration, statement, word play, ambiguity.
- The structure of an article is as follows: **Headline, introduction or views made clear, x3 main points explored, conclusion**.
- At paragraph level, the structure should be as follows: **Discourse marker, topic sentence, exploration of this idea: examples, anecdote, evidence to support topic sentence, professional views, statistics…**

Box 3 Tier Three Vocabulary:

Term	Definition
Experiences	An even/ activity which leaves an impression on someone.
Thoughts	Ideas reflecting conscious or unconscious reflections; to consider something.
Feelings	An emotional state; a reaction; an idea or belief; an attitude or opinion.
Impressions	A thought or idea about something or someone without conscious thought/ using little evidence.
View	Regard in a particular light or with a particular attitude.
Tone	The writer's use of words and writing style to convey his or her attitude towards a topic.
Change	An act or process that makes something different; alter; modify; transform.
Enjoyable	An activity or occasion giving delight or pleasure; great.

Year 11 — *'Macbeth', Shakespeare*

1. Macbeth Key Quotations

'For brave Macbeth-- well he deserves that name --'	Macbeth is portrayed as a strong and loyal soldier, respected by others and the King. This is important as it inflates the tragedy of his downfall and emphasises how his ambition poisons him and turns him evil.
'Stars, hide your fires; / Let not light see my black and deep desires, / The eye wink at the hand. '	This clearly identifies the contrast between light and darkness (good and evil) and how Macbeth is conflicted by his deep evil ambitions and the consequences of his actions both personally and religiously (stars being heaven).
'Come you spirits, that tend on mortal thoughts. Unsex me here, and fill me, from the crown to the toe, top-full of direst cruelty"	Lady Macbeth shows her own ambition to be less feminine and take on the role of her husband, asking spirits to fill her with evil and the ability to kill the King to achieve power. It shows her willingness to welcome evil into her life, and emphasises the link between the supernatural and evil in the play.
"Will all great Neptune's ocean wash this blood clean from my hand"	After killing Duncan, Macbeth is overcome with guilt, represented through the motif/symbol of blood in the play. Here he says that even all the seas could not wash it from his hand, he will forever feel it.
'To be thus is nothing but to be safely thus'	After becoming King, Macbeth is still not content that his ambition is fulfilled. His paranoia has set in and he worries about Banquo and his son.
"I am in blood, steeped in so far, that, should I wade no more, returning were as tedious as go o'er"	After killing Banquo and being haunted by his Ghost, Macbeth decides that his evil actions have taken him this far and to turn back would make his previous decisions pointless. To let go of his power would have it all have been for nothing.
"Will these hands ne'er be clean?'	Lady Macbeth is also overcome with guilt by Act 5, even after previously showing little regard for Duncan's death in Act 1 and 2. She sleepwalks, trying to clean her hands of the blood (guilt) that eventually leads top her death.
'dead butcher, and his fiend-like queen'	Malcolm's final words on Macbeth and Lady Macbeth as he takes back the crown of Scotland in the final scene of the play, emphasising the effect their ambition ultimately had on them.

2. Macbeth — Key Terminology:

Hamartia	A fatal flaw leading to the downfall of a tragic hero or heroine.	**Tragic hero**	A character who makes a judgment error that inevitably leads to his/her own destruction.
Hubris	Excessive pride or self-confidence.	**Regicide**	The action of killing a king.
Blank verse	Dialogue without rhyme or rhythm. Shakespeare has characters of low birth speaking in blank verse.	**Foil**	A character who contrasts with another character, to highlight qualities of the other character.
Iambic Pentameter	Five feet, each consisting of one unstressed syllable followed by a stressed syllable. Shakespeare has characters of noble birth speaking in iambic pentameter.	**Catharsis**	The process of releasing, and thereby providing relief from, strong or repressed emotions.
Unchecked ambition	When ambition goes unchecked by moral constraints .	**Subvert**	To undermine the power and authority of an established system or institution.
Equivocation	Ambiguous language to conceal the truth or to avoid committing oneself; prevarication.	**Paradox**	A statement that logically can't be true—it is self-contradictory.
Patriarchal	A society controlled by men.	**Omniscient**	All-knowing.
Monologue	A long speech by one character.	**Usurp**	Take illegally or by force.
Prophecy	A prediction of what will happen in the future.	**Soliloquy**	A character speaking their thoughts/feelings aloud.

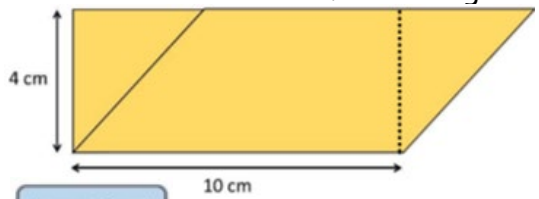
3. Macbeth — Context:

King James I	Catholic King of England. Survived the recent attempt on his life (Guy Fawkes—the gunpowder plot). He wrote a book on the supernatural — 'Demonology'.
King Duncan	A real king who was murdered by a man named Macbeth in the 11th century.
Banquo	Is believed to be a relative of King James I - therefore he could be king as he is of noble birth. Banquo is the only truly good character; he never turns his back on his friends, family or his king.
Shakespeare	Added supernatural elements to the play after the first version was published to impress King James, who was a very superstitious man. He knew that the play would never been seen without King James' support.

Subject terminology – Geometry	
Area	The amount of space taken up by a 2D shape
Perimeter	The distance around the edge of a 2D shape
Volume	The amount of 3D space an object takes up
Surface area	The total area of all faces of a 3D shape
Vertex	A point where two or more line segments meet (also called a corner)
Parallel	Two or more lines that stay equidistant from each other, never meeting or crossing
Perpendicular	Two lines that meet at a right angle
Hypotenuse	The longest side of a triangle located opposite the right angle

Basic Area

Area of a rectangle and parallelogram



Area of a **Rectangle** = base × height

Area of a **Parallelogram** = base × height

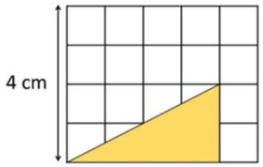
Area = 40 cm²

We can cut off one corner of the rectangle and move it to make a parallelogram.

Area of a triangle

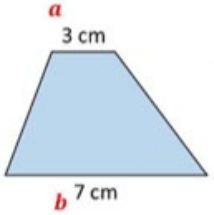
Area of a triangle = **half** × **base** × **height**

$A = \frac{1}{2}bh$



= 4 cm²

Area of a trapezium

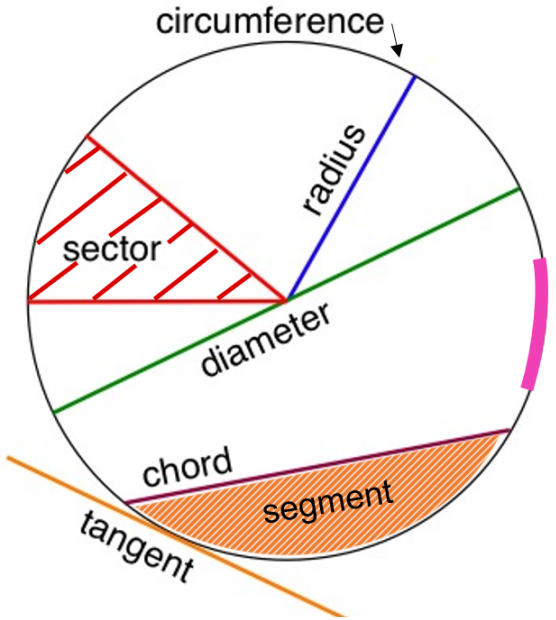


Area = $\frac{a+b}{2} \times h$

$\frac{3+7}{2} \times 6 = 30$ cm²

Circle Nomenclature

	Radius (r)
	Diameter (d)
	Circumference (C)
	chord
	tangent
	segment
	sector
	arc



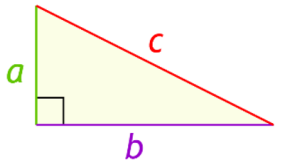
Formulae for circles

Area: $A = \pi r^2$

Circumference: $C = 2\pi r$

Or... $C = \pi d$

How to: apply Pythagoras' Theorem



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

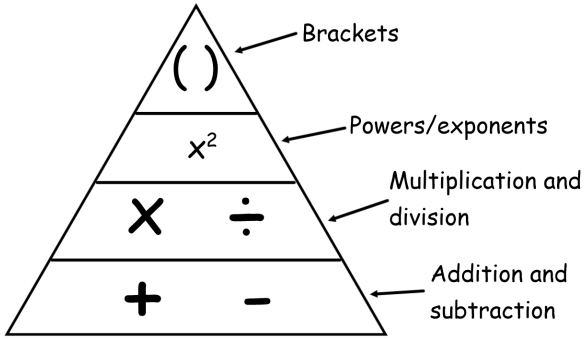
Finding the hypotenuse

1) Square the two shorter sides and add them up
2) Square root your answer

Finding a shorter side

1) Subtract the square of the short side from the square of the hypotenuse
2) Square root your answer

Order of Operations



Inverse Operations

+ ⟷ −

× ⟷ ÷

$\square^2$ ⟷ $\sqrt{\square}$

$\square^3$ ⟷ $\sqrt[3]{\square}$

Square Numbers

1 x 1 or 1^2 = 1
2 x 2 or 2^2 = 4
3 x 3 or 3^2 = 9
4 x 4 or 4^2 = 16
5 x 5 or 5^2 = 25
6 x 6 or 6^2 = 36
7 x 7 or 7^2 = 49
8 x 8 or 8^2 = 64
9 x 9 or 9^2 = 81
10 x 10 or 10^2 = 100
11 x 11 or 11^2 = 121
12 x 12 or 12^2 = 144

Cube Numbers

$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$
$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

Written methods

Multiplication (Grid method)

26 x 5

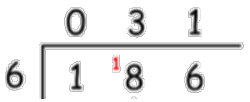
×	20	6
5	100	30

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 ÷ 6



6 doesn't divide into 1, so the 1 carries.
6 divides into 18, 3 times.
6 divides into 6, once.

Multiplying Integers

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

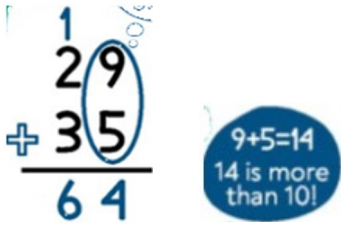
+ × + = + − × − = +

+ × − = − − × + = −

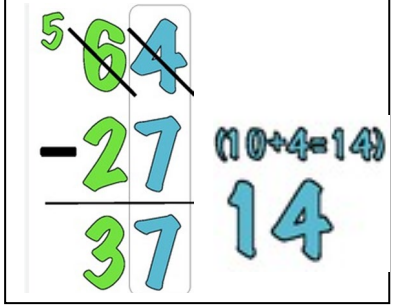
Adding Negative Numbers

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

Column Addition



Column Subtraction



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)

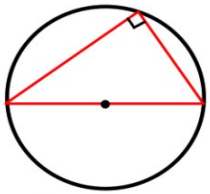
24.36

Draw in your line then check the number to the right

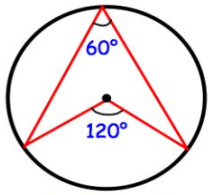
Subject terminology – Angles and Circle Geometry	
Regular shape	A shape whose sides are of equal length and angles all the same. **Eg: an equilateral triangle or square.**
Interior Angle	An angle inside a shape, created by two lengths of the shape meeting. **Eg: The interior angles of an equilateral triangle are all 60 degrees.**
Exterior Angle	The angle created when an interior angle is extended along a straight line. **Formula: Interior angle + Exterior angle = 180^0**
Isosceles Triangle	A triangle where two sides are of equal length and corresponding angles are equal.

Tangent	A line that just touches a curve at a point, matching the curve's slope there. **Fact: A tangent to a radius creates a 90^0 angle**
Cyclic quadrilateral	A cyclic quadrilateral is a quadrilateral which has all its four vertices lying on a circle
Perpendicular Bisector	A line which cuts a line segment into two equal parts at 90°
Chord	A straight line that connects two points on a circle's circumference.

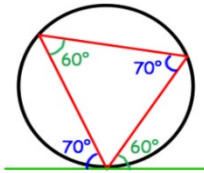
Circle Theorems



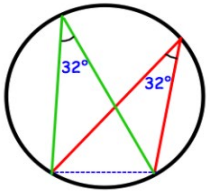
The angle in a semi-circle is 90°



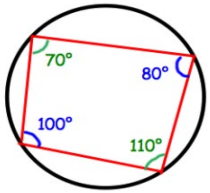
The angle at the circumference is half the angle at the centre



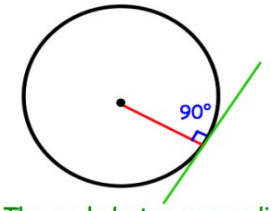
Alternate segment theorem
The angle between the chord and the tangent is equal to opposite angle inside the triangle.



The angles in the same segment from a common chord are equal

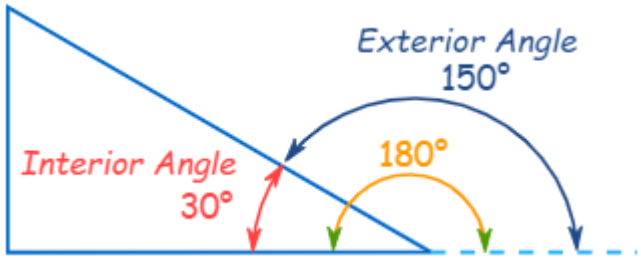


The opposite angles in a cyclic quadrilateral always add to 180°



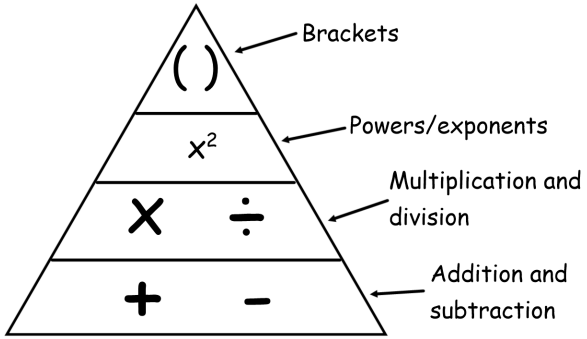
The angle between a radius and a tangent is 90°

Interior and Exterior Angles



Polygon	Sides	Sum of Interior Angles	Each interior angle of regular polygon	Sum of Exterior Angles
Triangle	3	180°	60°	360°
Quadrilateral	4	360°	90°	360°
Pentagon	5	540°	108°	360°
Hexagon	6	720°	120°	360°
...				
Any Polygon	n	$(n-2)\times180°$	$\frac{(n-2)\times180°}{n}$	360°

Order of Operations



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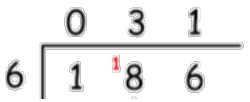

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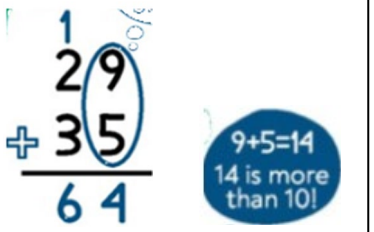
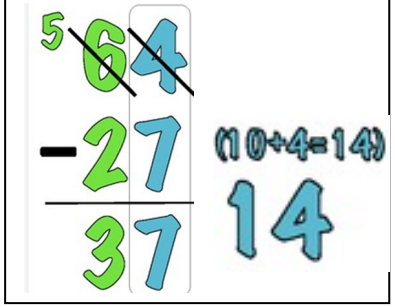


Column Subtraction



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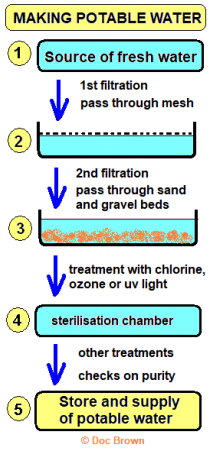
Paper 2 Subject: Science - Chemistry Topic: Chemistry unit 12 Earth's resources

Potable water

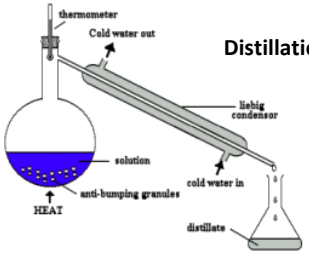


Water that is safe for humans to drink is called **potable water**.

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

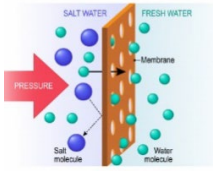
Potable water can be made from sea water, through a process known as **desalination**.

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

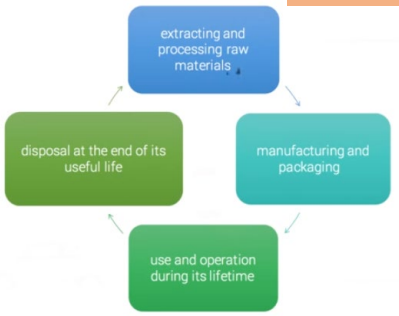


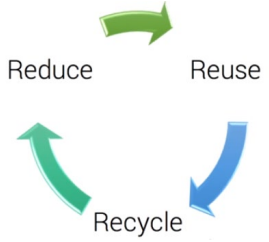
Distillation

REVERSE OSMOSIS



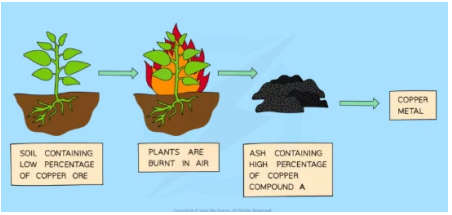
Life Cycle Assessments





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

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.

Paper 2 Subject: Science – Biology Topic: B15 Adaptations and competition

Competition in plants and animals

Competition: The process by which organisms compete for limited resources

Animals	Plants
Food	Light
Territory	Space
Mates	Water and minerals
Habitat	

Adaptations to hot and cold climates

Hot climates		Cold climate
Animals	Plants	Animals
Large surface area to volume ratio to let heat out	Small surface area to leaves to prevent transpiration	Small surface area to volume ratio to keep heat in
Camouflage to avoid predation or to aid predation	Store water (succulents)	Camouflage to avoid predation or to aid predation
Thin fur	Large surface are of root to absorb rain water	Thick fur
Active in the morning or at night when temperature is lower	Deep roots to absorb water deep underground	Hibernate or migrate during the winter

Adaptations: Special features that help an organism to survive in their habitat

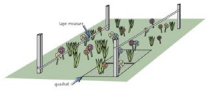
Subject Terminology	Definition
Population	The number of individuals with a species living in a certain area at a certain time
Community	A group of interdependent living organisms in an ecosystem
Ecosystem	The interactions between the living and non living aspects of a habitat
Abiotic factors	The non-living factors of an ecosystem such as light, temperature and oxygen levels
Biotic factors	The living factors of an ecosystem such as competition, predation and disease

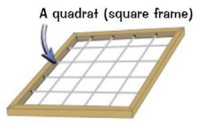
Measuring distribution – Key practical

1. Choose two habitats to be sampled that vary in an abiotic factor (light levels in an open field compared to under a tree).
2. Decide on an appropriate species to be studied (daisies or dandelions)
3. Divide the study habitat 1 into a grid (shown below)
4. Randomly sample habitat 1 using a quadrat (shown below)
5. Repeat multiple times within habitat 1
6. Repeat steps 1-5 in habitat 2
7. Compare your results to decide whether or not the abiotic factor affected the distribution of your chosen species

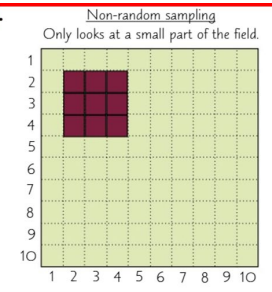
Improving validity

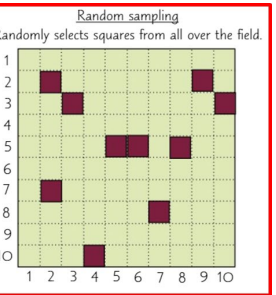
1. Random sampling
2. Same sized quadrat
3. Repeat multiple times





- Divide the field into a grid.
- Label the grid along the bottom and up the side with numbers.
- Use a random number generator (e.g. on a computer or calculator) to select coordinates, e.g. (2,7).
- Place your quadrats at these coordinates to take your samples.





Paper 2 Subject: Science - Physics Topic: P12 Electromagnetic Waves

Subject Terminology	
Transverse wave	The oscillations are perpendicular to the direction of energy transfer.

You must remember the electromagnetic spectrum in the correct order.
Try using this to help:

- **R**aging **M**artians **I**nvaded **V**enus **U**sing **X**-ray **G**uns

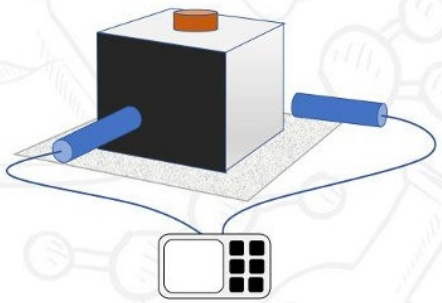
Infrared Required Practical

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.

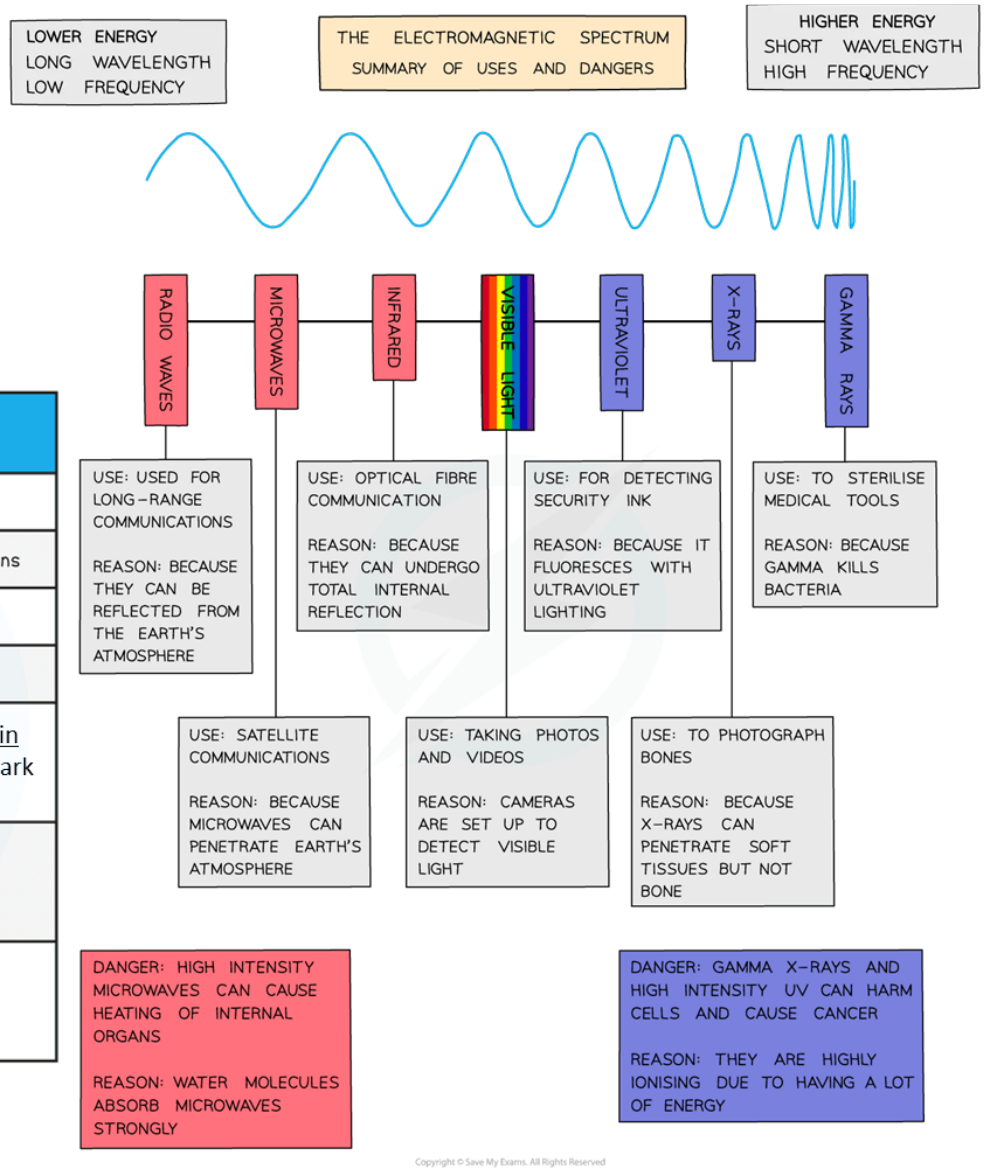
The detector should be held at the same distance (and at the same angle) from each surface.

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



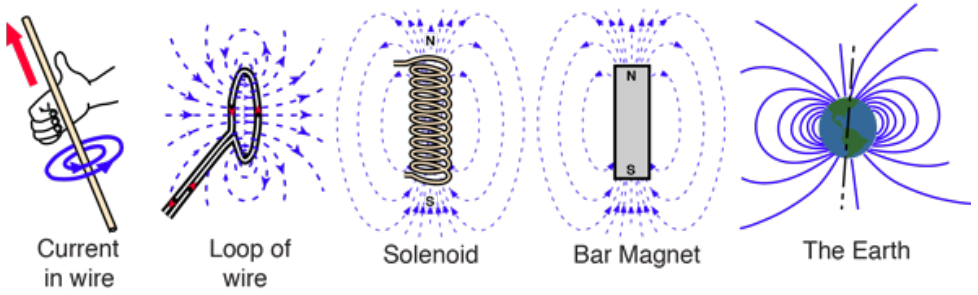
Dangers of EM Waves

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 skin cancer to get the mark here
X-rays	◦ Kills cells ◦ Mutations ◦ Cancer
Gamma Rays	◦ Kills cells ◦ Mutations ◦ Cancer



Paper 2 Subject: Science – physics Topic: P13 electromagnetism

Magnetic fields



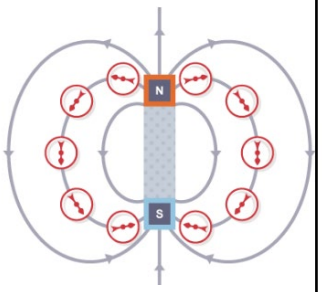
Magnetic Field Sources

Subject Terminology	Definition
Solenoid	a long piece of conducting (and insulated) wire is looped into a coiled cylinder. The magnetic field is uniform and strong.
Electromagnet	An electromagnet is a solenoid with an iron core
Magnetic field	The region around a magnet where a force acts on another magnet or on a magnetic material
Current	Rate of flow of electrical charge measured in amps
Force	A push or pull that acts upon an object as a result of that objects interactions with its surroundings
Magnetic flux density	magnetic field strength (force per unit length per unit current)
Density	A mass of a unit volume of a material substance Density = mass ÷ volume

Magnetic fields can be mapped out using a small plotting compass

1. place the plotting compass near the magnet on a piece of paper
2. mark the direction the compass needle points
3. move the plotting compass to many different positions in the magnetic field, marking the needle direction each time
4. join the points to show the field lines

The needle of a plotting compass points to the south pole of the magnet.



Ways in which you can make the magnetic field around a solenoid/electromagnet stronger:

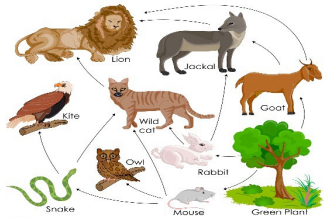
1. Using a larger current.
2. Using an iron core.
3. Add more turns to the wire.
4. Place the turns of the wire more closely together.

What is an Ecosystem?

An ecosystem is a system in which organisms interact with each other and with their environment.

Ecosystem's Components

Abiotic	These are **non-living**, such as air, water, heat and rock.
Biotic	These are **living**, such as plants, insects, and animals.
Flora	**Plant life** occurring in a particular region or time.
Fauna	**Animal life** of any particular region or time.



Food Web and Chains

Simple **food chains** are useful in explaining the basic principles behind ecosystems. They show only one species at a particular trophic level. **Food webs** however consists of a network of many food chains interconnected together.

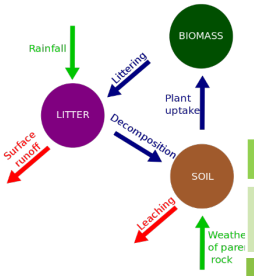
Biome's climate and plants

Biome	Location	Temperature	Rainfall	Flora	Fauna
Tropical rainforest	Centred along the Equator.	Hot all year (25-30°C)	Very high (over 200mm/year)	Tall trees forming a canopy; wide variety of species.	Greatest range of different animal species. Most live in canopy layer
Tropical grasslands	Between latitudes 5°- 30° north & south of Equator.	Warm all year (20-30°C)	Wet + dry season (500-1500mm/year)	Grasslands with widely spaced trees.	Large hoofed herbivores and carnivores dominate.
Hot desert	Found along the tropics of Cancer and Capricorn.	Hot by day (over 30°C) Cold by night	Very low (below 300mm/year)	Lack of plants and few species; adapted to drought.	Many animals are small and nocturnal: except for the camel.
Temperate forest	Between latitudes 40°- 60° north of Equator.	Warm summers + mild winters (5-20°C)	Variable rainfall (500-1500m /year)	Mainly deciduous trees; a variety of species.	Animals adapt to colder and warmer climates. Some migrate.
Tundra	Far Latitudes of 65° north and south of Equator	Cold winter + cool summers (below 10°C)	Low rainfall (below 500mm/ year)	Small plants grow close to the ground and only in summer.	Low number of species. Most animals found along coast.
Coral Reefs	Found within 30° north – south of Equator in tropical waters.	Warm water all year round with temperatures of 18°C	Wet + dry seasons. Rainfall varies greatly due to location.	Small range of plant life which includes algae and sea grasses that shelters reef animals.	Dominated by polyps and a diverse range of fish species.

Nutrient cycle

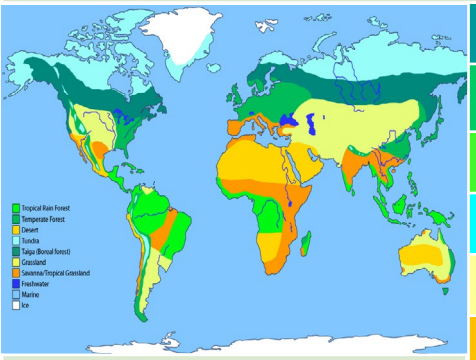
Plants take in **nutrients** to build into new organic matter. Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by **decomposers**.

Litter	This is the **surface layer** of vegetation, which over time breaks down to become **humus**.
Biomass	The total **mass of living organisms** per unit area.



Biomes

A biome is a **large geographical area of distinctive plant and animal groups**, which are adapted to that particular environment. The climate and geography of a region determines what type of biome can exist in that region.



- Coniferous forest
- Deciduous forest
- Tropical rainforests
- Tundra
- Temperate grasslands
- Tropical grasslands
- Hot deserts.

The **most productive biomes** – which have the greatest biomass- grow in climates that are **hot and wet**.

Unit 1b

AQA

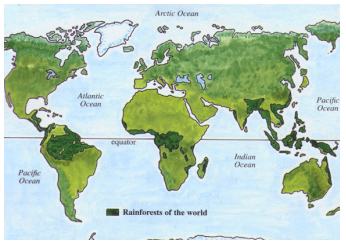
The Living World

Tropical Rainforest Biome

Tropical rainforest cover about **2 per cent** of the Earth's surface yet they are home to **over half of the world's plant and animals**.

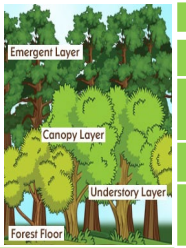
Interdependence in the rainforest

A rainforest works through **interdependence**. This is where the plants and animals **depend on each other** for survival. If one component changes, there can be **serious knock-up effects** for the entire ecosystem.



Distribution of Tropical Rainforests

Tropical rainforests are **centred along the Equator** between the Tropic of Cancer and Capricorn. Rainforests can be found in South America, central Africa and South-East Asia. **The Amazon** is the world's largest rainforest and takes up the majority of northern South America, encompassing countries such as Brazil and Peru.



Layers of the Rainforest

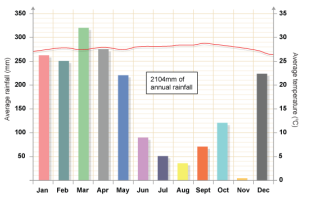
Emergent	Highest layer with trees reaching **50 metres.**
Canopy	80% of life is found here as It receives **most of the sunlight and rainfall.**
U-Canopy	Consists of trees that reach **20 metres high.**
Shrub Layer	Lowest layer with **small trees** that have adapted to living in the **shade.**

Rainforest nutrient cycle

The **hot, damp conditions** on the forest floor allow for the **rapid decomposition** of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the many fast-growing plants, they do not remain in the soil for long and stay close to the surface. If vegetation is removed, the soils quickly become **infertile**.

Climate of Tropical Rainforests

- Evening temperatures rarely fall below **22°C.**
- Due to the **presence of clouds**, temperatures rarely rise above **32°C**.
- Most afternoons have heavy showers.
- At night with no clouds insulating, temperature drops.



CASE STUDY: UK Ecosystem: Epping Forest, Essex

This is a typical English lowland deciduous woodland. **70% of the area** is designated as a **Site of Special Scientific Interest (SSI)** for its biological interest, with **66 %** designated as a **Special Area of Conservation (SAC).**

Components & Interrelationships		Management
Spring	**Flowering plants** (producers) such as bluebells store nutrients to be eaten by consumers later.	- Epping has been managed for centuries. - Currently now used for **recreation** and **conservation**. - Visitors **pick fruit** and berries, helping to **disperse seeds**. - Trees cut down to encourage **new growth for timber.**
Summer	Broad tree leaves grow quickly to **maximise photosynthesis**.	
Autumn	Trees shed leaves to **conserve energy** due to sunlight hours decreasing.	
Winter	Bacteria **decompose** the leaf litter, releasing the nutrients into the soil.	

Tropical Rainforests: Case Study Brazil

Brazil is a NEE country in South America.

Adaptations to the rainforest

Spider Monkey	Strong limbs to help it climb
Drip Tips	Allows heavy rain to **run off leaves easily**.
Lianas & Vines	**Climbs** trees to reach sunlight at canopy.

Rainforest inhabitants

Many tribes have developed sustainable ways of survival. The rainforest provides inhabitants with…

- **Food** through hunting and gathering.
- **Natural medicines** from forest plants.
- **Homes and boats** from forest wood.

Issues related to biodiversity

Why are there high rates of biodiversity?

- **Warm and wet climate** encourages a wide range of vegetation to grow.
- There is **rapid recycling of nutrients** to speed plant growth.
- Most of the rainforest is **untouched.**

Main issues with biodiversity decline

- **Keystone species** (a species that are important of other species) are extremely important in the rainforest ecosystem. Humans are threatening these vital components.
- **Decline in species** could cause tribes being unable to survive.
- **Plants** & **animals** may become **extinct.**
- Key medical **plants** may become **extinct.**

Impacts of deforestation

Economic development

+ Mining, farming and logging creates employment and tax income for government.
+ Products such as palm oil provide valuable income for countries.
- The loss of biodiversity will reduce tourism.

Soil erosion

- Once the land is **exposed by deforestation,** the soil is more **vulnerable to rain**.
- With **no roots to bind soil together**, soil can easily **wash away.**

Climate Change

-When rainforests are cut down, the climate becomes **drier.**
-Trees are **carbon 'sinks'**. With greater deforestation comes more greenhouse emissions in the atmosphere.
-When trees are burnt, they **release more carbon in the atmosphere**. This will enhance the **greenhouse effect.**

What are the causes of deforestation?

Logging

- Most widely reported cause of destructions to biodiversity.
- Timber is harvested to create **commercial items** such as furniture and paper.
- **Violent confrontation** between indigenous tribes and logging companies.

Agriculture

- Large scale **'slash and burn'** of land for ranches and palm oil.
- Increases **carbon emission**.
- **River saltation** and **soil erosion** increasing due to the large areas of **exposed land.**
- Increase in **palm oil** is making the **soil infertile**.

Mineral Extraction

- **Precious metals** are found in the rainforest.
- Areas **mined** can experience **soil and water contamination**.
- **Indigenous people** are becoming **displaced** from their land due to roads being built to transport products.

Tourism

- **Mass tourism** is resulting in the building of hotels in extremely **vulnerable areas**.
- Lead to **negative relationship** between the government and indigenous tribes
- Tourism has **exposed animals** to human **diseases.**

Energy Development

- The **high rainfall** creates ideal conditions for **hydro-electric power (HEP).**
- These have relatively short life spans and can cause river water to become acidic due to rotting of organic material

Road Building

- **Roads** are needed to bring supplies and **provide access** to new mining areas, settlements and energy projects.
- In Brazil, the Trans-Amazonian Highway has opened up large areas of the forest to development

Sustainability for the Rainforest

Uncontrolled and unchecked exploitation can cause irreversible damage such as loss of biodiversity, soil erosion and climate change.

Possible strategies include:

- **Agro-forestry** - Growing trees and crops at the same time. It prevents soil erosion and the crops benefit from the nutrients.
- **Selective logging** - Trees are only felled when they reach a particular height.
- **Education** - Ensuring those people understand the consequences of deforestation
- **Afforestation** - If trees are cut down, they are replaced.
- **Forest reserves** - Areas protected from exploitation.
- **Ecotourism** - tourism that promotes the environments & conservation

Cold Environment: Alaska, USA

Alaska is located to the north west of mainland USA next to Canada. It is mostly wilderness with most of the state above the Arctic circle leading to extremes in temperatures.

Opportunities and challenges in the Cold Environments

Opportunities

The fishing industry
There are two main sectors of the industry: Commercial fishing. Since the 1870s, the sector has grown to employ one in ten Alaskans. Some of the biggest salmon, crab, and whitefish fisheries in the world are in Alaska. They provide 78,500 jobs and add US$6 billion to the state economy annually.

Mineral extraction
In the late 1800s, Alaska was known as 'the gold rush state'. Today, one-fifth of the state's mining wealth still comes from gold (although silver, zinc and lead mining are also very important). Large gold mines must be managed carefully to minimise environmental impacts. Humans and ecosystems can be harmed by the toxic chemicals used to process gold ore (such as mercury, cyanide and nitric acid). Mining development has sometimes been halted due to environmental campaigns..

Tourism
Tourism attracts between one and two million summer visitors each year, making tourism one of Alaska's biggest employers, although some work is seasonal and poorly paid. Some tourists enjoy fishing, while others merely view the wildlife, with popular activities including whale watching and kayaking. Approximately 60 per cent of summer visitors are cruise ship passengers.

Energy
Energy production is another big employer, especially the oil industry (see pages 106–107). More than 50 hydroelectric power (HEP) plants supply Alaskan communities with one-fifth of their electricity. Previously glaciated U-shaped valleys in Alaska are a perfect site for HEP generation. Geothermal energy is also being harnessed in tectonically active parts of the state. Alaska's coastline is part of the Pacific 'Ring of Fire'. A tourist resort at Chena Hot Springs near Fairbanks is now powered entirely by geothermal power.

Challenges

The low population density of less than one person per square kilometre means that most of Alaska lacks surfaced roads. Hunters, miners and explorers must make their own way across the tundra.
Snow and ice make some roads and tracks unusable for months of the year.

A process called solifluction takes place in summer. On slopes, the soil's active layer starts to flow downhill. The thawed soil slides easily over the impermeable frozen layer below. Large amounts of soils and mud can collect at the base of slopes, covering highways that run along valley floors, cutting places off for months.

Permafrost underlies most of Alaska (Figure 8.14). The seasonal melting of the active layer means that offroad travel cannot take place during summer.

Over time, the seasonal melting and re-freezing of the active layer results in great expanses of uneven ground surface called thermokarst (Figure 8.15) making travel impossible in some places.
Frost heave – where pebbles and stones slowly rise upwards to the ground – can make tracks dangerous.

What can be done?

Indigenous people and newcomers alike use high-pitched steep roofs for their homes so snow can slide off. Triple glazed windows help to keep the cold at bay.
Today, new buildings are always raised on piles to prevent melting. These piles can lift a structure several metres above the surface and are sunk deep into the land, well below the lower limit of the active layer.
Roads are now built on gravel pads one to two metres deep that stop heat transfer from taking place.
Utilities such as water, sewerage and gas cannot be buried underground or they would freeze too.
Instead, they are carried by utility corridors or 'utilidors'.
Airport runways are painted white to reflect sunlight and stop them from warming up too much on sunny days.

Paper 2 AQA Knowledge Organiser: Normans - Historic Environment: Pevensey Castle

Timeline: Key Dates 1066

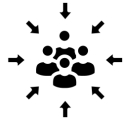
January 5th 1066 - King Edward of England dies.

Late January - William, Duke of Normandy, begins preparations to invade England .

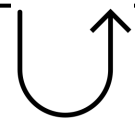
September 8 - Harold disbanded his army on the south coast of England, believing that William will not attempt a crossing of the English Channel that year

September 28 - After setting sail a day earlier, the Norman fleet lands at Pevensey.

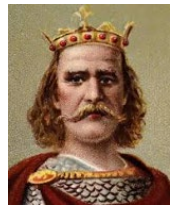
January 6th 1066 - Harold Godwinson is crowned King of England.



August 12 - William's army and fleet are based at St. Valery in Normandy, but are unable to cross the English Channel due to adverse winds



September 25 - King Harold Godwinson arrives in York, after a four-day march from southern England, and then defeats and kills Harald and Tostig at the Battle of Stamford Bridge

Key People: Individuals		
Harold Godwinson	Earl of Wessex and brother in law to Edward. He was very powerful and became king after Edward died. Edward promised him the throne as he died. Defeated and killed at the Battle of Hastings.	
William Duke of Normandy	Believed he should be king as he was promised the throne by Edward. Invaded England in 1066 and defeated Harold Godwinson at the Battle of Hastings.	
Robert of Mortain	He was the half brother of William. He provided ships for William's invasion. After the successful invasion Robert was given land in England including the area which included Pevensey.	
Harald Hardrada	King of Norway who believed he should be king because his ancestor Cnut once was.	

Key Terms/Concepts:		
Heir	The person next in line to the throne.	
Coronation	When someone is crowned the next king or queen.	
Oath	A promise to someone or about something.	
The Papal Banner	A banner/flag given by the Pope to William in support of his invasion.	
Mercenaries	A professional soldier hired to serve in a army.	
Knights	A man who serves his lord as a mounted soldier.	
Motte and Bailey Castle	The first castles built by the Normans out of wood.	
Battle of Stamford Bridge	The battle in the north of England where the Vikings were defeated by Harold Godwinson.	
Harbour	A place on the coast where ships may moor in shelter.	
Tide	The alternate rising and falling of the sea, usually twice in each day.	

Paper 2 AQA Knowledge Organiser: Normans - Historic Environment: Pevensey Castle

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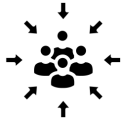


August 12 - William's army and fleet are based at St. Valery in Normandy, but are unable to cross the English Channel due to adverse winds

September 25 - King Harold Godwinson arrives in York, after a four-day march from southern England, and then defeats and kills Harald and Tostig at the Battle of Stamford Bridge

Pevensey Castle:

Before the Normans:
Pevensey was an existing Roman fort which had been constructed in around 290. Once an impressive structure, the fort had fallen into disrepair.

During the invasion:
When William landed at Pevensey he started to construct a motte and bailey castle to secure his position. This type of castle was quick and easy to build. It is believe he brought a pre built wooden castle structure with him from Normandy.

After the Battle of Hastings:
The castle was the quickest route to Normandy. The castle was given to William's half brother Robert of Mortain. Robert would have started to construct the castle out of stone.

Why did William want to invade England?

Causes: Edward the Confessor had died without an heir. This resulted in a crisis where four men wanted the throne. This included Harold Godwinson and William Duke of Normandy. Harold Godwinson was already a powerful English earl in Wessex and William was a powerful landholding duke in Normandy. William had been promised the throne by Edward and Harold swore and oath to uphold this promise. Harold however was told he could be king on Edward's deathbed.

Events: Harold Godwinson was crowned king on the 6th January 1066. This led to William starting his preparations for an invasion of England to take what he believed was his.

Factor - How William gathers support for the invasion

What support did William gather? William needed to ensure the support to successfully complete his invasion.

1. The Pope - the Pope gave William a Papal Banner in a show of support for William's invasion.

2. The Norman Nobility - William needed the support of the Norman nobility and promised them land and wealth in return for their support and resources.

3. Other European Powers - William had the support of the French King, he also gained support from other powers like Denmark and the Holy Roman Empire.

How did he prepare? William gathered around 6-7000 men from the whole of France. He also gathered around 700 ships to transport his men, supplies and horses. Many of the men were mercenaries attracted to the potential wealth.

Factor - Harold Godwinson's bad luck and mistakes

What threats did Harold face in the north?
Early 1066- Harold Godwinson's younger brother had been removed as the Earl of Northumbria. He was replaced by Morcar. Tostig fled to Scotland.

What threats did Harold face in the south?
Summer 1066, Harold stationed his soldiers on the south coast waiting for William's invasion. By the 8th Sept when it didn't come and supplies ran out Harold was forced to disband his troops.

Further threats in the North: In late Sept 1066, the Viking invaded in the north. Harold Marched up north to defeat the Vikings at the Battle of Stamford Bridge. Harold then got news that William had landed at Pevensey in the south.

Factor - How the weather helped William's invasion

What issues did William face crossing the Channel?
The wind was blowing in the wrong direction which was dangerous and could result in ships smashing against the shore. The tide changed every 6 hours so they needed to leave when the tide was high. They wanted to sail at night and arrive in the daylight to unload their supplies.

How did the wind make William's invasion a success?
The wind direction preventing William crossing the channel sooner. By the time the wind had changed Harold has disbanded his troops. William was forced to move his troops closer to England when the wind halted his first channel crossing. When he finally crossed and unloaded his barons and knights unloaded the ships.

Factor - Why Pevensey was the ideal place to land the invasion force

Pevensey stood on a low peninsula which jutted out into the sea and was joined to the mainland by a narrow neck of dry land. Pevensey had a shallow beach and a natural harbour. This allowed the Normans to unload the ships which brought their supplies and horses across the Channel quickly and easily. Pevensey provided a safe and secure route to Normandy for future supplies and, had it been necessary in the months after the battle of Hastings, for retreat. William's choice of Pevensey as the place to land was also well-chosen because it was a defensible site with an existing fortification. The Romans had built a fort there in about CE 290.

Year 10 HT3 French – Free time activities – Qu'est-ce que tu fais pendant ton temps libre?

Opinion Phrases				
Opinion	Infinitive	Nouns	Connective	Adjective
J'adore = I love	jouer = to play	au football = football	parce que c'est = because it is	amusant = fun
J'aime beaucoup = I really like		au basket = basketball		(des)agréable = (un)pleasant
J'aime = I like	aller = to go	au cinéma = to the cinema		divertissant = entertaining
Je m'intéresse à = I am interested in		au centre sportif = to the sports centre		animé = lively
Je suis fasciné par = I am fascinated by	manger = to eat	le fastfood = fast food		drôle = funny
Je m'en fiche de = I don't care about		la nourriture saine = healthy food		difficile = difficult
Ça me dérange de = It annoys me	faire = to do	mes devoirs = my homework	car c'est = because it is puisque c'est = because it is	facile = easy
Je n'aime pas = I don't like		de l'escalade = climbing		génial = great
Je n'aime pas du tout = I really don't like	regarder = to watch	un film d'action = an action film		cool = cool
Je déteste = I hate		un film d'amour = a romantic film		fantastique = fantastic
Je ne supporte pas = I can't stand	sortir = to go out	avec mes cousins = with my cousins		reposant = relaxing
		avec mes copains = with my friends		ennuyeux = boring
				embêtant = annoying

Present tense							
Verb	Time expression	Nouns	Connective	Noun	Verb	Infinitive	Nouns
Je joue = I play	toujours = always	aux échecs = chess aux cartes = cards	mais = but	je = I	préfère = prefer	jouer = to play	au tennis de table = table tennis
	presque toujours = almost always			mon frère = my brother	préfère = prefers		aux fléchettes = darts
Je vais = I go	normalement = normally	à la galerie = to the gallery au musée = to the museum	cependant = however	ma mère = my mum		aller = to go	au théâtre = to the theatre
	souvent = often			mon père = my dad			au concert = to the concert
Je sors = I go out	généralement = generally	avec mes amis = with my friends avec ma petite amie = with my girlfriend	pourtant = however	ma cousine = my cousin (f)		manger = to eat	la nourriture indienne = Indian food
	en général = in general			mon frère et moi = my brother and I	préférons = prefer		la nourriture chinoise = Chinese food
Je fais = I do	quelquefois = sometimes	des arts martiaux = martial arts les tâches ménagères = household chores	en revanche = on the other hand	mon grand-père et moi = my grandpa and I		faire = to do	les courses = shopping
	parfois = sometimes			mon père et moi = my dad and I			les lits = the beds
Je regarde = I watch	de temps en temps = from time to time	un film d'action = an action film un film d'amour = a romantic film	tandis que = whereas	mes parents = my parents	préfèrent = prefer	regarder = to watch	un film d'aventure = an adventure film des series = TV series
	rarement = rarely			mes grands-parents = my grandparents			
	ne…jamais = never		alors que = whilst			sortir = to go out	avec mes grands-parents = with my grandparents avec mes copains = with my friends

Future Tense – If Clauses						
If clause starter	**Verb**	**Noun**	**Connective**	**In my opinion**	**I think that it is**	**Adjective**
Si j'ai beaucoup d'argent = If I have a lot of money Si j'ai assez d'argent = If I have enough money Si j'ai de la chance = If I am lucky Si j'ai l'occasion = If I have the opportunity Si je peux = If I can Si j'ai beaucoup de temps = If I have lots of time	je jouerai = I will play	au foot = football au rugby = rugby au basket = basketball	parce que car puisque	à mon avis selon moi pour moi en ce qui me concerne	je pense que c'est je considère que c'est je crois que c'est il me semble que c'est ce sera = it will be ce ne sera pas = it will not be ce serait = it would be ce ne serait pas = it would not be	génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying important = important
	j'irai = I will go	au café = to the café au centre commercial = to the shopping centre au centre-ville = to the town centre				
	je ferai = I will do	des courses = the shopping du sport = sport de l'équtation = horse riding de la natation = swimming				
	je regarderai = I will watch	un film d'action = an action film un film d'amour = a romantic film				
	je sortirai = I will go out	avec mes amis = with my friends avec ma petite amie = with my girlfriend				
Si j'avais beaucoup d'argent = If I had a lot of money Si j'avais assez d'argent = If I had enough money Si j'avais de la chance = If I was lucky Si j'avais l'occasion = If I had the opportunity Si je pouvais = If I could Si j'avais beaucoup de temps = If I had a lot of time	je jouerais = I would play	au foot = football au rugby = rugby au basket = basketball				
	j'irais = I would go	au café = to the café au centre commercial = to the shopping centre au centre-ville = to the town centre				
	je ferais = I would do	des courses = the shopping du sport = sport de l'équtation = horse riding de la natation = swimming				
	je regarderais = I would watch	un film d'action = an action film un film d'amour = a romantic film				
	je sortirais = I would go out	avec mes amis = with my friends avec ma petite amie = with my girlfriend				

Year 11 Subject: Drama Topic: Production

Building Tension:

Tension, or **dramatic tension**, often lies with the development of **suspense** in a drama. As the **audience** anticipates certain outcomes in the plot, the **tension builds**. An example **of rising tension** occurs in a mystery play or whodunit. In these instances, the audience is left in a constant state of **suspense** trying to guess the real culprit.

The development of **tension** usually parallels the advancement of the plot, leading to a **crisis or climax. Tension** is closely linked with the **element of timing**.

The Audience:

Using the **imagination** of the **audience** and the **suspension of disbelief** is extremely important when developing **tension, suspense and atmosphere.**

Technical elements:

The use of **sound effects, music, lighting, costume and set** in a performance can be pivotal in creating **suspense and atmosphere**.

Symbol

A symbol is something which stands for, or **represents something else**. **Symbols** are often used in drama to deepen its meaning and remind the audience of the themes or issues it is discussing. A **prop** often has a particular significance that an **audience** will instantly recognise when used **symbolically** in the work.

Lighting

Altering the **level of light** and combining the light with various colours can help to significantly change the **mood** and **atmosphere** of a scene.

- A **low lighting level**, with dark blues, greens or reds, can make the stage very **eerie** and filled with **dramatic tension.**
- A **high lighting level** of warm, coloured light can produce a very **happy** and **energetic** feeling on **stage**.

Subject Terminology

Suspense	A state or feeling of excited or anxious uncertainty about what may happen.
Mood	Created by the director, performers and performance elements all working together. Eg: mysterious, stressful
Atmosphere	**Atmosphere** is the overall feeling the audience experiences as a result of the mood created in the scene.
Climax/ Anti-climax	This is the building and release of tension in **drama**.
Play within a play	It means that your **characters** are performing a **play** on-stage for their own benefit, as a part of the **play**
Tension	Tension is **a growing sense of expectation within the drama**
Suspension of Disbelief	**The people in the audience know that what they are seeing on stage or screen is a pretend reality**, but they are pretending that they do not know that.

Music and Sound

Sound and music are extremely effective when conveying the **atmosphere** required for a specific **scene** or moment. **A sound designer**, working with the director, will:

- Identify moments where the **sound** can enhance the **action** on stage for an audience.
- Decide what sort of **sound** is required (**music, sound effect** or combination).

Music will often imply that the drama on stage is building to a **climax,** making the **audience** think that something is going to happen and putting them on edge.

Year 11 Subject: Drama Topic: Production

Other factors that will affect your performance

To determine what factors will affect your performance, you should ask yourself the following questions:

- Where will the performance take place?
- Who will be your target audience?
- What style or genre will the performance be in?

Whether you specialise in acting, singing or dancing, creating a performance piece could potentially involve all three disciplines. As the director, you manage the creative process and final production. Your first big decision is deciding what type of performance you want to create. For example, it could be:

- a community play
- a street performance
- a performance in a small-scale theatre
- an open-air production
- a festival
- a concert.

Stage roles

- **Actor** – a person who acts on stage, or in TV or film. They work with the director and choreographer.
- **Stand-up comedian** – a person who entertains a live audience using humour and comedy.
- **Circus artist** – a person who entertains a live audience with circus skills and acts. They work with the director and choreographer.
- **Session musician** – a singer or instrumentalist who performs in a live or recorded session or gig. The performer is usually employed on a session-by-session basis. The ability to read music, improvise and perform by ear are essential for a session musician. Knowledge of a wide range of styles is also important. Most session musicians work as freelancers. Production companies or record labels may contact the session musician directly or use a contractor (fixer). There are usually agreed rates and terms and conditions for session musicians; most of the time, a session musician is paid a fee and the deal is done – no further payment is required. Unions will usually support musicians with their rights and payments if appropriate. They work with the musical director.
- **Singer** – a person who sings to entertain a live audience individually or as part of an ensemble. They work with the director, choreographer and musical director.
- **Dancer** – a person who performs routines to live audiences as part of entertainment shows, or TV or film productions. A dancer works with a choreographer or director to learn a repertoire and create choreography. In musical theatre, a dancer would also be required to act and sing.

Behind-the-scenes roles

- **Director** – a person who is responsible for the overall creative vision of a production. They have to lead a team through the creative process so that all elements of the show come together to produce the final outcome. A director works directly with the producers, creative team and performers.
- **Producer** – a person who researches funding and investment to finance a production. They also supervise the creation and performance of the show. They work directly with the director, creative team and performers and manage the technical and stage management teams.
- **Stage manager** – a person who is responsible for the technical details of the production and is fully responsible for the stage during each performance. They assist the director during rehearsals and supervise the lighting, costume and set.
- **Choreographer** – a choreographer creates dance routines for performances. They must follow the brief to create routines appropriate for the type of performance. A choreographer recruits and auditions dancers, teaches the set repertoire and develops movement material that forms part of the final performance. They work alongside costume, prop, lighting and set designers, and directly under the director and show producer.
- **Set designer** – a person who designs, creates and builds the set for a show or scene.
- **Theatre technician** – a person who works backstage and manages the stage crew. They prepare and maintain the set/stage by moving scenery and may be responsible for setting up or adjusting video, audio and lighting equipment. The theatre technician works with the stage crew, set designer, lighting designer and director.
- **Sound designer** – a person who creates sound effects and atmosphere to fit the narrative of a film or live performance. A sound designer would work directly with the musical director, composers and live musicians.
- **Lighting designer** – a person who designs the lighting plot for a film or live performance to help create a specific atmosphere to fit the narrative. The lighting designer works directly with the director, choreographer, set designer, costume designer and sound designer to ensure the safety of performers and that all elements are functioning as intended.
- **Stage crew** – a group of people also known as stage hands who work behind the scenes during the show or a live performance to ensure that scene changes are carried out at the correct time.

HARMONY & TONALITY

(The chords and keys used in the music)

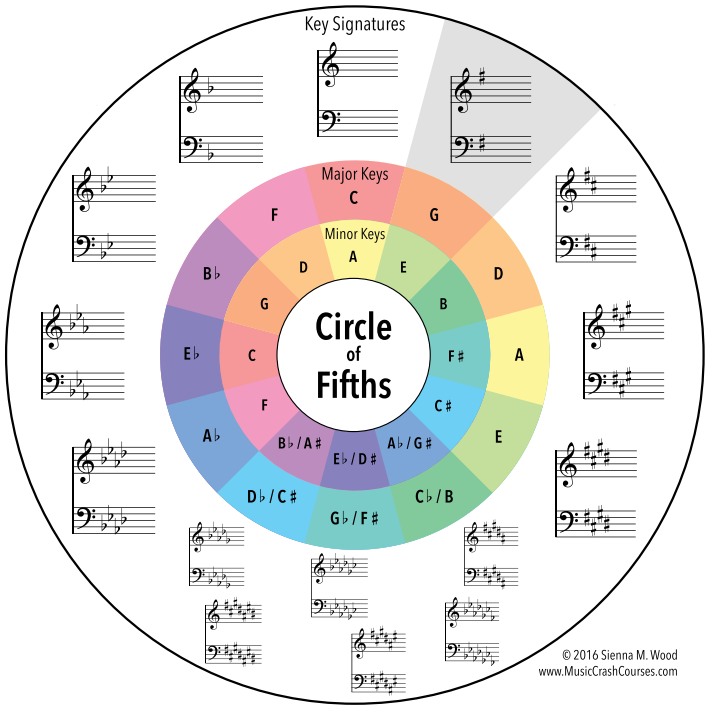
Key Signature

The sharps or flats at the start of a piece of music, showing what key the music is in.

Modulation

Musical word for key change. Most common changes: to **Dominant** or **relative Major/Minor**.

Major and Minor Key Signatures



*When you write music in a minor key you also need to raise the 7th note (leading note) up one small step - e.g. A minor uses G#s, not Gs.

Identifying The Tonality…

Tonal - In a major or Minor Key
Atonal - There is no sense of key
Modal - Uses 'old-fashioned' scales called modes
Pentatonic - The music only uses 5 notes

Chords

Triad - A chord with three notes (See below)

Power Chord – Only playing the Root and Fifth of a triad (used in Rock music)

Dissonance - Clashing notes played together

Consonance - Notes that fit / sound nice together

Primary Chords - The three most commonly used chords used in music: I, IV, V

Secondary Chords - The other chords: II, III, VI, VII

Chord Sequence - The order the chords in a piece of music follow (containing cadences at the ends of phrases)

Cadences

The last two chords in a phrase.
Only sounds 'complete' if ends on chord I.

Sounds Complete		
Perfect Cadence	V *Dominant*	I *Tonic*
Plagal Cadence	IV *Subdominant*	I *Tonic*
Sounds Incomplete		
Imperfect Cadence	*Can be other I *Tonic*	V *Dominant*
Interrupted Cadence	V *Dominant*	*Not chord I *Minor Chord*

*Sometimes the final cadence of a piece in a minor key ends with a major chord instead of the expected minor chord. This effect is known as a **Tierce de Picardie**.

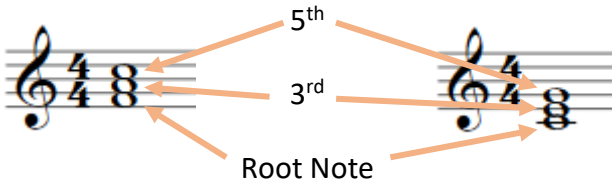
Diatonic

Music only uses notes that are found in the key signature of the piece

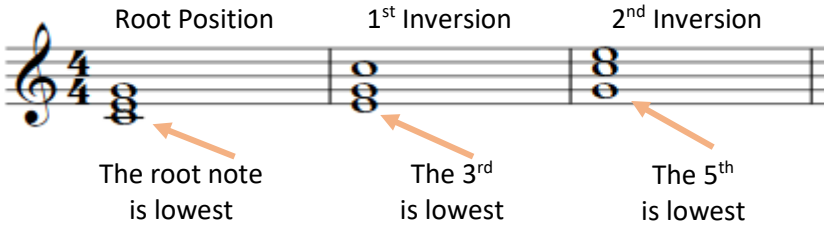
Chromatic

Music uses the notes found in the key of the piece but also adds in extra accidentals (# / b)

Triad A Chord with three notes:



Inversions Changing which note of a chord is the lowest sounding:



Film Music

Area of study 3 - Eduqas GCSE Music

Some film SOUNDTRACKS include specially composed SCORES, either for orchestra (e.g. composers like John Williams, Ennio Morricone) or songs written especially for the film (e.g. Disney films). Other films use pre-existing music e.g. popular songs from the era/place in which the film is set.

STRINGS
- Violin
- Cello
- Viola
- Double bass
- Harp

BRASS
- Trumpet
- Trombone
- French horn
- Tuba

PERCUSSION
- Bass drum
- Snare drum
- Triangle
- Cymbal
- Drum kit (untuned)
- Timpani
- Glockenspiel
- Xylophone (tuned)

WOODWIND
- Flute
- Clarinet
- Oboe
- Bassoon
- Saxophone

KEYBOARDS
- Piano
- Electronic keyboard
- Harpsichord
- Organ
- Synthesizer

OTHER
- Electric guitar
- Bass guitar
- Spanish/ classical guitar
- Traditional world instruments

Musical elements

Film composers use the **MUSICAL ELEMENTS** (tempo, texture, dynamics, timbre, tonality, rhythm, melody, harmony) to create mood and atmosphere to help to tell the story and enhance the action.

For example:

In a **sad, reflective scene,** a composer might use slow tempo, minor tonality, soft dynamics, legato, homophonic texture, long sustained notes, and a conjunct melody.

An **exciting car chase scene** in a thriller might have a fast tempo, busy, polyphonic texture, dissonant chords, loud dynamics, syncopated rhythms, a disjunct melody and short riffs.

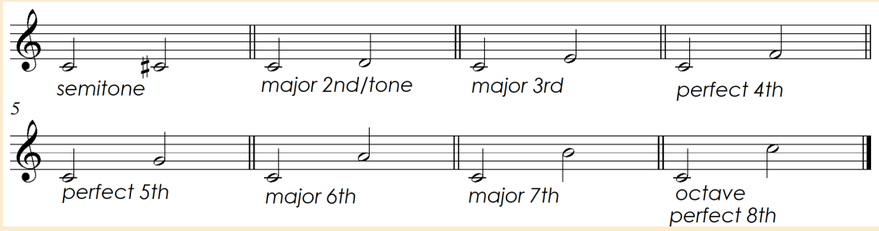
A scene where the **superhero 'saves the day'** might use a major tonality, brass fanfares, loud dynamics, accents, 4^{ths} and 5^{ths} (intervals).

Composers will often use **CONTRASTS** to create effect (e.g. using a wide range of pitch from very high to very low).

Intervals

Film composers often use intervals to create a particular effect (e.g. a rising perfect 4th sounds 'heroic', and a semitone can sound 'menacing').

An **interval** is the distance between two notes.



Rising interval: moving upwards (ascending)
Falling interval: moving downwards (descending)

Specific instrumental terms

Pizzicato	Plucking the strings.
Divisi	Two parts sharing the same musical line.
Double stopping	Playing two strings at the same time.
Arco	Using a bow to play a stringed instrument.
Tremolo	A 'trembling' effect, moving rapidly on the same note or between two chords (e.g. using the bow rapidly back and forth).
Tongued	A technique to make the notes sound separated (woodwind/brass).
Slurred	Notes are played smoothly.
Muted	Using a mute to change/dampen the sound (brass/strings).
Drum roll	Notes/beats in rapid succession.
Glissando	A rapid glide over the notes.
Trill	Alternating rapidly between two notes.
Vibrato	Making the notes 'wobble' up and down for expression.

Composers also use:

Theme	The main tune/melody.
Motif	A short musical idea (melodic or rhythmic).
Leitmotif	A recurring musical idea linked to a character/object or place (e.g. Darth Vader's motif in Star Wars).
Underscoring	Music playing underneath the dialogue.
Scalic	Melody follows the notes of a scale.
Triadic	Melody moves around the notes of a triad.
Fanfare	Short tune often played by brass instruments, to announce someone/something important; based on the pitches of a chord.
Pedal note	A long, sustained note, usually in the bass/ lower notes.
Ostinato/riff	A short, repeated pattern.
Conjunct	The melody moves by step.
Disjunct	The melody moves with leaps/intervals.
Consonant harmony	Sounds 'good' together.
Dissonant harmony	Sounds 'clashy'.
Chromatic harmony	Uses lots of semitones/accidentals that's not in the home key.
Minimalism	A style of music using repetition of short phrases which change gradually over time.

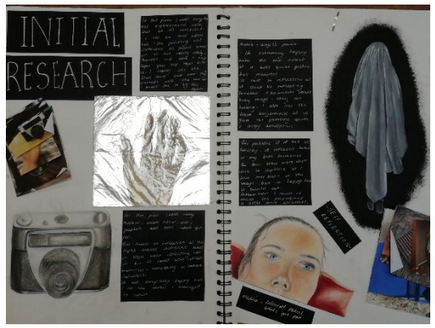
Half-Term: HT3

Subject: KS4 Art Exam

Threshold Concept Link(s): All concept links

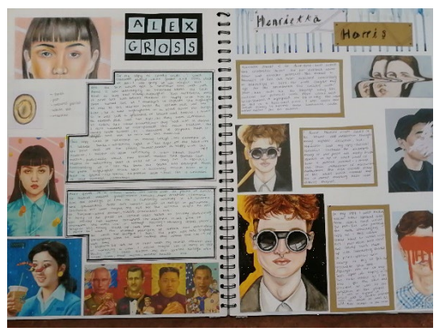
Assessment Taxonomy					
LIMITED	BASIC	EMERGING COMPETENT	COMPETENT & CONSISTENT	CONFIDENT & ASSURED	EXCEPTIONAL
Unstructured Clumsy Disjointed Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing Control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding
1-12 marks	16-24marks	28-36 marks	40-48 marks	52-60 marks	64-72 marks

TECHNICAL VOCABULARY	
Response	A reaction (to the work of an artist)
Develop	To evolve, grow and improve
Experiment	To test (with different art media)
Annotate	Explanatory notes
Review	Evaluate
Refine	Improve
Primary source	Observed first hand
Composition	How objects, shapes and patterns are arranged
Analyse	To examine in detail
Resource	An aid to help develop ideas



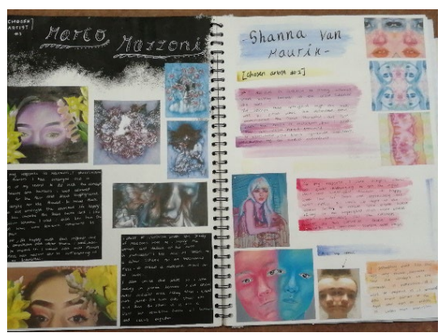
Week 1+2

Initial research



Week 3,4+5

Artist copies

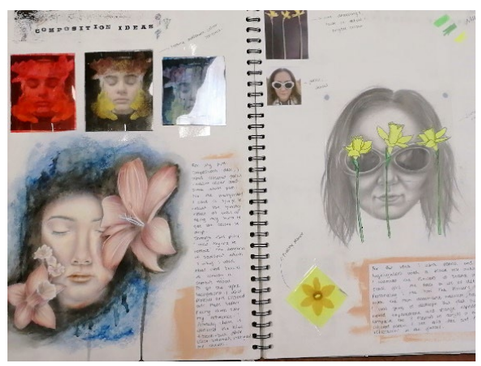


Week 6+7

Artist responses

Week 8+9

Use your own photos for lots of responses and composition ideas and then select the best to draw

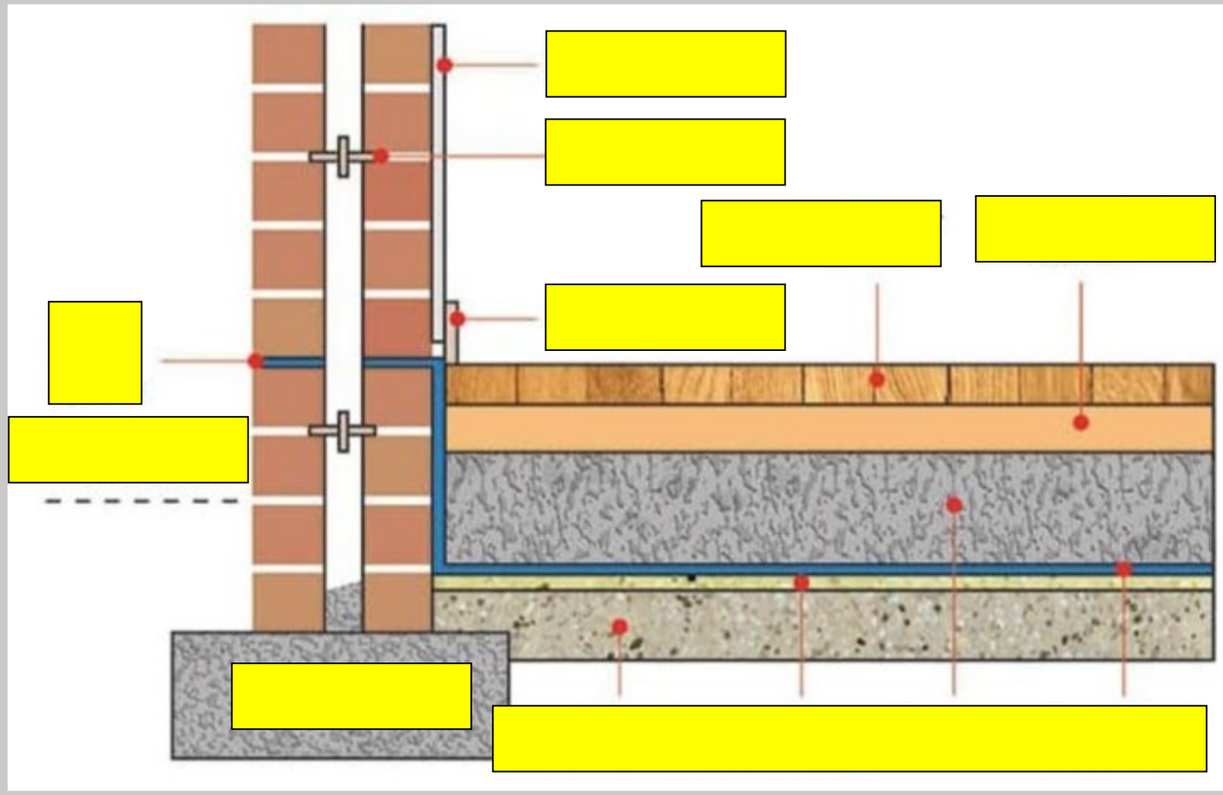


It will be very important to keep up to date with the schedule and meet deadlines as once the timed exam piece starts you can no longer work in your exam book.

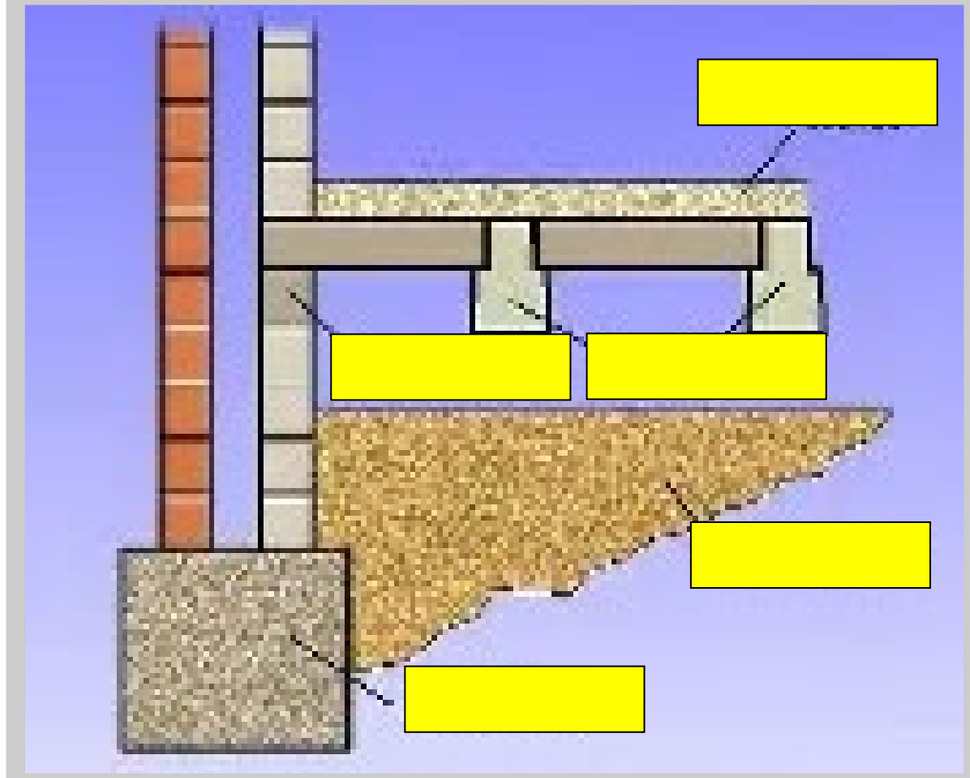
Your exam is worth 40% of your final mark and should be the best work you have done so far.

Week	Exam Sketchpad layout
1	Title page+ Spider diagram Initial Research
2	Initial research
3,4+5	Artist copies
6+7	Artist responses
8	Primary sources + compositions
9	Compositions
10,11 + 12	Experiment
12+13	Final choices

What are the layers within a solid concrete floor with a cavity wall construction?



What are the layers within a block and beam floor with a cavity wall construction?



HT3 onwards Y11 CORE RE - ETHICS

UK LAWS

ABORTION:

In 2025, MPs have backed a change to the law that could see abortion decriminalised in England and Wales for women in relation to their own pregnancies, this was backed by the BMA (British Medical Association). A vote in Parliament in June saw lawmakers support an amendment to the Crime and Policing Bill, which could see an end to the threat of criminal investigation and prosecution of women who choose to terminate their pregnancy. Abortions in the UK require a doctor's approval and have a 24-week limit, except in specific circumstances. Any Doctors who perform abortions outside of this framework will experience legal penalties.

EUTHANASIA:

Euthanasia is currently illegal in the UK. There are debates and discussions in parliament, one being titled Terminally ill adults (end of life) Bill. This is a bill to allow adults who are terminally ill, subject to safeguards and protections, to request and be provided with assistance to end their own life; and for connected purposes. Some suggestions put forward in the bill are: the person must have the capacity to make a decision themselves to end their own life, without being coerced or forced by others, is aged 18 or over, is a resident in England and Wales for at least 12 months and is a registered patient with medical practices in England and Wales.

THE DEATH PENALTY:

Capital punishment for all civilian and military offences was fully abolished in the UK in 1998. The death penalty remains fully abolished in the UK as of 2025 and cannot be reintroduced without the UK rejecting the European Convention on Human Rights (ECHR). The maximum sentence for murder and the most serious crimes is a whole-life order, meaning imprisonment for the rest of an offender's life.

GENERAL CHRISTIAN ATTITUDES

ABORTION:

Christians generally oppose abortion due to it going against multiple Christian teachings and principles, such as the sanctity of life and 'do not kill'. Catholics believe that life begins at conception, so thus abortion is always wrong as it always takes a potential life! Some Catholics, and most other Christians, generally agree that abortion is acceptable in extreme circumstances, such as if the woman's life is at risk or if the child will have a poor quality of life.

EUTHANASIA:

Similar to an abortion, most Christians believe that Euthanasia goes against the sanctity of life, in that only God can take or restore life, so we should not tamper with God's plan. Some Christians argue that someone should have the choice to end their own life if they have a bad quality of life which impacts physical and mental health, and if they have not been coerced.

THE DEATH PENALTY:

The death penalty goes against the sanctity of life as well as Christian teachings of 'do not kill'. It is inhumane, and only upholds retribution (revenge) which most Christians try to avoid. Forgiveness and reformation are often preferred Christian attitudes to criminals, as Jesus taught forgiveness ('forgive 77 times') and helped people turn away from a life of sin. A lot of Christians believe we should follow Jesus' example and thus the death penalty does not allow for reformation or forgiveness to effectively take place.

TECHNICAL VOCABULARY	
Ethics	A system of moral principles (beliefs) concerning what is good or bad, right or wrong
Morals	Standards of behaviour; principles of right and wrong
Abortion	The deliberate termination of a human pregnancy, most often performed during the first 28 weeks of pregnancy
Euthanasia	The painless killing of a person or animal suffering from an incurable and painful disease or in an irreversible coma
The death penalty	Punishment by execution. Ending someone's life as punishment for a crime committed (often first-degree murder)
Vulnerable	Being exposed to the possibility of being attacked or harmed, either physically or emotionally
Sanctity of life	The idea that life is holy and belongs to God. Only God can take and restore life
Animal rights	The rights of animals to live free from human exploitation and abuse
Justice	The quality of being fair and reasonable.
Terminal illness	An incurable and life-limiting medical condition that will likely lead to a person's death
Social experiments	A research method that observes human behaviour in a specific, controlled situation to study reactions and the effects of social contexts
Implications	A likely consequence of something.
Dilemma	A situation in which a difficult choice must be made between two or more alternatives, especially ones that are equally undesirable.
Quality of life	The standard of health, comfort, and happiness experienced by an individual or group.
Pro-life	Believing that all human life, from conception to natural death, is morally equal or is equal in dignity
Pro-choice	Supporting the legal right of women to choose whether to have an abortion
Contraception	The deliberate use of artificial methods or other techniques to prevent pregnancy because of sexual intercourse
Dignity	A sense of pride in yourself; self-respect

HT3 RS Y11 The Origin and Purpose of Life

Origins

The Big Bang Theory

This is a scientific explanation of how the world began. It claims the world started 20 billion years ago with a huge explosion. The earliest signs of life appeared millions of years ago, before land and sea settled The earth was very hot and amino acids, proteins and minerals fused to give life forms. All other life forms developed from these. Evidence for the Big Bang comes from the fact the universe is still expanding, from what they presume is a single points. Also there is background microwave radiation.

Charles Darwin and Evolution

Charles Darwin was a natural scientist. He wrote a book called Origin of the Species in 1859. Darwin claims that the world is constantly changing and adapting (evolution) so that animals and plants can survive their environment. Where species fail to adapt they will become extinct. He called this natural selection. This theory suggests that nothing was designed to look as it does now, or to work as it does now. It claims that it is wrong to believe that things were designed as they are now. Darwin does not dismiss the idea of a God as he sees the process of evolution as an organised process.

The Genesis Creation Story

This states that a single God created the world and the universe. The story is found in the first book of the Bible Genesis. It is believed that this creation lasted 6 days and one day of rest (7). This story is understood in different ways, but is a religious truth – doesn't change. For some, the creation story in Genesis is literally (word for word) true. They believe that an all-powerful, all-knowing and all-loving God is capable of this act. This is a fundamentalist (creationist) view.

TECHNICAL VOCABULARY

Creation	The world that is created or the act of creating
Dominion	To have authority over something
Stewardship	To have responsibility for caring for something
Pollution	To introduce something into the environment that damages it
Greenhouse Effect	The trapping of gasses in the lower atmosphere which raises the temperature
Ahimsa	The idea of doing no harm to life
Sanctity of life	The idea that life is holy and belongs to God
Vivisection	Testing done on animals
Vegetarian	The practise of not eating meat

Forms of Pollution and their possible solutions

1. Acid Rain
   - This can be reduced or stopped by the reducing the amount of fossil fuels used
2. Human waste
   - Solved by recycling, different forms of rubbish disposal
3. Radioactive pollution
   - Waste reprocessing can reduce the amount of waste that needs to be disposed of.

Christian Teachings on the Environment

Christians believe that the natural world is God's creation and so is holy and precious. The environment must be looked after as part of God's creation. They also believe that God gave humans the stewardship of the earth, which means that Christians must look after the earth, its plants and animals, and pass on to their descendants a better earth than they were born into. Christians believe that the resources of the earth must be shared fairly and should not be used up by one group.

They believe this because:

- the Bible teaches that God created the world and that all of God's creation should be respected;
- the teachings of Jesus, especially the Parable of the Talents, says that Christians should leave the world better than they found it;
- Jesus taught that Christians should share the good things of the earth.

However, Christians also believe that humans have been placed in control of the world by God and that the resources of the world have been created by God for humans to use because this is what the Bible says. So Christians must respect and care for the environment, but they must not let environmental concerns hurt human beings.

Animal Rights

Religious people believe that animals are part of God's creation and so should be treated with respect. Humans have dominion over creation and so some believe you can use them for food and clothing. The issue for religious people is *how* we use animals.

Animal Experimentation

Arguments for:

- It is done for the benefit of humans
- It helps develop medical knowledge, including surgery and drugs
- They can help with testing new products

Arguments against:

- It is cruel
- Modern science has developed alternatives
- There is a difference between animals and humans so some experiments are pointless

Year 11 HT3

Child Development: Supporting Children to Play, Learn and Develop.

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.

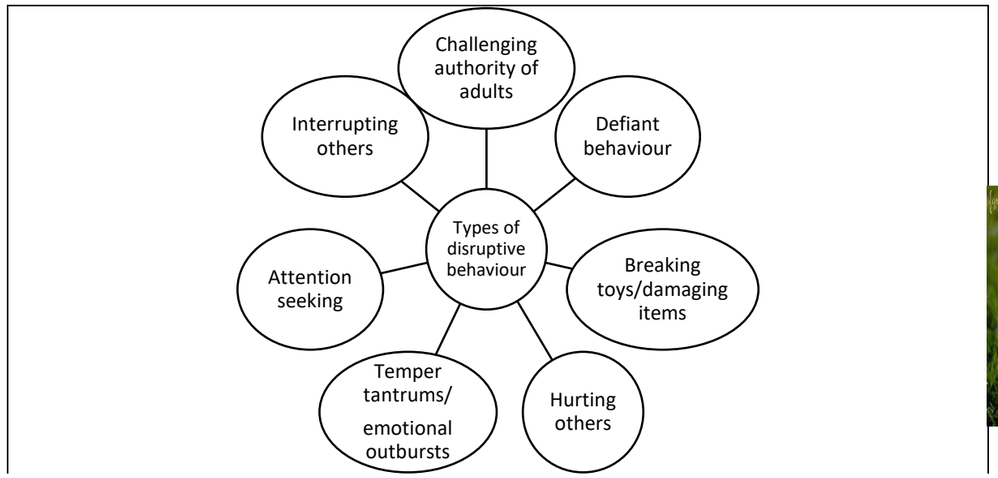
Communication and Language needs that may impact on play, learning and development	
What are the benefits of children learning English as an additional language?	Cognitive skills are developed if using more than 1 language; problem-solving and creativity skills; memory improves; can socialise with different 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 behviour 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.

Year 11 HT3

Child Development: Supporting Children to Play, Learn and Develop.



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: -

- 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: -

- 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: -

- 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: -

- 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: -

- 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.

HT3 – Contemporary Issues Subject: **Y11 CNAT L2 Sports Studies** Threshold Concept Link(s):

Exam – Topic Area 1 – Issues affecting Participation in Sport	
Participation	Taking part and being involved in a sporting activity.
Barriers	Factors that may make participation particularly difficult.
User Groups	A specific group of people with similar characteristics.
Stereotyping	A widely held but simple and sometimes unjust viewpoint or idea about a particular type of person.

Exam – Topic Area 2 – Role of Sport in Promoting Values	
Team Spirit	The feeling of pride and loyalty that exists among the members of a team, that makes them want their team to do well or to be the best.
Fair Play	Appropriate, polite behaviour, which involves respecting fellow competitors, adhering to the rules and does not involve illegally doping.
National Pride	A sense of pride in the name, culture and practices of a country.
Tolerance and Respect	Willingness to accept others' differences, such as ethnicity and culture.

Exam – Topic Area 3 – Hosting a Major Sporting Event	
Regular Sporting Events	Happen often at set intervals
One-off Sporting Events	Held once in a certain place or at a certain time.
Regular and recurring sports events	Happen often at set intervals and are periodically held or hosted at the same venue.
Venue	Where something is held.
Sponsorship	The act of supporting an event, activity, or person through the provision of finance, products, or merchandise.

Exam - Topic Area 4 – National Governing Bodies	
NGB	National Giverning Bodies
Sports Councils	There are five sports councils: Sport England, Sport Scotland, Sport Wales, Sport Northern Ireland, and UK Sport.
LTA	Lawn Tennis Association
RFU	Rugby Football Union

HT3 Subject **Sociology** **Social Stratification**

Key studies

Davis and Moore (functionalist)

Society needs to place people into roles / social positions that need to be filled for society to operate smoothly. Some roles come with higher status (doctors, lawyers). People who fill the top roles are the most able, have the most drive/ambition and are the most competitive.

Marx (Marxist)

Class is an important division, the bourgeoisie have power/control over the proletariat who are exploited for profit. The working class and petty bourgeoisie didn't benefit from the growth of capitalism. Small business couldn't compete and had 'downward social mobility'. The working class are not aware of their exploitation.

Devine

Conducted interviews at a car factory in the 1980s. She found evidence of the working class still being separate and still had working class values. This goes against the idea of embourgeoisement.

Townsend

Conducted surveys on 2000 households about poverty, used relative poverty index and found the government underestimated poverty (6% vs. 22%). Concluded that poverty should be measured using a number of factors.

Murray (New Right)

There is a growing underclass in British society caused by overgenerous welfare benefits. Can be seen in three ways – welfare dependency, juvenile delinquency, loss of traditional values.

Weber

Believed class is important but is not just tied to income/wealth, status and power can affect someone's position in society too. He thought capitalism actually expanded the middle class and a revolution by the working class is possible. Distinguished between three types of power in society – charismatic, traditional and rational legal.

Walby (Feminist)

Men have more power in society due to patriarchy. This is shown in 6 ways – paidworl/employment, labour in the home, patriarchal culture, sexuality, male violence and the state. Public patriarchy is now more likely to exist than private patriarchy.

Poverty

Definitions of poverty

Absolute	**Relative**
Not being able to afford things you need to survive e.g. food/shelter Politicians prefer it (looks like less people are in poverty) and is a fixed definition, does not change between countries	Not being able to afford the general standard of living in society e.g. internet Sociologists prefer it (more accurate) and takes into account differences in standards of living between countries.

Reasons / explanations of poverty

Reasons	Poor health, divorce, old age, disability, unemployment, lack of education
The poor are responsible	**Culture of poverty** – Socialised within a subculture to accept poverty, see it as normal, unlikely to try and get themselves out of it. Leads to a cycle of deprivation – poverty being passed from one generation to the next.
	Cultural deprivation – May not have the correct norms and values to be motivated to get out of poverty, may seek immediate gratification (e.g. spending money rather than saving)
	Welfare dependency – Overgenerous welfare benefits could mean there's no incentive to work for less than you would receive. Can lead to the poverty trap.
Society is responsible	**Class inequality** – Marxists argue capitalism is responsible for poverty as the working class are not given opportunities to get out of poverty (low wages and zero hour contracts, low social mobility)
	Globalisation – Has led to a higher cost of living and low minimum wages, with less manufacturing jobs as these have moved abroad.

Are poverty statistics accurate?

Yes	No
Functionalists – official statistics are accurate	Marxists – statistics underestimate poverty so the working class believe society is fair and do not revolt Feminists – statistics underestimate female poverty due to lower wages, less opportunities etc. Townsend – governments underestimate poverty and should use relative measures

Is poverty still an issue in society?

Yes	No
Poverty rates are increasing for all age groups (1/5 people) Marxists – minimum wages and zero hour contracts still cause poverty Feminists – poverty is still an issue for women	Functionalists – government policies have aimed to reduce poverty Less people are in absolute poverty now

Power and authority

Formal power – power from the title/role someone has **Informal** – power from respect/appreciation earnt	
Forms of power / authority	Traditional – inherited (e.g. monarchy), based on established customs/traditions
	Charismatic – shown by a leader with persuasive/inspirational qualities
	Rational legal – shown by organisations through laws, rules and regulations
Who has power?	The ruling class have power over the working class (Marxist view)
	Men have power over women (in employment, the home, society, violence, the government) (feminist view)
	Heterosexuals – LGBT may have less power in politics/police etc.
	White individuals – BAME groups under-represented in politics
	Older people – younger may be excluded from politics (vote at 18)

Power of the state

Political system in the UK – democracy, first past the post system (MPs elected based on votes in constituency) Other systems – dictatorships (one person in power), proportional representation	
Can the public influence the state?	**Yes** – pluralist view, pressure groups, petitions, protests etc.
	No – conflict approach, Marxists, power of businesses rather than the public

The underclass

Does the underclass still exist?

Yes	No
Murray – underclass is in Britain, can be seen in welfare dependency, juvenile delinquency and a loss of values Members of the underclass were blamed for the London riots There are more lone-parent families in the underclass	Murray blames the victims for being welfare dependent but could be due to divorce etc. Marxists – the underclass are scapegoated to blame for society's problems Many people who are on benefits still aspire to have paid employment/better themselves

Half-Term **3 January-February**

Subject **Sociology**

Social Stratification

Key terms

Absolute poverty - Not being able to afford the basic things you need to survive in life e.g. food, clothing,
Achieved status - Social positions are earned through personal talent, merit and effort, not fixed at birth
Ascribed status - Social positions/status are fixed at birth (due to class) and do not change over time
Bourgeoisie - The ruling class who owned the means of production and exploited the working class
Culture of dependency – The welfare system encourages people to stay on benefits rather than support themselves through work
Glass ceiling - An invisible barrier in employment that prevents some groups such as women or ethnic minorities from gaining promotions
Life chances - The opportunity/chance of achieving positive or negative outcomes (e.g. healthy/ill, rich/poor) as you progress throughout life
Power - The ability to get what you want, despite opposition
Pressure group - A group formed to influence government policy on a particular issue
Relative poverty - Not being able to afford to meet the general standard of living compared to most other people in their society
Social exclusion - The inability of some groups in society (e.g. the elderly, the working class) to play a full part in society/access the full benefits
Social inequality - The uneven distribution of resources (e.g. money or power) and opportunities
Social mobility - The ability to move up the social ladder
Social stratification - How society is structured in a hierarchy of layers based on factors such as age, gender
Status - The social standing or prestige someone is given by other members of society.
Underclass - A group in society who have different attitudes and values to others. They experience long-term unemployment, tend to be reliant on benefits
Wealth - The ownership of assets (e.g. property, land, jewelry) and savings, shares etc.
Welfare dependency - When individuals are reliant on the government for income for a prolonged period of time

Gender & Poverty:
- Women have longer life expectancy so more female pensioners living alone.
- Women more likely to head lone-parent families. Usually have a low income.
- Gender pay gap
- Women are more likely to be in part-time income than men.

Ethnicity & Poverty:
- Lower income families
- Generally disadvantaged in employment, pay and quality of job.

Child Poverty: More likely to live in poverty if:
- Household has four or more children.
- Where the head of the house is a lone parent or from an ethnic minority
- With no paid workers.

	Poverty	Power
Functionalists	Focus on the positive functions of poverty for some groups e.g. knowing you could live in poverty means people will undertake undesirable jobs, creates jobs for groups who deal with the poor. The poor also reinforce mainstream norms and provide examples of deviance such as lazy and dishonest.	Government and politics serves a purpose to regulate main stream norms and values.
Marxists	Poverty is the result from class-based inequalities. It is inevitable that some people will be poor in a capitalist society. Poverty serves the interests of the bourgeoise who can hire and fire people e.g. if they demanded higher wages, the bourgeoise could threaten to higher from the unemployed.	Weber- power is based on coercion or authority. The main sources of authority are traditional, rational legal and charismatic authority. Marxists argue the bourgeoise use their power to exploit the proletariat. They have economic and political power.
Feminists	Women face the greatest risk of poverty than men, lone-mothers and the older women living alone in particular. The gender pay gap and the inequality of the division of caring responsibilities contribute to this.	Patriarchy- the system of our social structures and practices are male dominated and they use this power to oppress and exploit women.
New Right	Focus on individuals behaviour rather than structural causes of poverty. Stress the importance of traditional values and self-reliance. Welfare dependency and the underclass are key ideas in this approach.	The government does not meet it's peoples needs, and they believe their should be minimal government intervention from the welfare state.

Sex & Gender
Sex: Male or female (biology)
Gender: masculine or feminine.
Gender & power:
Feminists see gender inequality as the most important source of division in society. Society is mainly controlled by men who have considerable power within politics and the workplace.
The crisis of masculinity:
Men are currently experiencing this because of the underachievement of boys in school, the decline of paid work in manufacturing, women's increased participation in paid employment.
Inequalities:
- Gender dominated occupations e.g. fire-fighting, nursery worker.
- Glass ceiling for women- invisible barriers for promotion.
- Gender pay gap.
- Women's triple shift.
- Childcare provision- barrier preventing women from returning to work.

Ethnicity
A social group that share an identity based on their cultural traditions, religion or language
Ethnicity & Power:
Under-represented in political power/decision makers. Also under-represented in teaching, armed forces, police officers, particularly at high levels of the organisation. Although 40% of highest positions in the NHS are from ethnic minority groups
Inequalities:
- Unemployment
- Discrimination in the labour market
- Minority groups have become an underclass (see Charles Murray)
- Racism is built into the workings of capitalism.