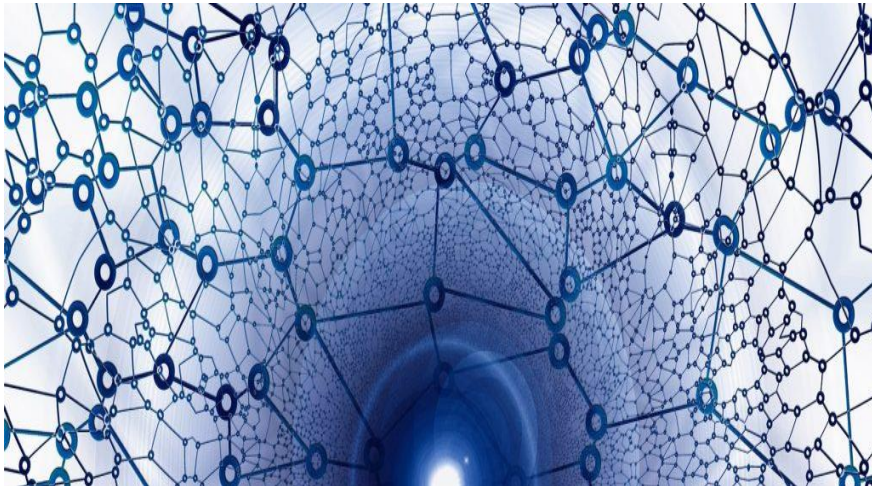


Remember to keep your 100% books  
from previous cycles, including Year 10

**2018-19**

# Year 11 - Cycle Two

## 100% Book



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

Tutor group: \_\_\_\_\_



**Paddington Academy**  
The best in everyone™  
Part of United Learning

## Your 100% book and knowledge organisers

Knowledge organisers contain **critical** knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.

**Students remember 50% more when they test themselves after learning.**

You must have this 100% book for **every lesson** – it is part of your equipment.

You must keep your 100% books (even after you have finished the cycle or the year).

### How do I use my 100% book for self-quizzing?



1) Write today's date and the **title** from the knowledge organiser and underline with a ruler

2) Write out the **keywords** leaving two lines between each word

3) Cover the definitions apart from the first: read it, cover it, say it in your head, check it



4) If you got it right, move on and **quiz yourself** on the rest in your head, one by one

5) Cover up **all** the definitions and write them out from memory

6) Check your answers using green pen  
 - Tick any definitions which are correct  
 - Correct any definitions not completely correct



# Correcting spelling, punctuation and grammar

Your work will be marked across all subjects to help you improve your literacy. This is the code that will be used.

Correcting your spelling, punctuation and grammar	
<b>Sp + underlined word</b>	The underlined word is spelt incorrectly.  Look, cover, write then check. Do this at least three times so you spell it correctly.
<b>A circle around part of a word or a space</b>	Your punctuation is incorrect, or something is missing (including capital letters).
<b>? + wobbly line</b>	You haven't explained your ideas clearly enough.
<b>/</b>	You need to start a new sentence here.  Remember: full stop, capital letter.
<b>//</b>	You need to start a new paragraph here.  Remember: new paragraphs for time, place, topic, person (TiPToP).
<b>^</b>	A word is missing where the arrow is pointing.



## مفردات الصف الحادي عشر - Year 11 Vocabulary Cycle 2

<u>Festivals</u>	<u>عيد</u>	<u>Advert</u>	<u>إعلان</u>	<u>Part-time job</u>	<u>وظيفة بدوام جزئي</u>	<u>Job requirements</u>	<u>متطلبات العمل</u>
Occasion	مناسبة	To announce	للإعلان	Full-time job	وظيفة بدوام كامل	Employee	موظف
Facades	واجهات	Dear Sir	السيد الفاضل	I would like...	أودّ	Employer	صاحب العمل
Shops	محلات	Dear Madam	السيدة الفاضلة	To apply for	للتقديم على	Profession	مهنة
Places	أماكن	Your Excellency	سعادة السفير	Job opportunity	فرصة عمل	Professional	مُحترف
Countries	بلدان	Dear Mr	عزيزي السيد	I work as a...	أنا أعمل كـ	Duties	الواجبات
Aspects	مظاهر	Dear Mrs	عزيزتي السيدة	I have experience	لدي خبرة	Skills	مهارات
Dishes	أطباق	To Whom It May Concern	إلى من يهمه الأمر	To be good	لأكون جيداً	Job descriptions	وصف الوظيفة
Sweets	حلويات	Dear (m)	عزيزي	I must be	يجب أن أكون	Disadvantages of the job	مساوئ الوظيفة
Families	أسر	Dear (f)	عزيزي	I will be	سأكون	Advantages	مزايا
Children	الأطفال	Dear brother	أخي العزيز	You must speak & write in different languages	يجب عليك التحدث باللغات المختلفة	Receptionist	موظف الإستقبال
Greeting card	بطاقة تهنئة	Dear sister	أختي العزيزة	High salary	راتب مرتفع	Manager	مدير
Invitation	دعوة	My friend (m)	صديقي	Low salary	راتب منخفض	Assistant manager	مساعد مدير
To invite	دعوت	My friend (f)	صديقي	Weak points	نقاط الضعف	Head teacher	مدير المدرسة
Presents	هدايا	Job vacancy	وظيفة شاغرة	Strong points	نقاط القوة	Farmer	مزارع
Decoration	زينة	Qualifications	مؤهلات	Formal letter	خطاب رسمي	Translator	مترجم
Happy Eid	عيد سعيد	Attachment	المرفق	Sender	مرسل	Babysitter	جليسة أطفال
Good luck	حظاً سعيداً	A copy of	نسخة عن	Addressee	المرسل إليه	Punctual	دقيق
All the best	بالتوفيق	I am looking forward	أتطلع للمستقبل	Date & address	التاريخ والعنوان	Disciplined	منضبط
I visited	انا زرت	I graduated	تخرجت	Salutations	التحية	Application form	طلب/استمارة
I attended	حضرت	I remained	بقيت	Subject	موضوع	CV	السيرة الذاتية
It was held	فقد عقدت	For three years	لمدة 3 سنوات	Closing statement	كلمة الختام	Experience	تجربة
I celebrate	احتفلت	With regards	مع تحياتي	Signature	توقيع	Volunteering job	عمل التطوعي
		I obtained	حصلت			To earn money	لكسب المال



# YEAR 11 | ART AND DESIGN | KNOWLEDGE ORGANISER



## 1. Art Movements

British Impressionism	Work by artists in Britain in the late nineteenth-century influenced by the French impressionists
Abstract Expressionism	Abstract Art in 1940s and 1950s America characterised by gestural brush-strokes or mark-making
Activist Art	Art that is grounded in the act of 'doing' and addresses political or social issues
Analytical Cubism	Early phase of cubism (1908–12) shows multiple viewpoints and overlapping 'planes' in one image
Art Deco	Design style (1920s and 1930s) in furniture, decorative arts and architecture characterised by its geometric shapes
Art Nouveau	Style in architecture and design that emerged in the 1890s characterised by flowing organic shapes based on plant forms
Arts and Crafts	Design movement initiated by William Morris in 1861 which aimed to improve the quality of design and make it available to the widest possible audience
Bauhaus	A revolutionary school of art, architecture and design established by Walter Gropius at Weimar in Germany in 1919
Brutalism	An architectural style of the 1950s and 1960s characterised by simple, block-like forms and raw concrete construction
Classicism	Art that makes reference to ancient Greek or Roman style

## 2. Art Movements

Conceptual Art	Art for which the idea behind the work is more important than the finished art object
Contemporary Art	Art of the present day and of the recent past that is innovative or avant-garde nature
Dada	Art movement formed during the First World War in negative reaction to the horrors of the war
De Stijl	Collection of Dutch abstract artists who promoted a style based on a geometry of horizontals and verticals
Expressionism	Art in which reality is distorted to make it expressive of the artist's inner feelings or ideas
Fauvism	The name applied to the work produced by a group of artists (1905 to 1910), characterised by strong colours and fierce brushwork
Futurism	Italian Art movement that aimed to capture the dynamism and energy of the modern world
German Expressionism	Art movement that emphasized the artist's inner feelings over replicating reality, characterised by simplified shapes, bright colours and gestural marks
Hyper-realism	Describes a photo-like realism in sculpture and painting
Illusionism	Painting style that creates the illusion of a real object or scene in such a realistic way that they seem alive

## 3. Art Movements

Impressionism	Landscapes and scenes of everyday life painted spontaneously and 'on the spot'
Minimalism	Extreme form of abstract Art where artworks are composed of simple geometric shapes
Modernism	Artworks that reflect the realities and hopes of modern societies
Op Art	Development of painting that uses geometric forms to create optical illusions
Pop Art	Art in the 1960s in America and Britain that drew inspiration from sources in popular and commercial culture
Postmodernism	A reaction against the ideas and values of modernism
Renaissance	French word meaning rebirth, now used to describe the revival of Art from Italy around 1400
Romanticism	Movement in Art showing an interest in human expression of personal feeling and interest in the natural world
Surrealism	Movement that explored the workings of the mind, supporting the irrational and poetic
Young British Artists (YBAS)	Group of British artists who exhibited Art together in 1988 and became known for their openness to materials and processes, shock tactics and entrepreneurial attitude





# YEAR 11 | ART AND DESIGN | KNOWLEDGE ORGANISER



## 4. Key terms 1

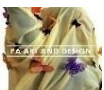
Aesthetics	Branch of philosophy that is concerned with the nature of beauty and taste
Allegory	Allegory in art is when the subject of the artwork is used to symbolize a deeper moral or spiritual meaning
Archive	A store of documents or artefacts of a purely documentary nature
Appropriation	The practice of artists using pre-existing objects or images in their art with little transformation of the original
Biomorphic	Abstract forms or images that refer to living forms such as plants and the human body
Chiaroscuro	Extreme contrast between light and dark tones for dramatic effect
Curator	Someone employed by a museum or gallery to manage a collection of artworks or artefacts
Entropy	The inevitable and steady deterioration of a system or society
Flâneur	French term meaning 'stroller' used to identify an observer of modern urban life

## 5. Key terms 2

Found object	A natural or man-made object that is found by an artist and kept because of an interest the artist sees in it
Fresco	Mural painting technique that involves painting with water-based paint directly onto wet plaster
Gestural	The application of paint in free sweeping gestures with a brush
Iconography	The iconography of an artwork is the imagery within it
Impasto	Impasto refers to an area of thick paint or texture, in a painting
Kitcsh	Used to describe cheap, vulgar and sentimental forms of popular and commercial culture
Maquette	Model for a larger piece of sculpture, created in order to visualise how it might look
Memento Morit	An artwork designed to remind the viewer of their mortality and of the shortness and fragility of human life
Montage	An assembly of images that relate to each other in some way to create a single work or part of a work of art

## 6. Key terms 3

Motif	A recurring fragment, theme or pattern that appears in a work of art
Picture Plane	Refers to the physical surface of the painting
Plein Air	Meaning 'outdoors' and refers to the practice of painting outside
Primitivism	Describes the fascination of early modern European artists with tribal art from Africa
Realism	Refers to mid-nineteenth century Art movement characterised by subjects painted from everyday life in a naturalistic manner
Replica	A copy of a work of Art that appears identical to the original
Sublime	Art that refers to a greatness beyond all possibility of calculation, measurement or imitation
Symbolism	Art movement that prioritised the expression of an idea over the realistic description of the natural world
Trompe L'oeil	French phrase meaning 'deceives the eye' used to describe paintings that create the illusion of a real object or scene
Vanitas	Still life artwork which includes various symbolic objects that remind the viewer of their mortality



# YEAR 11 | ART AND DESIGN | KNOWLEDGE ORGANISER



## 7. Key Terms 4

Action painters	Term applied to Artists working from the 1940s until the early 1960s whose approach to painting emphasized the physical act of painting as an essential part of the finished work
Animation	The rapid display of sequences of static imagery in such a way as to create the illusion of movement
Art intervention	Term that applies to art designed to interact with the audience or in the public domain
Avant Garde	Avant-garde means introduces or explores new forms or subject matter
Assemblage	Art that is made by assembling everyday objects scavenged by the artist
Body Art	Art in which the body is the principal medium and focus
Bricolage	Refers to the construction or creation of an artwork from any materials that come to hand
Décollage	French word meaning literally to unstick and is associated with a process that involved making art from posters ripped from walls

## 8. Key Terms 5

Ephemeral Art	Art that only lasts for a short amount of time
Feminist Art	Art by artists made consciously in the light of developments in feminist art theory in the early 1970s
Figurative Art	Describes any form of modern art that has strong references to the real world and particularly to the human figure
Formalism	The study of art based solely on an analysis of its form – the way it is made and what it looks like
Installation Art	Describes large-scale, mixed-media constructions, often designed for a specific place or for a temporary period of time
Naturalism	A movement in the nineteenth century which represented things closer to the way we see them
Outsider Art	Describes Art often produced by people who have not trained as artists or worked within the conventional structures of art production

## 9. Key Terms 6

Performance Art	Artworks created through actions performed by the artist which may be live or recorded
Photojournalism	A form of journalism which tells a news story through powerful photography which traditionally are black and white images
Photomontage	A collage constructed from photographs
Photorealism	A painting style that is characterised by its painstaking detail and precision
Process Art	Refers to where the process of its making art is not hidden but remains a prominent aspect of the completed work, so that a part or even the whole of its subject is the making of the work
Readymade	The term readymade was first used by French artist Marcel Duchamp to describe the works of art he made from manufactured objects. It has since often been applied more generally to artworks by other artists made in this way
Social Realism	Refers to any realist painting that also carries a clearly discernible social or political comment
Still life	One of the principal genres (subject types) of Western art – essentially, the subject matter of a still life painting or sculpture is anything that does not move or is dead

## GCSE Business Studies – Topic 4 – Human Resources

### 4.1 Organisational Structures

<b>Organisational Structure</b>	The way a business arranges itself to carry out its activities
<b>Organisational Chart</b>	A plan showing the roles and relationships between staff in a business
<b>Line Manager</b>	An employee's immediate superior or boss
<b>Authority</b>	The power to control others and to make a decision
<b>Span of Control</b>	The number of employees managed directly by another employee
<b>Levels of Hierarchy</b>	The layers of authority within a business
<b>Chain of Command</b>	The line of authority within a business along which communication passes
<b>Delayering</b>	The removal of one or more levels of hierarchy from the businesses organisational structure
<b>Delegation</b>	Passing down of authority to more junior employees
<b>Tall Structure</b>	Has narrow spans of control and a larger number of levels of hierarchy
<b>Flat Structure</b>	Has wide spans of control and few levels of hierarchy
<b>Communication</b>	The exchange of information between two or more people
<b>Decentralisation</b>	Allows employees working in all areas of the business to make decisions
<b>Centralisation</b>	When a small number of senior managers in a business make all the decisions

### 4.2 Recruitment and Selection Process

<b>Diversification</b>	Occurs when a business starts selling new products in new markets
<b>Staff Retention</b>	The proportion of a business's workforce who remain with the business over a period of time, usually one year
<b>Recruitment</b>	The process of finding and appointing new employees
<b>Selection</b>	Choosing the right employees from among those who have applied for a job
<b>Internal Recruitment</b>	Takes place when a job vacancy is filled within the business
<b>External Recruitment</b>	Filling a job vacancy from any suitable person not already employed by the business
<b>Job Analysis</b>	The collection and interpretation of information about a job
<b>Job Description</b>	States information about the duties and tasks that make up a particular job
<b>Person Specification</b>	Sets out the qualifications and skills required by an employee to fill a particular job

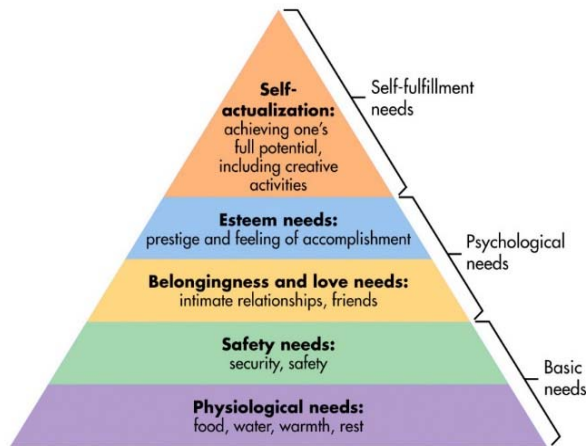
<b>Curriculum Vitae (CV)</b>	Provides information about a person, including qualifications, employment history and interests
<b>Assessment Centres</b>	This is where assessments are taken by potential candidates in order for the business to identify suitable candidates
<b>Productivity</b>	The quantity of goods or services produced by an employee over a period of time, such as one year
<b>Contract of Employment</b>	A legal document stating the hours of work, rates of pay, duties and other conditions under which a person is employed
<b>Full-time</b>	When someone works a number of hours equal to the normal working week, usually 35-40hrs
<b>Part-time</b>	When an employee works less than a normal number of working hours per week, less than 35hrs
<b>Job Share</b>	When two or more employees agree to share the responsibilities of a single job
<b>Zero-Hours Contract</b>	Allows employers to hire staff without any guaranteed hours of work



## GCSE Business Studies – Topic 4 – Human Resources

### 4.3 Motivating Employees

<b>Motivation</b>	The way a business arranges itself to carry out its activities
<b>Maslow's Hierarchy of Needs</b>	A theory that shows how people are motivated, it includes the following:



<b>Job Enrichment</b>	Designing a job to give more interesting and challenging tasks
<b>Non-financial or Non-monetary Benefits (fringe benefits)</b>	<p>Motivating employees without the use of money, such as:</p> <ul style="list-style-type: none"> <li>Increasing authority</li> <li>Job enrichment</li> <li>Training</li> </ul> <p>Fringe benefit examples:</p> <ul style="list-style-type: none"> <li>Health insurance</li> <li>Company car</li> <li>Discounts</li> </ul>
<b>Financial or Monetary Benefits</b>	<p>Motivating employees through money:</p> <ul style="list-style-type: none"> <li>Salaries</li> <li>Wages</li> <li>Piecework</li> <li>Commission</li> <li>Profit Sharing</li> </ul>

<b>Fringe Benefits</b>	The 'extras' that employees may receive in addition to their pay
<b>Piece Work</b>	A method of payment where workers are paid according to how much they produce
<b>National Living Wage</b>	An hourly rate of pay which is set by the government. All employees above a certain age must receive at least this rate of pay

### 4.4 Training

<b>Training</b>	The range of activities giving employees job-related skills and knowledge
<b>Induction Training</b>	The training given to employees when they start a new job
<b>On-the-job Training</b>	<p>Training that is given at the place of work such as:</p> <ul style="list-style-type: none"> <li>Work-shadowing</li> <li>Formal training sessions</li> <li>Computer based training (e-learning)</li> </ul>
<b>Benefits of on-the-job Training</b>	<ul style="list-style-type: none"> <li>Cheap</li> <li>Targeted</li> <li>E-learning helps access wider resources</li> </ul>
<b>Drawbacks of on-the-job Training</b>	<ul style="list-style-type: none"> <li>Unlikely to bring in new ideas</li> <li>Makes employees unavailable at work</li> </ul>
<b>Off-the-job Training</b>	<p>Training that is provided outside the employee's place of work such as:</p> <ul style="list-style-type: none"> <li>Attending private courses</li> <li>Studying at a college or university</li> </ul>
<b>Benefits of off-the-job Training</b>	<ul style="list-style-type: none"> <li>Helps bring in new ideas to the business</li> <li>Motivates employees as they feel more valued</li> </ul>
<b>Drawbacks of on-the-job Training</b>	<ul style="list-style-type: none"> <li>Can be very expensive as the business usually has to pay other agencies to provide</li> </ul>

## GCSE Business Studies – Topic 5 – Marketing

### 5.1 Understanding Customers

<b>Exchange</b>	When someone gives up something in return for something else
<b>Needs</b>	Something that needs to be fulfilled for us to survive
<b>Want</b>	What we would like to satisfy our needs
<b>Consumer</b>	Someone who uses goods and services produced by businesses
<b>Competitiveness</b>	The ability of a business to offer better value for money than its competitors

### 5.2 Segmentation

<b>Sales Volume</b>	Measures the number of items sold
<b>Sales Value</b>	Measures the revenue generated
<b>Segmentation</b>	Occurs when a market is divided into different groups of needs and wants
<b>Benefits</b>	Benefits of segmentation include: <ul style="list-style-type: none"> <li>• Developing products to fit customers' needs</li> <li>• Target its customers more precisely</li> <li>• Set the price appropriately</li> </ul>
<b>Types</b>	Types of segmentation: <ul style="list-style-type: none"> <li>• Gender</li> <li>• Age</li> <li>• Location</li> <li>• Income</li> </ul>

### 5.3. Market research

<b>Market Research</b>	The process of gathering, analysing and processing data relevant to marketing decisions
<b>Target Market</b>	When a business targets particular groups of people it wants to focus on

<b>Market Segment</b>	A group of buyers with similar needs within the overall market
<b>Quantitative Data</b>	Data that involves the use of numbers, e.g. number of customers a business has
<b>Qualitative Data</b>	Involves views and opinions but does not provide statistically reliable information
<b>Market Growth Formula</b>	Market growth = Change in the market size / original market size X 100
<b>Market Share Formula</b>	Market share = Sales of the product / total market sales X 100
<b>Primary Market Research</b>	Gathering information and data for the first time e.g. using questionnaires
<b>Secondary Market Research</b>	Using data that already exists, e.g. using information in a newspaper
<b>Types of Primary</b>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Experimenting</li> <li>• Telephone surveys</li> <li>• Questionnaires</li> <li>• Focus groups</li> <li>• Customer feedback</li> </ul>
<b>Types of Secondary</b>	<ul style="list-style-type: none"> <li>• Internet research</li> <li>• Printed press (e.g. newspaper, magazines)</li> <li>• Government statistics</li> </ul>

### 5.4. Marketing Mix

<b>Marketing Mix</b>	All the activities influencing whether or not a customer buys a product. The four elements are known as the four Ps
<b>Promotion</b>	The ways a business can communicate to consumers to sell its product
<b>Price</b>	The amount charged by the business for its product
<b>Place</b>	The methods used by a firm to sell its product
<b>Product</b>	The service or physical good being sold

### 5.5 Using the Marketing Mix: Product

<b>Product Development</b>	When developing a new product, design, price, expected sales and cost of development are all considered
<b>Product Differentiation</b>	Making your product stand out. This is done by building a brand image and gaining a unique selling point (USP)
<b>Product Portfolio</b>	The collection of products that a firm produces
<b>Boston Matrix</b>	This is a way of analysing a products share and growth in their market. This has four categories or types of products: dogs, cash cows, question marks, stars
<b>Dog</b>	A product that has low market share in a low growth market
<b>Cash Cows</b>	A product that has a high market share in a low growth market
<b>Question Mark</b>	A product that has a low market share in a fast growth market
<b>Star</b>	A product hat has a high market share in a fast growth market
<b>Product Life Cycle</b>	Shows the stages a product goes through. These are: development, introduction, growth, maturity, decline
<b>Extension Strategies</b>	Are attempts to maintain the sales of a product and prevent it from entering the decline stage of the product's life cycle, e.g. cutting price

### 5.6 Using the Marketing Mix: Price

<b>Price skimming</b>	Setting a high price for a product when it first enters a market
<b>Penetration Pricing</b>	Launching a new product at a low price to achieve fast sales
<b>Competitive Pricing</b>	Matching the prices that competitors charge

## GCSE Business Studies – Topic 5 – Marketing

<b>Loss Leader</b>	A product is sold at a loss in the hope that the customer will buy other items which will make the business a profit
<b>Cost Plus Pricing</b>	Products are priced by covering the cost of it to the retailer and adding a percentage on top

### 5.7 Using the Marketing Mix: Promotion

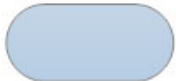

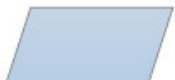


<b>Promotional Activities</b>	The different ways firms try to communicate with their customers, e.g. TV, radio, online
<b>Sales Promotion</b>	Short term incentives to encourage customers to buy, e.g. free samples, discounts
<b>Promotional Mix</b>	The combination of promotional methods used by a business to communicate with its customers

### 5.8 Using the Marketing Mix: Place

<b>Distribution Channel</b>	How the ownership of a product passes from the producer to the final customer
<b>Wholesalers</b>	They buy products in bulk and large quantities from a producer and sell it to retailers
<b>Retailers</b>	Shops that sell direct to the customer
<b>E-commerce</b>	Online selling, e.g. Amazon
<b>M-commerce</b>	Online trading via a mobile phone
<b>Direct Marketing</b>	Occurs when there is a direct link from the producer to the customer with no intermediaries

<b>Intermediary</b>	A link in the distribution chain between the producer and the customer
<b>Types of Distribution Channel</b>	<ul style="list-style-type: none"> <li>• Zero level - There is no intermediary between producer and customer</li> <li>• One level - One intermediary between producer and customer</li> <li>• Two level - Two intermediaries between producer and customer, e.g. wholesaler and retailer</li> </ul>

## 1. Flowchart Symbols

Symbol	Name	Function
	Start/end	An oval represents a start or an end point of an algorithm
	Arrows	A line is a connector that shows the flow of the algorithm
	Input/output	A parallelogram represents an input or an output
	Process	A rectangle represents a process
	Decision	A diamond shows a decision is being made

## 2. Protocols

**Protocols** A set of rules that define how devices communicate

**TCP** Defines how computers send packets of data to each other  
Responsible for breaking down data into packets, numbering each packet and sequencing them

**SMTP** Allows for emails to be sent from different email servers, e.g. a Hotmail user emailing a Gmail user

**UDP** Similar to TCP, however; has no error-checking mechanism therefore it is less reliable

**IP** A numerical label assigned to each device for communication (can also be known as an address)

**IMAP** Used for accessing emails on a remote web server from a local client

**HTTP** Defines how messages are formatted and transmitted

**HTTPS** Similar to HTTP but it encrypts the data packets that are being transmitted

**FTP** Used to transfer files between computers on a network

## 3. Compression

**Compression** The process of reducing the size of a file, whilst keeping most, or all, of the original information

- Reduces amount of storage needed
- Allows files to be transferred quicker

### Lossy Compression

Permanently removes some data. Data is not the same as the original

### Lossless Compression

No data is removed

2 types of lossless compression:

**RLE** A simple method that compresses data by specifying the number of times a character/pixel is repeated and its value

**Huffman coding** A compression method use to reduce the number of bits needed to send/store text

## 4. Units of Measurement

Bit	BIT	0 or 1
Byte	B	8 bits
Kilobyte	KB	1000 bytes
Megabytes	MB	10000 kilobytes
Gigabyte	GB	1000 megabytes
Terabyte	TB	1000 gigabytes

## 5. Binary Subtraction Rules

A	B	Sum	Carry
0	0	0	0
0	1	1	0
1	0	1	0
1	1	0	1

## 6. Binary Addition Rules

A	B	Sum	Carry
0	0	0	0
0	1	1	0
1	0	1	0
1	1	0	1

## 7. Sound Representation

**Analogue** The sound waves that your mouth produces when you speak

**Digital** Sound files stored on a computer system, e.g. on a CD

**Sample Rate** The number of audio samples created every second. The larger the sample rate, the clearer the sound

**Bit Depth** The number of bits available for each clip

## 8. Data types

### Data types:

- **Integer** e.g. 23
- **Real** e.g. 23.7
- **Character** e.g. A or Z
- **String** e.g. QWERTY
- **Boolean** e.g. TRUE or FALSE

## 9. Programming Constructs

**Sequence** An action/event that leads to the next ordered action in a predetermined order

**Selection** A question is asked, and depending on the answer, the program takes one of two courses of action, after which the program moves on to the next event, e.g. IF/ELSE

**Iteration** When a set of instructions are repeated a number of times until a condition is met, e.g. WHILE or FOR loop

## 1. Comparison Operators

Comparison Operator	Meaning
= or ==	is equal to
>	is greater than
<	is less than
<> or !=	is not equal to
>=	greater than or equal to
<=	less than or equal to

Operator priority **BIDMAS**

### Data types:

- **Integer** e.g. 23
- **Real** e.g. 23.7
- **Character** e.g. A or Z
- **String** e.g. QWERTY
- **Boolean** e.g. TRUE or FALSE



## 4. String Handling Operations

**Length:** Returns the length of a string. This is done by typing len (string)

**Position:** Returns the position of a value within a string

**Substring:** Allows you to extract bits of a string

**Concatenation:** Merging two strings so that they are displayed together

## 2. Testing

### Types of Testing

**Nominal (typical)** Testing data the program should handle

**Boundary (extreme)** Testing the extremes of the input, e.g. maximum and minimum values

**Erroneous** Data which should not work with the software

### Error Types

**Logic** Where the program works but produces different results from those designed or expected

**Syntax** Mistakes in the way that the code is written, e.g. spelling mistakes

**Runtime** Errors that cause the program or computer, e.g. running out of computer memory

## 5. Translators & Facilities of Languages

**Low Level Languages** Provides little or no abstraction from a computer's instruction set language

**Machine Language** Computer language consisting of binary instructions

**Assembly Language** Language which is compiled by an assembler

**High Level Languages** Enables a programmer to write programs that are more or less independent of a particular computer. Examples include Python, Java and C++

## 3. Programming Techniques

### Arrays

**One Dimensional Arrays** Data elements organised in a row

**Two Dimensional Arrays** Can be visualised as a grid/table with rows and columns

### Sub programs

**Functions** Takes in data, processes it and returns a result

**Procedures** Code that performs a specific task but does not return a value

**Variables** Used to store information that will be changed or manipulated

**Constants** Is a value that cannot be altered by the program during execution

**Data Structures** A particular way of organising data in a computer so that it can be used efficiently.



## 1. Networks

**Network** Two or more linked computers  
**WAN** Networks a small area  
**LAN** Networks that cover a large area  
**Topology** The way a network is connected  
 three types:

### 1) Bus

- ☺ Cheap – less cables
- ☹ Relies on backbone

### 2) Ring

- ☺ No data collisions
- ☹ Slow – data passes through all workstations

### 3) Star

- ☺ Most reliable
- ☹ Expensive – lots of cables required



## SECURITY THREATS

**Removable Media** USBs with viruses

**Access Rights Misconfiguration** Giving incorrect access to a computer network

**Malware** Viruses

**Social Engineering** Psychologically manipulation

**Outdated Software**

## PREVENTIONS

**Authentication** Password/biometrics

**Penetration Testing** Paying someone to hack your system

**MAC Address Filtering** Define which devices can connect to network

**Firewall** Screens out viruses

**Encryption** Files can only be accessed with a secret pin

**Anti-virus** Program designed to remove viruses

## 2. Protocols

**Protocols** A set of rules that define how devices communicate

**TCP** Order of packets

**SMTP** Sending emails from one provider to another

**UDP** Allows for two-way communication

**IP** Address of network

**IMAP** Allows for emails to be stored

**HTTP** Used for accessing web pages

**HTTPS** Encrypts the webpage

**FTP** Used to transfer files

## 3. Image Representation

**Vector** The use of shapes to create/represent images

**Bitmap** The use of pixels to represent images

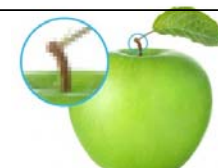
**Pixel** The smallest unit of colour in a bitmap image

**Resolution** The amount of pixels per inch. The more pixels, the better the resolution and quality of an image



Vector

- Made up of lines and shapes
- Cartoon style images
- Can never be photographs
- File size is smaller
- Can edit individual objects
- Fonts are created as this



Bitmap

- Made up of pixels
- When you enlarge them they lose quality
- Larger file size
- Each pixel can be edited individually
- Most common type

## 4. Binary/Hex/Decimal

Binary	Hex	Decimal
0000	0	0
0001	1	1
0010	2	2
0011	3	3
0100	4	4
0101	5	5
0110	6	6
0111	7	7
1000	8	8
1001	9	9
1010	A	10
1011	B	11
1100	C	12
1101	D	13
1110	E	14
1111	F	15

Hexadecimal 5F

Binary 0101 | 1111  
 128 64 32 16 8 4 2 1  
 01011111

Decimal 95

128 64 32 16 8 4 2 1  
 1 0 0 1 1 0 1 1  
 128 + 0 + 0 + 16 + 8 + 0 + 2 + 1  
 = 155



# The Play That Goes Wrong| Drama | Year 11 | Cycle Two

## A – Key Concepts

1.	To convince the audience the play was being performed by an amateur drama society from a university
2.	To make the audience laugh and believe the mistakes were real
3.	To make the play within the play look like a murder mystery taking place in a wealthy manor house

## B – Directors, Designers and Actors.

1. Director	Mark Bell
2. Set designer	Nigel Hook
3. Sound designer	Andy Johnson
4. Lighting designer	Ric Mountjoy
5. Costume designer	Roberto Surace
6. Inspector Carter / Chris Bean	Patrick Warner
7. Charles Haversham / Jonathan Harris	Jason Callender
8. Cecil Haversham / Max Bennett	Alastair Kirton
9. Florence Colley Moore / Sandra Wilkinson	Meg Mortell
10. Thomas Colley Moore / Robert Grove	Edward Judge
11. Perkins / Dennis Tyde	Edward Howells
12. Annie Twilloil (Stage Manager)	Katie Bernstein
13. Trevor Watson (Lighting and Sound Operator)	Graeme Rooney

## C – Communicating the Concepts

Set	1. The set had lighting bars and lanterns that were visible
	2. The set had cheap looking parts to it, e.g. the painted fire place
	3. The flats fell down
	4. The door was painted to look like an expensive wooden door on one side but had a gents toilet sign on the other
Sound	1. The stage crew could be heard talking over the theatre coms
	2. The repeated use of the dramatic music allowed us to realise that it was played for too long at one point
	3. The song ‘Girls on Film’ by Duran Duran played when it wasn’t supposed to.
	4. The gunshot sound effect played convincing the audience of a second death
Lighting	1. Lights were used in basic ways such as snap fades to highlight cross cutting on stage
	2. The lights would turn red when the word death or murder was said
	3. Lighting was often late
	4. The spotlight was in the wrong place at the start, meaning actors were not lit correctly
Costume	1. Characters in the stage crew wore mainly black
	2. The cocktail dress was placed onto Annie in a rush when she had to take on the role of Florence
	3. The original Florence returned and performed in comical spotty underwear
	4. Cecil wore a rowing blazer from a private school, suggesting wealth
Stage Space	1. There was a tech area for Trevor in the auditorium visible to the audience
	2. Actors came into the stalls to look for lost props
	3. The actor playing Cecil didn’t want to kiss Florence; he kept trying to move away as she moved closer
	4. The stage crew tried to remain out of sight by staying upstage

# The Play That Goes Wrong | Drama | Year 11 | Cycle Two

## D – Paragraph Planning

1. Introduction	Introduce your understanding of the play, its context and your knowledge of the key concepts
2. Example one	Give a clear and detailed example of what was done in relation to the question you are answering. Use correct terminology and explain the impact on the audience
3. Example two	Give a second clear example of what was done in relation to the question you are answering. Use correct terminology and explain the impact on the audience
4. Example three	Give a third clear example of what was done in relation to the question you are answering. Use correct terminology and explain the impact on the audience
5. Example four	Give a fourth clear example of what was done in relation to the question you are answering. Use correct terminology and explain the impact on the audience
6. Analyse what was communicated	Explain how the combination of what you have spoken about communicated ideas to the audience. Link to the question and your introduction
7. Evaluate how successful	Give a final opinion of the success or failure of the production with referral to the examples you gave

## C – Communicating the Concepts... Continued

Acting	1. Cecil used facial expressions, such as shy smiles. He also increased the volume of his voice
	2. Annie, when forced to play Florence, used small and restricted movements and gestures. These then became large and over the top to suggest her new found enjoyment of the role
	3. Charles would use a mannerism to show his repeated mistakes, including bringing his arms up to his chest in a cross, keeping his body ridged and shuffling backwards off the stage
	4. Trevor often looked fed up and bored by resting his head on his hand. His body would often be turned away from where he was supposed to be looking to imply his lack of interest in the play

## E – Success in Your Answer

1.	Use correct technical language. (Don't refer generally to the element or acting choices you are writing about)
2.	Give detail in your answer, enough that someone who hasn't seen it could recreate it
3.	Justify why you think what they did was successful
4.	Suggest a range of examples not just one or two
5.	Include clear analysis and evaluation
6.	Make clear reference to the audience and how they were impacted by acting or design choices
7.	Show a clear understanding of the requirements of the play
8.	Develop your ideas clearly



# GCSE English Knowledge Organiser: Literature Paper 1 Exam: Macbeth by William Shakespeare 1606

	A. Key moments	B. Key quotations	C. Writer's craft	
Act 1	1.1 Three witches plotting	Witches: fair is foul, and foul is fair	<b>Foreshadowing</b>	A warning or indication of a future event
	1.2 Brave Macbeth	Duncan: O valiant cousin! Captain: unseamed him from the nave to the chops	<b>Imperatives</b>	A verb used to give a command or an order
	1.3 Macbeth meets the witches	Witches: All hail Macbeth...thou shalt be king Macbeth: Stay, you imperfect speakers, tell me more	<b>Metaphor</b>	When a word, object or idea is used in place of another
	1.4 Macbeth's ambition	Macbeth: stars hide your fires, let not light see my black and deep desires.	<b>Imagery</b>	Visually descriptive language; paints a picture
	1.5 Lady Macbeth's ambition	Lady Macbeth: Look like the innocent flower, / But be the serpent under it.	<b>Stage directions</b>	An instruction which shows tone, feelings or movement
	1.7 Macbeth doubts, Lady Macbeth persuades	Macbeth: If we should fail? Lady Macbeth: ...screw your courage to the sticking-place, / And we'll not fail.	<b>Pathetic fallacy</b>	To give human feelings to inanimate things or animals
Act 2	2.1 Dagger scene: Macbeth prepares for murder	Macbeth: Is this a dagger which I see before me? Come, let me clutch thee	<b>Soliloquy</b>	When a character is alone and speaks their thoughts aloud
	2.2 Paranoia after the murder	Lady Macbeth: Infirm of purpose! Macbeth: Sleep no more! / Macbeth does murder sleep, the innocent sleep	<b>Repetition</b>	Using a word/phrase/idea twice or more for emphasis
	2.3 Murder is discovered, Macbeth lies	Macduff: O horror, horror, horror! Most sacrilegious murder	<b>Symbol</b>	Use of images or objects to represent ideas or qualities
Act 3	3.1 Macbeth conspires with murderers	Banquo: Thou hast it now...and I fear / Thou play'dst most foully for it	<b>Motif</b>	Ideas or devices that repeat across a text (e.g. hallucinations)
	3.2 Macbeth is losing control	Macbeth: O full of scorpions is my mind, dear wife!	<b>Paradox</b>	A statement that seems to contradict itself
	3.4 Banquet scene: Banquo's ghost upsets Macbeth	Macbeth: Blood will have blood Macbeth: I am in blood / Stepped in so far		
Act 4	4.1 Macbeth returns to the witches	Witches: no man of woman born / Shall harm Macbeth Macbeth: Then live, Macduff: what need I fear of thee?	<b>D. Key themes and synonyms</b>	
	4.3 Macduff vows revenge on Macbeth	Macduff: black Macbeth [...] the untitled tyrant		
Act 5	5.1 Lady Macbeth sleepwalks- guilt	Lady Macbeth: Out, damned spot! Lady Macbeth: All the perfumes of Arabia will not sweeten this little hand	<b>Ambition</b>	Desire, greed, motivation
	5.3 Macbeth is consumed by ambition	Macbeth: The heart I bear shall never sag with doubt nor shake with fear	<b>Bravery</b>	Courage, fortitude, valour,
	5.5 Lady Macbeth suicide, Macbeth carries on	Macbeth: I have almost forgot the taste of fears Macbeth: Out, out brief candle!	<b>Deception</b>	Betrayal, dishonesty, duplicity
	5.8 Macduff kills Macbeth	Macduff: Tyrant, show thy face! Macbeth: my soul is too much charged / With blood of thine already	<b>Manipulation</b>	Control, trickery, corruption
			<b>Violence</b>	Brutality, power, ruthlessness

	Language, Form, Structure (AO2)	Context (AO3)	Key Quotations (AO1)
<b>The Charge of the Light Brigade</b> (1854) Alfred Lord Tennyson	<ul style="list-style-type: none"> <li>• <b>Third Person</b> - sounds like official account</li> <li>• Strong <b>rhythm</b> created through regular <b>rhyme</b>: evokes the sound of horse hooves and drums</li> <li>• <b>Repetition</b> emphasises the relentless forward motion of the soldiers and how they followed orders</li> <li>• <b>Personification</b> emphasises the dangers the cavalry faced</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the <b>Crimean War</b>, where a miscommunication sent the light brigade into combat</li> <li>• Tennyson was <b>Poet Laureate</b>, which could explain the <b>propagandist</b> tone</li> </ul>	<ul style="list-style-type: none"> <li>• Into the jaws of death, / Into the mouth of hell</li> <li>• Then they rode back, but not / Not the six hundred</li> <li>• Honour the light brigade, / Noble six hundred!</li> </ul>
<b>Exposure</b> (1917) Wilfred Owen	<ul style="list-style-type: none"> <li>• <b>Rhyme</b> scheme of ABBAC, together with a jarring <b>rhythm</b>, makes the poem sound uncomfortable – mirrors the physical and mental conditions of the waiting soldiers</li> <li>• <b>Alliteration, assonance, and sensory imagery</b> attack the reader</li> <li>• <b>Repetition</b> is used almost as a refrain at the end of each stanza: the question will not go away and reflects the <b>resignation</b> soldiers feel</li> </ul>	<ul style="list-style-type: none"> <li>• Based on Owen's <b>first-hand experiences</b> in the <b>trenches</b>. The winter of 1917 was bitter</li> <li>• Owen conveys the <b>reality of the horror</b> of war</li> </ul>	<ul style="list-style-type: none"> <li>• But nothing happens</li> <li>• Sudden successive flights of bullets streak the silence.</li> <li>• Merciless iced east winds that knife us</li> <li>• snow dazed / snow-dozed</li> </ul>
<b>Bayonet Charge</b> (1957) Ted Hughes	<ul style="list-style-type: none"> <li>• <b>Verbs</b> give a sense of frantic movement and lack of control, as does the <b>enjambment</b> (only four sentences in the poem)</li> <li>• <b>Accumulation</b> emphasises irrelevance of patriotism in war</li> <li>• <b>Semantic fields</b> of <b>war</b> and <b>nature</b> are <b>juxtaposed</b>, showing the impact of war on the land</li> <li>• <b>Third person</b> and <b>anonymity</b> makes the narrative universal</li> </ul>	<ul style="list-style-type: none"> <li>• The soldier is shown as more <b>weapon than man</b>, reflecting the deaths in <b>WWI</b> (Hughes' father was a veteran)</li> <li>• Hughes' poems often examine <b>man's impact on nature</b></li> </ul>	<ul style="list-style-type: none"> <li>• King, honour, dignity, etcetera</li> <li>• Threw up a yellow hare that rolled like a flame</li> <li>• Stumbling, sweating, plunged / almost stopped</li> </ul>
<b>Remains</b> (2008) Simon Armitage	<ul style="list-style-type: none"> <li>• <b>Short clauses, enjambment, colloquialisms, and economical language</b> creates an impression of natural speech; creates the sense of real-life testimony</li> <li>• <b>Half-rhymes</b> and a bouncy <b>four-beat rhythm</b> create a sense of <b>ironic jollity</b>, disrupted by shorter lines at key moments</li> <li>• <b>Enjambment</b> reflects the continuing nature of memories after war</li> </ul>	<ul style="list-style-type: none"> <li>• The poem is based on a real-life soldier's experience in Iraq and his <b>post-traumatic stress disorder</b>. The <b>first-person</b> narrative echoes the <b>interview</b> Armitage conducted</li> </ul>	<ul style="list-style-type: none"> <li>• But I blink // And he bursts again [...] / Sleep, [...] / Dream</li> <li>• tosses his guts back into his body.</li> <li>• And the drink and the drugs won't flush him out</li> </ul>
<b>Poppies</b> (2009) Jane Weir	<ul style="list-style-type: none"> <li>• <b>Ambiguity</b> in the first stanza: could be the mother sending her son to school or war. Reflects the uncertainty in his fate</li> <li>• The <b>form of first-person dramatic monologue</b> allows us to experience the inner emotions of the speaker: conflict of wanting to protect him but also let him grow up/face the dangers of the world</li> <li>• Frequent <b>symbols</b> of remembrance and peace as well as <b>metaphors</b> of material and domesticity highlight humanity and universality of this experience</li> </ul>	<ul style="list-style-type: none"> <li>• The setting of the poem is also <b>ambiguous</b>, as there are suggestions it is a modern conflict but also frequent links to the past and memory</li> <li>• Published in <i>The Guardian</i></li> </ul>	<ul style="list-style-type: none"> <li>• my stomach busy / making tucks, darts, pleats</li> <li>• Later a single dove flew from the pear tree</li> <li>• I listened, hoping to hear / Your playground voice</li> </ul>
<b>War Photographer</b> (1985) Carol Ann Duffy	<ul style="list-style-type: none"> <li>• The poem uses <b>religious imagery</b> to reverently describe the light and photographer to underline the importance of the job</li> <li>• <b>Contrasts</b> are made between the hellish warzones and peaceful homeland; intensity of war with the indifference of the readers</li> <li>• The <b>regular rhyme scheme</b> and <b>stanza length</b> are neat and precise, representing the disciplined way the photographer does his job</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs, in the past, had to be carefully developed under a red light</li> <li>• This is an interesting and unusual perspective on war from a job which is dangerous</li> </ul>	<ul style="list-style-type: none"> <li>• spools of suffering set out in ordered rows</li> <li>• Home again [...] to fields which don't explode beneath the feet / of running children in a nightmare heat</li> </ul>
<b>Checking Out Me History</b> (2007) John Agard	<ul style="list-style-type: none"> <li>• <b>Non-standard English</b> is used to show the difference between the speaker's own culture, and the taught history of white culture</li> <li>• A <b>repeated quatrain</b> is used to introduce a famous white character from history before <b>contrasting</b> them with an ignored black person</li> <li>• <b>Enjambment</b> and a <b>lack of punctuation</b> represent a rejection of white history and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curriculum</b> is predominantly established by white, middle class men. We are not taught about other cultures, or the history of those we were in conflict with.</li> </ul>	<ul style="list-style-type: none"> <li>• Dem (17 times), Dem tell me</li> <li>• Blind me to me own identity</li> <li>• But now I checking out me own history / I carving out me identity</li> <li>• What happened to de Caribs</li> </ul>

<b>Ozymandias</b> (1818) Percy Bysshe Shelley	<ul style="list-style-type: none"> <li>• <b>Sonnet</b> form, written in traditional <b>iambic pentameter</b>, emphasises Ozymandias' self-love</li> <li>• As well as <b>contrast</b>, Shelley uses the <b>oxymoron</b> <i>colossal wreck</i> to accentuate the destruction of the statue</li> <li>• It is <b>ironic</b> that the sculptor's work has endured whilst Ozymandias' power has not</li> </ul>	<ul style="list-style-type: none"> <li>• Shelley was a <b>Romantic poet</b>, and the poem could be seen to sympathise with the <b>French Revolution</b> in criticising the absolute power of government</li> <li>• Looks back at <b>Ancient Egypt</b></li> </ul>	<ul style="list-style-type: none"> <li>• My name is Ozymandias, king of kings, / Look upon my works, ye mighty, and despair! / Nothing beside remains</li> <li>• frown / and wrinkled lip and sneer of cold command</li> </ul>
<b>London</b> (1794) William Blake	<ul style="list-style-type: none"> <li>• <b>Juxtaposition</b> of innocence and experience shocks the reader</li> <li>• Relentless <b>repetition</b> of negative and <b>emotive language</b> (<i>every, cry</i>) emphasises the bleak <b>mood</b> and angry <b>tone</b> of the poem</li> <li>• The <b>metaphor</b> of mind-forged manacles suggests people are trapped by their own attitudes as well as society</li> </ul>	<ul style="list-style-type: none"> <li>• Blake was a <b>Romantic poet</b>, who was exploring the effects of the <b>Industrial Revolution</b> on England, and protesting against lack of <b>individual freedom</b></li> </ul>	<ul style="list-style-type: none"> <li>• In every cry of every man, / In every infant's cry of fear</li> <li>• And blights with plagues the marriage hearse</li> <li>• black'ning church</li> </ul>
<b>Extract from The Prelude</b> (1798) - William Wordsworth	<ul style="list-style-type: none"> <li>• The <b>first-person dramatic monologue</b> allows us to explore a transformation experience in childhood and its lasting impact</li> <li>• <b>Similes</b> compare the natural to the living</li> <li>• <b>Personification</b> conveys both the beauty and danger of nature</li> <li>• <b>iambic pentameter</b>, with its close relation to the rhythm of the natural voice, suits the personal nature of this poem</li> </ul>	<ul style="list-style-type: none"> <li>• Wordsworth presents <b>Romantic ideals</b> of the power of nature – powerful, overwhelming, impressive</li> <li>• This was an <b>autobiographical poem</b> based on his childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Like a living thing, / Strode after me</li> <li>• moved slowly through the mind / By day, and were a trouble to my dreams</li> </ul>
<b>My Last Duchess</b> (1842) Robert Browning	<ul style="list-style-type: none"> <li>• The <b>first-person dramatic monologue</b> allows us to explore the Duke's motivations and actions.</li> <li>• <b>Possessive pronouns</b> highlight the Duke's narcissism and pride, and his objectification of his wife</li> <li>• The frequent <b>enjambment</b> urges the poem on, like the Duke <b>relentlessly</b> pursuing his next bride</li> </ul>	<ul style="list-style-type: none"> <li>• Loosely based on the Duke of Ferrara</li> <li>• Browning had to move to Italy to marry because of his wife's <b>over-protective father</b></li> </ul>	<ul style="list-style-type: none"> <li>• This grew, I gave commands; Then all smiles stopped together.</li> <li>• My gift of a nine-hundred-years old name</li> </ul>
<b>Storm on the Island</b> (1966) Seamus Heaney	<ul style="list-style-type: none"> <li>• <b>Voice</b> of a resident on an outlying island; islanders used to storms</li> <li>• <b>Present tense</b> suggests the struggle is ongoing, and the community's <b>power</b> is suggested in their continued resistance (repetition of 'we')</li> <li>• The <b>extended metaphor</b> is of a military attack, with the <b>semantic field</b> of warfare (<i>exploding, blast, bombarded, strafes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stormont Ireland</b> is the name of the seat of the NI assembly, and this poem could therefore be a metaphor for the <b>troubles in Ireland</b></li> </ul>	<ul style="list-style-type: none"> <li>• We just sit tight while wind dives / and strafes invisibly</li> <li>• Strange, it is a huge nothing that we fear</li> <li>• tragic chorus</li> </ul>
<b>Tissue</b> (2006) Imtiaz Dharker	<ul style="list-style-type: none"> <li>• <b>Imagery</b> of paper explores ideas about solidity and certainty, change and impermanence, fragility and power</li> <li>• <b>Everyday language</b> is patterned with <b>alliteration</b> to convey intricate ideas and <b>modal verbs</b> reflect the elusive meanings and ambiguity; paper and its multiple purposes</li> <li>• <b>Repetition</b> imitates the layering of paper</li> </ul>	<ul style="list-style-type: none"> <li>• This complex poem looks at <b>conflict and troubles of the modern world</b>: destruction, war and politics, money and wealth, terrorism and identity</li> </ul>	<ul style="list-style-type: none"> <li>• smoothed and stroked / and thinned to be transparent</li> <li>• Paper that lets the light / Shine through</li> <li>• An architect could use all this</li> </ul>
<b>The Emigrée</b> (1993) Carol Rumens	<ul style="list-style-type: none"> <li>• <b>Repetition</b> of the unnamed <i>they</i> suggests menace and oppression</li> <li>• The poem is written as a <b>soliloquy</b>, with the poet musing to herself</li> <li>• Longer, lyrical sentences which describe the remembered city <b>contrast</b> with shorter, terser sentences for the current situation</li> <li>• <b>Repetition</b> of <i>sunlight</i> shows the importance of light and as a symbol of freedom, contrasting with metaphors of isolation</li> </ul>	<ul style="list-style-type: none"> <li>• The poet is based on modern examples of <b>emigration</b>, where people have to flee their homes because of war, corruption, tyranny, or dictatorship</li> </ul>	<ul style="list-style-type: none"> <li>• It may be at war, it may be sick with tyrants / but I am branded by an impression of sunlight</li> <li>• They accuse me of absence. They circle me. / They accuse me of being dark in their free city</li> </ul>
<b>Kamikaze</b> (2007) Beatrice Garland	<ul style="list-style-type: none"> <li>• <b>Italics</b> are used to show direct speech, adding to the impact of the mother's words</li> <li>• <b>Colour Imagery, similes, and metaphors</b> suggest the vibrancy of life that the pilot did not want to lose</li> <li>• Four generations are <b>paralleled</b> and <b>contrasted</b></li> </ul>	<ul style="list-style-type: none"> <li>• Kamikaze were <b>suicide attacks</b> made by Japanese soldiers in WWII, where aircraft deliberately crashed into military targets like warships</li> </ul>	<ul style="list-style-type: none"> <li>• dark shoals of fish flashing silver as their bellies</li> <li>• one-way journey / Into history</li> <li>• which had been the better way to die</li> </ul>



## English Literature: Poetry Knowledge Organiser (Anthology and Unseen Poetry)

	Subject terminology	Definition
1	Simile	A comparison made using the words 'like' or 'as'
2	Metaphor	A comparison – made directly or indirectly – without using 'like' or 'as'
3	Personification	Giving human characteristics to something which is not human
4	Onomatopoeia	Words which attempt to imitate sounds
5	Alliteration	A repetition of consonant sounds
6	Plosive	'b,' 'p,' 't' and 'd' sounds – which can be harsh, aggressive or shocking
7	Sibilance	Repeated 'S' sounds – most often caused by 's' 'ss' and 'c.' These can be harsh, smooth or sickly
8	Assonance	A repetition of vowel sounds
9	Anaphora	A repetition of words, phrases or clauses
10	Juxtaposition	Two things being placed close together for contrasting effect
11	Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense, e.g. 'friendly fire'
12	Semantic field	A set of words relating to the same topic. 'Foul' and 'Shot' would appear in the semantic field of sports
13	Antithesis	Placing contrasting ideas together
14	Ambiguity	A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one
15	Cliché	An overused phrase or saying
16	Hyperbole	Exaggeration
17	Irony	A use of words to mean something very different from what they appear to mean

18	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (internal rhyme)
19	Couplet	A pair of rhyming lines which follow on from one another
20	Stanza	A group of lines separated from others in a poem
21	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line
22	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation
23	Blank verse	Poetry written in non-rhyming, ten syllable lines
24	Dramatic monologue	A poem in which an imagined speaker address the reader
25	Elegy	A form of poetry which is about the death of its subject
26	End-stopped	A line of poetry ending in a piece of punctuation which results in a pause
27	Lyric	An emotional, rhyming poem, often describing emotions
28	Parody	A comic imitation of another writer's work
29	Quatrain	A four-line stanza
30	Sestet	A six-line stanza
31	Sonnet	A fourteen-line poem with a clear rhyme scheme, usually on the topic of love for a person, object or situation
32	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech
33	Metonymy	A related item or attribute is used to replace the word normally used, e.g. 'suit' used to replace businessman
34	Pathetic fallacy	When a character's feelings, thoughts or emotions are displayed through the environment around them, e.g. when a character is depressed and it is raining
35	Persona Narrative voice	The voice/speaker of the poem who is different from the writer
36	Protagonist	The main character in a poem
37	Volta	A turning point in the line of thought or argument in poem



# GCSE Economics- Year 11- International Trade and the Global Economy

1

International Trade	
Exports	Goods and services sold abroad
Imports	Goods and services bought from abroad
International trade	The exchange of goods and services between countries
European Union	An economic & political group that have free trade with each other
Free Trade Agreement	Free movement of goods and services between countries without any restrictions

2

Balance of Payments (BoP)	
Balance of Payments	The record of all financial transactions between one country and the rest of the world
Current Account	The record of trade in goods and services, income flows and transfers between one country and the rest of the world
Income Flows	Earnings on investments abroad
Transfers	The transfer of money without any requirement of payment
Current Account Surplus	Exports and inflow of income > Imports and outflows of income
Current Account Deficit	Imports and outflow of income > Exports and inflows of income
Calculating Balance of Payments	Trade in goods + Trade in services + Income flows + Transfers

3

Causes for UK BoP Deficit	
1	UK exports to EU have fallen due to weaker EU economies
2	Higher UK incomes means higher demand for imports into UK

4

Problems of BoP Deficit	
1	Might reflect falling demand for domestic goods = higher UK unemployment
2	Could be due to low productivity in economy
3	Increases the debt of a country as outflows > inflows
Advantages of BoP Deficit	
1	Reduces inflation due to decreasing total demand
2	Reduces exchange rate = increases international competitiveness of UK goods

5

Advantages of BoP Surplus	
1	Might reflect rising demand for domestic goods = lower UK unemployment
2	Decreases the debt of a country as inflows > outflows
Problems of BoP Surplus	
1	Increases inflation as exports > imports
2	Leads to a rise in exchange rate = lowers international competitiveness of UK goods

6

Causes of BoP Surplus (Exports > Imports)	
1	Products are high quality & cheap = higher foreign demand
2	Low domestic growth = people in UK demand fewer imports
3	Fall in exchange rate
Causes of BoP Deficit (Imports > Exports)	
1	Structural problems in economy, e.g. poor quality goods, high prices
2	Falling incomes overseas = lower exports
3	Rise in exchange rate

7

Exchange Rates	
Exchange Rate	The price of one currency in terms of another
Rise in Exchange Rate	The price of a currency increases in terms of another currency, e.g. if the £ increases from £1:\$1 to £1:\$2, you need more \$ to buy the same amount of £
Fall in Exchange Rate	The price of a currency decreases in terms of another currency, e.g. if the £ decreases from £1:\$2 to £1:\$1, you need less \$ to buy the same amount of £

8

Factors Affecting Exchange Rates	
1	UK goods become more desirable due to lower prices in UK
2	Incomes rise abroad = higher demand for UK goods = higher demand for Pound
3	Interest rates rise in UK as foreign investors would want to save in UK banks to benefit from higher interest rate returns
4	UK becomes more attractive for foreign investment due to lower corporation tax or higher productivity

9

Currency Conversion	
Convert £ into \$	£ amount X \$ exchange rate
Convert \$ into £	\$ amount / \$ exchange rate

10

Globalisation	
Globalisation	Expansion of world trade in goods and services leading to greater international inter-dependence
Causes of Globalisation	Improvement in transportation, worldwide foreign investment and improved technology
Measuring Development	GDP per capita, life expectancy, access to healthcare, technology, education

1) Important key structures PRESENT TENSE		Je faisais	I used to do	3) Time phrases		5) Poverty and Social Issues		Les déchets	Rubbish
		J'allais	I used to go	Depuis + time	For ____ (time)	Ameliorer la société	To improve society	Le niveau de mers	Sea levels
Je suis	I am	Je voulais	I used to want	Il y a + time	(Time) ago	Être benévole	To be a volunteer	Le verre	Glass
J'ai	I have	Je pouvais	I could	Avant	Before	Avoir les moyens	To have the means	Le métal	Metal
Je fais	I do	Je devais	I used to have to	À cet époque	At this time	Les dons publiques	Public donations	Les habitats	Habitats
Je vais	I go	J'allais	I used to go	De nos jours	Nowadays	Avoir besoins de	To need	Réduire le pollution	Reduce pollution
Il y a	There is	C'était	It was	Au début	At the beginning	La nourriture	Food	Éteindre	To turn off / down
Je veux	I want	FUTURE SIMPLE "WILL"		D'abord	First of all	Sans abri	Homeless	La lumière	The light
On veut	we want	Je serai	I will be	Ensuite	Then	Les SDF	The homeless	Augmenter	To increase
Je peux	I can	J'aurai	I will have	Puis	Then	Soigner les gens	To care for people	Nettoyer	To clean
On peut	We can	Il sera	It will be	Après ça	After that	Une association	An organisation	Éviter	To avoid
Je dois	I must	Je ferai	I will do	Enfin	Finally	Cariatative	Charitable	Le chauffage	The heating
On doit	We must	J'irai	I will go	Premièrement	Firstly	Une manifestation	A demonstration	8) Job Roles	
Il faut	It's necessary	Il y aura	There will be	Deuxièmement	Secondly	Le colis alimentaire	Food parcel	Prendre en charge	To take responsibility
CONDITIONAL "WOULD"		Je voudrai	I will want	4) School and Post 16		Les conseils de	Advice on	Accueillir	To welcome
Je serais	I would be	Je pourrai	I will be able to	Être à l'heure	To be on time	Le loyer	Rent	S'occuper de	To take care of something
Il serait	It would be	Je devrai	I will have to	Harceler les élèves	To harass students	Les factures	Bills	Maitriser	To master
J'aurais	I would have	On pourra	We will be able	Les élèves	Students	Les dettes	Debt	Se débrouiller	To get on with
Je ferais	I would do	On sera	We will be	Le lycée	Secondary school	6) Staying in Shape		Embaucher	To give a permanent job
J'irais	I would go	On aura	We will have	Le contrôle	Test	Être en forme	To be in shape	Être embauché	To be taken on permanently
Il y aurait	There would be	2) Important Words		Les autres	The others	S'alimenter	To eat	Être en chômage	To be unemployed
Je voudrais	I would want	Chez moi	At mine	Mâcher	To chew	Être stressé	To be stressed	Une lettre de motivation	A covering letter
Je pourrais	I could	Chaque	Every	Faire les bêtises	To make mischief	S'inquieter	To worry	Faire une demande	To apply for a job
On pourrait	We could	En bas	Below	Les langues vivantes	Modern languages	Sain/malsain	Healthy/unhealthy	Un entretien	An interview
Je devrait	I would have to	En haut	Above	Un comptable	Accountant	S'entraîner	To train	L'emploi	A job / role
On devrait	We would have to	Loin de	Far from	La loi/le droit	Law	Avoir sommeil	To be sleepy	Être renvoyé	To be fired
Ce serait	It would be	Tout droit	Straight on	Rencontrer les gens	To meet people	Se sentir l'aise	To feel at ease	Les horaires	The hours
PAST TENSE		Tout pres	Nearby	Être apprenti	To be an apprentice	Faire un regime	To go on a diet	Travailler seule	To work alone
J'ai été	I had been	Entre	Between	La formation	Training	Se détendre	To relax	Travailler en equipe	To work in a team
Il a été	It had been	En face de	Facing	Être salarié	To be paid	Des produits bios	Organic products	Organisé	Organised
J'ai eu	I had had	A travers de	Across from	Aider les autres	To help others	Devenir accro	To become addicted	Enthousiaste	Enthusiastic
J'ai fait	I did	Au bout de	At the bottom of	Reussir	To succeed	La souffle	Breath	Trouver un post	To find a role
Je suis allé	I went	Autour de	Around	Être diplômé	To have a degree	7) The Planet		Une carriere en	A career in
Il a eu	He had had	Dehors de	Outside of	La fac/ la faculté	Uni / university	Les inondations	Floods	Les loisirs	Leisure
J'ai voulu	I had wanted	Au fond	At the end	Une année sabbatique	A gap year	La secheresse	Drought	L'industrie	Industry
J'ai pu	I had been able	Au mileu	In the middle	La journée	The day	Les incendies	Fire	La restauration	Food
J'ai dû	I had to	Jusqu'a	Until	Quitter le lycée	To leave school	Les glaciers fondent	The glaciers melt	La comptabilité	Accountancy
THE IMPERFECT "WAS" "USED TO"		Quartier	Area	Ce printemps	This spring	De la plantation	Of the planet	Mon rêve serait	My dream would be
J'étais	I was	L'endroit	The place	Cet hiver	This winter	L'effet de serre	Greenhouse effect	Un metier	A job
J'avais	I used to have	La place	Space / square	Cet été	This summer	Les embouteillages	Traffic jams	Bien / mieux payé	Well / better paid
Il y avait	There used to be	Dédans	Inside	Le bac	A levels	Une manque d'eau	A lack of water	Etre renvoyé	To be fired

1) <i>General Opinions</i>		5) <i>Connectifs</i>	<i>Connectives</i>	7)	<i>Positive Adjectives</i>	9)	<i>Negative Adjectives</i>
Je crois que	I believe that	Aussi/en plus	Also	Merveilleux	Marvellous	Montone	Boring
Je vois que	I see that	Pourtant	However	Formidable	Wonderful	Penible	Annoying / heavy
Je dirais que	I would say that	Toutefois	However	Incroyable	Unbelievable	Barbant	Boring
Je pense que	I think that	Malgré	Despite	Chouette	Great	désagradable	Unpleasant
Selon moi / quant a moi	From my point of view	Néanmoins	Although	Divertissant	Entertaining	Enervant	Annoying
Sans doute	Without a doubt	De l'autre coté	On the other hand	Unique	Unique	Agacant	Stressful
Quant à moi	In my opinion	D'un coté D'autre coté	On the one hand... on the other hand	Extraordinaire	Extraordinary	Ridicule	Ridiculous
<b>2) Opinions</b>	<b><i>Expressing Feelings</i></b>			Fascinant	Fascinating	Dangereux	Dangerous
Ça m'inquiète	It worries me	Par la suite	Therefore	Impresionant	Impressive	Deprimante	Depressing
J'ai besoin de	I need	Donc	So	Passionant	Exciting	Impossible	Impossible
Ça m'énerve	It gets on my nerves	A cause de	Due to	Fabuleux	Fabulous	Bête	Silly
J'en ai marre de	I'm fed up of	Cependant	However	Agréable	Pleasant	Inquiétante	Worrying
Je suis d'accord	I agree	Malheureusement	Unfortunately	Utile	Useful	Nul	Rubbish
<b>3) Opinions pour L'avenir</b>	<b><i>Opinions for the Future</i></b>	Heureusement	fortunately	Sympa	Nice	Inutile	Useless
Je veux	I want	Egalement	Equally	Gentil	Kind	Casse-pieds	A pain
J'espère	I hope	Par exemple	For example	<b>8)</b>	<b><i>Positive Reasons</i></b>	<b>10)</b>	<b><i>Negative Reasons</i></b>
J'ai envie de	I feel like	En faite	In fact	Ça me fait rire	It makes me laugh	Ça me fait pleurer	It makes me cry
J'aimerais	I would like	Apart de	Apart from	Ça me detend	It relaxes me	Ça ne vaut pas la peine	It's not worth it
J'ail'intenstion de	I have the intention to	Même	Even	Ca me plait	It pleases me	Ca m'inquiete	It worries me
Ça me dit de	I fancy	Car	Because	Ça m'aide a se reposer	It helps me to relax	Ca m'inquiete	It worries me
<b>4) Opinions de Base</b>	<b><i>Basic Opinions</i></b>	Parce que	Because	Ca m'a plu	It's my passion	Ça m'inquiete	It worries me
Je sais que	I know that	Puisque	Because	Je me suis éclaté	I have a wicked time	Je m'ennuie	I get bored
Je suis pour	I am for	<b>6) Opinions avec "ce qui!"</b>	<b><i>Opinions using ce qui</i></b>	Ça me pertube	It distracts me	Ça me fatigue	It tires me
Je suis contre	I am against	Ce que j'aime le plus	What I like most	Je me sens bien	I feel good	Ca m'embete	It irritates me
Il vaudrait mieux	It would be better	Ce qui est bien / mauvais	The good / bad thing is that	C'est un défis	It's a challenge		
Je n'aime pas de tout	I don't like at all	Le meilleur / le pire est que	The best / worst thing is that				
		La chose la plus importante	The most important thing				

## Resource Management + Energy Management

### EDEXCEL A GCSE GEOGRAPHY (9-1)


A. NATURAL RESOURCES + EXAMPLES		
Biotic	Living from biosphere, e.g. plant, animal	
Abiotic	Lithosphere, atmosphere, hydrosphere, e.g. minerals & soil, sunlight, water	
Renewable	Naturally replenished, e.g. wind, sun, HEP	
Non-renewable	Formation takes millions of years, e.g. soil, oil, uranium, natural gas	
B. RESOURCE EXPLOITATION		
Resource	Example	Impact
Deforestation	Cameroon cleared for Palm Oil – 70,000 hct cleared	Soil erosion & biodiversity threat
Fishing	Overfishing in North Sea	Fish size from 2m to 35cm in 100yrs
Farming	Extensive monoculture changes environment	Reduces biodiversity, species extinction
Fossil fuels	Oil extraction in Ecuador	18bn gallons of toxic waste in rivers – locals ☹️
C. FACTORS AFFECTING ENERGY MIX		
Population	More people = more sources needed	
Wealth	Wealthier can afford greater source mix	
Availability	UK wind power. France imports 50% energy	
D. STAKEHOLDER VIEWS		
Individual	NIMBY. Own actions. Cost of upgrading	
Organisations	Seen as sustainable, e.g. McDs lights	
Governments	World conferences sustainable policies	

EDEXCEL A GCSE GEOGRAPHY (9-1)					
E. DEVELOPING A RENEWABLE ENERGY SOURCE (WIND)			F. DEVELOPING NON-RENEWABLE ENERGY SOURCE (COAL)		
Advantages (x2)		Disadvantages (x3)		Advantages (x2)	Disadvantages (x2)
<ul style="list-style-type: none"><li>• No atmospheric pollution</li><li>• Low-price resource</li></ul>		<ul style="list-style-type: none"><li>• High cost to construct</li><li>• Unsightly – ugly</li><li>• Needs wind</li></ul>		<ul style="list-style-type: none"><li>• Generates lots of energy</li><li>• 200yrs+ of coal left</li></ul>	<ul style="list-style-type: none"><li>• Sends GHG to atmosphere</li><li>• Mining is dangerous</li><li>• Expensive to mine</li></ul>
G. IMPACTS OF ENERGY SOURCES ON PEOPLE AND THE ENVIRONMENT					
Energy Type		People		Environment	
Non-renewable	Coal	- Mining = bad health. Subsidence		- Creates CO <sub>2</sub> . Groundwater pollution	
	Oil	+ Creates local jobs - Leaks expose people to chemicals		- Oil spills = pollution - Land clearing for oil extraction	
	Gas	+ Safe = dissipates when leaked - Fracking can lead to subsidence		+ Half the emissions of coal - Can contaminate groundwater	
	Uranium	+ Produces cheap, reliable energy - Potential for radiation (Fukushima EQ)		+ Produces less CO <sub>2</sub> than burning FF - Waste is radioactive = dangerous	
Renewable	Wind	+ Generate power for thousands -Cause noise/visual pollution (NIMBY)		+ Save thousands of tonnes of CO <sub>2</sub> - Can affect bird migration	
	HEP	+ Can generate tourism = jobs - Building dams displaces people		+ Creates clean, non-polluting energy - Vegetation/forests cleared for space	
	Solar	+ More investing in solar = more jobs - Reduction in farmland for famers		- Can damage ecosystems in deserts - Constructing panels uses toxic metal	
H. ENERGY IN A DEVELOPING COUNTRY (China)			I. ENERGY IN A DEVELOPED COUNTRY (Germany)		
Contributes 29% global carbon			Plans to reduce GHG by 40% by 2022		
HEP	3Gorges Dam = same as 49m tons coal		Nuclear	Closed after Fukushima (2011)	
Solar	Solar plant in Gobi desert = powers 1m homes. Leader producer of solar		Solar	Bavaria Solarpark – reduce CO <sub>2</sub> by 100,000 tons over next 30 years	
Coal	In 2015, laws restricting coal in cities		Wind	Replacing old turbines	

### Key Terms

	Word	Definition
1	<b>Malnutrition</b>	Any condition in which the body does not receive sufficient nutrients to function properly
2	<b>Over-nutrition</b>	A condition that results either from eating too much (or eating too many) of the wrong types of food, or taking too many vitamins or other dietary supplements
3	<b>Vitamins</b>	Vitamin D in milk helps your bones. Vitamin A in carrots helps you see at night. Vitamin C in oranges helps your body heal if you get a cut. The B vitamins in whole grains helps your body make energy from food
4	<b>Minerals</b>	Just like vitamins, minerals help your body grow, develop and stay healthy. The body uses minerals to perform many different functions; from building strong bones to transmitting nerve impulses. Some minerals are even used to make hormones or maintain a normal heartbeat
5	<b>Carbohydrates</b>	The two main forms of carbohydrates are sugars (such as fructose, glucose and lactose) and starches, which are found in foods such as starchy vegetables, grains, rice, breads and cereals
6	<b>Protein</b>	When you eat foods that contain protein, the digestive juices in your stomach and intestine go to work. They break down the protein in food into basic units, called amino acids. The amino acids can then be reused to make the proteins your body needs to maintain muscles, bones, blood and body organs. Includes seafood, white-meat, milk, cheese, yogurt, eggs, beans, pork and beef
7	<b>Fats</b>	Monounsaturated and polyunsaturated fats provide essential fatty acids and fat-soluble vitamins, so they're an important part of your diet. Wherever possible, replace saturated fats with small amounts of monounsaturated and polyunsaturated fats. Good fats are found in avocados, olives, olive oil, rapeseed oil, almonds, cashews, hazelnuts, peanuts, pistachios and spreads made from these nuts
8	<b>Anaemia</b>	Anaemia is the general term for having either fewer red blood cells than normal or having an abnormally low amount of haemoglobin in each red blood cell. You need to have extra iron for this. It can make you very weak
9	<b>Coeliac Disease</b>	Intolerance to gluten which causes severe stomach pain and growth issues; gluten is found in wheat and barley
10	<b>Vegan</b>	Someone who eats no animal products at all, including no milk, eggs or cheese
11	<b>Calories</b>	The energy necessary to maintain vital bodily functions, e.g. respiration and circulation, whilst fasting and at total rest
19	<b>Antioxidants</b>	Substances that may prevent or delay some types of cell damage, such as cancer. Antioxidants are found in many foods, including fruits and vegetables and include beta-carotene, lycopene and vitamins A, C and E

### Concepts of Nutritional Health

	<b>Healthy Eating and Balanced Diet</b>  The Eatwell Plate shows us how much of different types of food we need
20	

### What Must We Eat in Our Diet

21	<b>Carbohydrates</b> Sugars, starch, bread, pasta, rice, potatoes, bananas
22	<b>Proteins</b>
23	<b>Fats and oils</b> Monounsaturates, polyunsaturates and saturates Good fats and bad fats
24	<b>Vitamins</b> A, D, E, K, B, C
25	<b>Minerals</b> Calcium, iron, sodium
26	<b>Water</b>
27	<b>Fibre</b>

### Nutritional Measures

28	<b>Body Mass Index (BMI)</b>
29	<b>Weight for height and gender</b>
30	<b>Growth charts</b>

## Topic 1: Elizabethan Government

1. Elizabeth's Popularity	<ul style="list-style-type: none"> <li>November 1558 – Elizabeth I became the Queen at 25 years old</li> <li>January 1559 – Elizabeth's <b>coronation</b> took place at Westminster Abbey</li> <li>Elizabeth used portraits to project her royal authority</li> <li>Portraits were hung in the homes of nobles to show their loyalty to the Queen</li> <li>Elizabeth travelled the country on royal progresses staying in the homes of nobles</li> <li>Royal progresses allowed Elizabeth to keep a close eye on the nobility</li> </ul>
2. The Royal Court	<ul style="list-style-type: none"> <li>Royal Court = the monarch and the people they are surrounded by</li> <li>The Royal Court was the centre of political power and travelled with the Queen on royal progresses</li> <li>Ladies in waiting were an important group as they had unlimited access to the Queen</li> </ul>
3. Factional rivalry	<ul style="list-style-type: none"> <li>Factions = rival groups competing for power</li> <li>Factions developed as members of the court competed for the Queen's attention</li> <li>Elizabeth used patronage to ensure loyalty and to stop one group becoming more powerful than the other</li> <li>Patronage = When the monarch provides a reward, e.g. land in recognition of support</li> <li>The most significant factional rivalry was between <b>Robert Dudley</b> and <b>William Cecil</b></li> </ul>
4. Privy Council	<ul style="list-style-type: none"> <li>Privy Council = selected by the Queen to provide her with advice and govern the country</li> <li>Elizabeth did not have to accept the advice of the Privy Council</li> <li>William Cecil (Lord Burghley) – Elizabeth's chief minister and served as Secretary of State</li> <li>Robert Dudley (Earl of Leicester) – Elizabeth's favourite</li> <li>Sir Francis Walsingham – responsible for Elizabeth's secret service</li> </ul>
5. Local Government	<ul style="list-style-type: none"> <li>Elizabeth relied on a body of trusted officials to maintain law and order</li> <li>Counties – the large areas of England, e.g. Kent and Essex</li> <li>Lord Lieutenant – a noble in each county that ensured laws were upheld, supervised the JPs and reported to the Queen</li> <li>Justices of the Peace (JPs) – appointed to maintain law and order at a local level and oversee court cases</li> <li>The sheriff – collected taxes, appointed juries and delivered prisoners to court</li> <li>Parish constable – carried out basic policing duties at a local level, e.g. patrolling the streets</li> </ul>
6. Parliament	<ul style="list-style-type: none"> <li>Parliament only met at the request of the Queen and was closed when not in used</li> <li>Elizabeth called just ten in her forty four year long reign</li> <li>For twenty-six years, parliament did not call because Elizabeth had not summoned it</li> <li>Parliament was made up of two bodies:               <ol style="list-style-type: none"> <li>The House of Commons – elected men from across England</li> <li>The House of Lords – non-elected men with high status, e.g. nobles and bishops</li> </ol> </li> </ul>
7. Clashes with Parliament	<ul style="list-style-type: none"> <li>Extraordinary revenue – when parliament raise taxes to provide the Queen with additional money, e.g. during times of war</li> <li>Elizabeth did not allow parliament to discuss certain topics, e.g. marriage or the succession</li> </ul>
8. Success of Elizabethan Government	<ul style="list-style-type: none"> <li>Elizabethan government was at its strongest in the 1570s and 1580s</li> <li>Elizabeth was highly effective playing the factions against each other, ensuring that she remained in control</li> <li>Local government was effective at maintaining law and order during Elizabeth I's reign</li> </ul>

## Topic 2: Lifestyles of the Rich and Poor

9. Elizabethan Society	<ul style="list-style-type: none"> <li>There was a very clear difference in the standard of living between the rich and poor</li> <li>The Great Chain of Being = that everyone had a place in society decided by God</li> <li>Approximately 20% of the population lived on the verge of starvation</li> </ul>
10. Social Hierarchy	<ul style="list-style-type: none"> <li>Nobles = incredibly wealthy and great land owning families</li> <li>Gentry = wealthy and lesser land owning families</li> <li>Lower classes = very low paid workers, e.g. farmers</li> <li>The poor = those living close to the poverty line / unemployed</li> </ul>
11. Homes - the Rich	<ul style="list-style-type: none"> <li>Homes included large glass windows, chimneys and were made of brick</li> <li>Long galleries were used for recreation, socialising and displaying portraits</li> <li>Many built large new homes to show their wealth, e.g. William Cecil's Burghley House</li> </ul>
12. Fashion - the Rich	<ul style="list-style-type: none"> <li>Clothes were made of the finest materials, e.g. silk and velvet</li> <li>Fine jewels were sewn into clothes to display wealth</li> </ul>
13. Education - the Rich	<ul style="list-style-type: none"> <li>Sons of nobles were taught by the most educated tutors at their homes</li> <li>Theology, classics and languages, e.g. French and Latin, were taught</li> </ul>
14. Homes - Lower Classes	<ul style="list-style-type: none"> <li>Small homes, such as cottages, with little more than one room</li> <li>Homes often had an earth floor and were made of timber (wood)</li> <li>The lower classes often shared their homes with their livestock (animals)</li> </ul>
15. Fashion - Lower Classes	<ul style="list-style-type: none"> <li>Poverty meant the poor couldn't afford many items of clothing</li> <li>Clothing was practical for work, not fashionable</li> </ul>
16. Education - Lower Classes	<ul style="list-style-type: none"> <li>The lower classes had little to no education – the majority were illiterate</li> <li>Some would receive basic education from their parish church (local church)</li> </ul>
17. The Poor	<ul style="list-style-type: none"> <li>Impotent poor – those genuinely unable to work and in need of support, e.g. the old</li> <li>Able-bodied poor – those capable of work but unable / unwilling to find employment</li> <li>Vagrants – unemployed people that travelled looking for charity and work</li> </ul>
18. Causes of Poverty	<ul style="list-style-type: none"> <li>Rising population – 2 million in 1558 to 4 million in 1603</li> <li>Rising inflation – wages fell but prices rose</li> <li>Rural depopulation – more competition in urban areas, e.g. towns, for work</li> </ul>
19. Early Poor Laws	<ul style="list-style-type: none"> <li>Vagrancy Act (1572) – severe punishments for vagrants</li> <li>Act for Relief of the Poor (1576) – Houses of Correction to be built in each county</li> </ul>
20. 1601 Poor Law	<ul style="list-style-type: none"> <li>1601 Poor Law acted as the foundation for poor relief</li> <li>Contributions to local poor rates were made compulsory across the nation</li> <li>Beggars were whipped and sent back to their place of birth</li> <li>Alms-houses were set-up to provide relief for the impotent poor</li> </ul>
21. Effectiveness of the Poor Laws	<ul style="list-style-type: none"> <li>The poor laws did not end poverty but did introduce a system to manage poor relief</li> <li>The laws did provide relief to many people in need</li> <li>For the first time the government was taking action to tackle poverty</li> <li>Poverty did continue to rise throughout the Elizabethan era</li> </ul>



## Topic 3: Elizabethan Entertainment

22. <b>Entertainment</b>	<ul style="list-style-type: none"> <li>Life in the Elizabethan era was hard and mortality rates were high</li> <li>Sundays and religious festivals were the only times people had away from work</li> <li>Entertainment was popular as it provided an escape from normal life</li> </ul>
23. <b>Cruel sports</b>	<ul style="list-style-type: none"> <li>Bear baiting, cockfighting and bull baiting were very popular cruel sports</li> <li>Cruel sports were popular with all members of society, especially as people would bet on the outcome</li> <li>The Bear Pit in Southwark, London could accommodate 1,000 people</li> </ul>
24. <b>Entertainment for the Rich</b>	<ul style="list-style-type: none"> <li>The rich had the wealth and leisure time to engage in a range of pastimes</li> <li>Archery, hawking and dancing were all popular forms of entertainments</li> <li>Hunting was especially popular with the nobility</li> </ul>
25. <b>The Development of Theatre</b>	<ul style="list-style-type: none"> <li>No theatres were built in London in 1559 – by 1603 there were many</li> <li>The first purpose-built theatre opened in London in 1576</li> <li>The Globe, home to Shakespeare's productions, opened in 1599</li> <li>Theatres became very popular with all members of society and attracted large numbers</li> </ul>
26. <b>Opposition to the Theatre</b>	<ul style="list-style-type: none"> <li>There were concerns that theatres could cause civil disobedience (rebellions)</li> <li>1572 – the law stated the theatre companies had to have a licence to perform a play</li> <li>Theatres had to be built outside of London's city walls</li> <li>Theatres were places of crime, e.g. pickpockets and beggars were common</li> <li>Puritans believed theatres tempted people to live sinful lives</li> </ul>

## Topic 4: The Religious Settlement

27. <b>Religious problems</b>	<ul style="list-style-type: none"> <li>When Elizabeth I took the throne in 1559 England was a country divided by religion</li> <li>Elizabeth was a moderate Protestant that wanted to heal religious divisions</li> <li>Catholics saw Elizabeth as an illegitimate Queen and had loyalty to the Pope</li> <li>Protestants wanted to undo Catholic reforms that took place before Elizabeth was Queen</li> </ul>
28. <b>The 'Middle Way'</b>	<ul style="list-style-type: none"> <li>Elizabeth adopted a 'middle way' – a way to ensure obedience and loyalty from all</li> <li>Protestantism was made the official religion of England</li> <li>A new protestant Prayer Book and the Bible in English were printed</li> <li>The structure of the church was kept the same, with bishops and archbishops</li> <li>Catholics would be fined for not attending church, rather than persecuted</li> </ul>
29. <b>1559 legislation</b>	<ul style="list-style-type: none"> <li>Act of Supremacy – Elizabeth was made 'Supreme Governor of the Church of England'</li> <li>The clergy (churchmen) had to swear the Oath of Supremacy</li> <li>Act of Uniformity – all churches were to hold the same services</li> <li>Everyone had to attend church on Sunday or pay a fine</li> <li>Royal injunctions were sent out to ensure the clergy were following the acts</li> </ul>
30. <b>Reactions to the Settlement</b>	<ul style="list-style-type: none"> <li>250 priests out of 9,000 refused to swear the Oath of Supremacy</li> <li>Bishops that were strict Catholics resigned</li> <li>Philip II of Spain and the Pope hoped the changes were temporary and did not act against the settlement</li> </ul>
31. <b>Success</b>	<ul style="list-style-type: none"> <li>In the first ten years of Elizabeth's reign her 'middle way' was accepted by the majority</li> <li>Religious upheaval and persecution was brought to an end</li> <li>Opposition from extreme groups remained, e.g. Puritans and Recusants</li> </ul>

## Topic 5: The Religious Settlement

32. <b>Early Tolerance</b>	<ul style="list-style-type: none"> <li>For the first ten years of Elizabeth's reign, tolerance was shown towards Catholics</li> <li>Fear of rebellion from powerful Catholic nobles was one reason for tolerance</li> <li>The constant threat of foreign invasion was another reason for tolerance towards Catholics</li> </ul>
33. <b>Mary, Queen of Scots</b>	<ul style="list-style-type: none"> <li>1568 - arrived in England after a forced abdication from Scotland</li> <li>Mary was a devout Catholic with a claim to the throne of England</li> <li>Some Catholics saw Mary as the legitimate Queen of England</li> </ul>
34. <b>Rebellion of the Northern Earls</b>	<ul style="list-style-type: none"> <li>1569 – a force of 4,600 men began a rebellion against Elizabeth in Durham (north England)</li> <li>Led by the Earls of Northumberland and Westmoreland</li> <li>The aim was to depose Elizabeth and replace as Queen with Mary, Queen of Scots</li> <li>The rebellion failed – both the earls were executed and over 400 rebels were hanged</li> <li>The Council of the North was established led by the Earl of Huntington, a Puritan</li> </ul>
35. <b>Papal Bull</b>	<ul style="list-style-type: none"> <li>1570 – Pope Pius V issued a Papal Bull which excommunicated Elizabeth</li> <li>Elizabeth was referred to as a heretic and 'servant of wickedness'</li> <li>Catholics were freed from any loyalty to Elizabeth and encouraged to remove her</li> <li>1571 – The Treason Act made refuting Elizabeth's authority a crime punishable by death</li> </ul>
36. <b>Ridolfi Plot</b>	<ul style="list-style-type: none"> <li>1571 – plot organised by Ridolfi, a merchant from Florence (Italy)</li> <li>It planned for a Spanish army to land in England and overthrow Elizabeth and replace her with Mary as Queen</li> <li>Ridolfi and De Spes (the Spanish ambassador) were expelled from the country</li> </ul>
37. <b>Throckmorton Plot</b>	<ul style="list-style-type: none"> <li>1583 – Francis Throckmorton (an English Catholic) plotted to depose Elizabeth</li> <li>It planned for French and Spanish forces to land in England backed by money from the Pope</li> <li>Throckmorton was discovered, tortured and executed</li> <li>Mary was moved to a more secure location, Tutbury Castle and was not allowed visitors</li> </ul>
38. <b>Babington Plot</b>	<ul style="list-style-type: none"> <li>1586 – Anthony Babington planned to free Mary from captivity and assassinate Elizabeth</li> <li>Letters using a cipher code were sent between Mary and Babington</li> <li>Walsingham and his network of spies uncovered the letters which proved Mary's guilt</li> <li>Babington and six other plotters were executed</li> </ul>
39. <b>Trial of Mary</b>	<ul style="list-style-type: none"> <li>October 1586 – Mary was put on trial for conspiracy against the Queen</li> <li>Mary was found guilty of 'imagining and encompassing her Majesty's death'</li> <li>Elizabeth initially refused to sign the death warrant but eventually did so in 1587</li> <li>8<sup>th</sup> February 1587 – Mary was executed at Fotheringhay Castle</li> </ul>
40. <b>Recusants</b>	<ul style="list-style-type: none"> <li>Recusants = Catholics that refused to accept the religious settlement</li> <li>Seminary priests = Catholic priests trained in Europe to re-establish Catholicism in England</li> <li>Jesuits = European Catholics that swear an oath of loyalty to the Pope</li> <li>1568 – A Catholic training college was set up in Douai</li> <li>438 seminary priests were sent to England</li> </ul>
41. <b>Dealing with Recusancy</b>	<ul style="list-style-type: none"> <li>1581 – increased fine of £20 for recusants</li> <li>1581 – attempts to convert people to Catholicism made a treasonable crime</li> <li>1585 – all Jesuit and seminary priests ordered to leave the country or face death</li> <li>98 priests sentenced to death</li> </ul>

## Topic 6: The Spanish Armada

42. <b>Philip II of Spain</b>	<ul style="list-style-type: none"> <li>Philip II of Spain – King of Spain, which was the most powerful nation in the world</li> <li>Philip was a devout Catholic and saw it as his mission from God to remove Protestantism</li> <li>Spanish Inquisition = Spain's plan to find heresy and destroy it</li> <li>The execution of the Catholic Mary Queen of Scots push Philip to launch an armada</li> </ul>
43. <b>Rebellion in the Netherlands</b>	<ul style="list-style-type: none"> <li>The Netherlands were a possession of Catholic Spain</li> <li>1566 – Dutch Protestants rebelled against Spanish rule</li> <li>Duke of Alba sent with 10,000 Spanish troops to ruthlessly put down the rebellion</li> <li>1,000 Protestants rebels were burnt to death</li> </ul>
44. <b>Elizabeth and Dutch Protestants</b>	<ul style="list-style-type: none"> <li>1575 – a second rebellion in the Netherlands caused the country to split</li> <li>The south made peace with Spain, the north rejected Spanish rule</li> <li>1584 – William of Orange (leader of the Dutch Protestants) was assassinated</li> <li>1585 – Treaty of Nonsuch – Elizabeth promised to protect the Dutch Protestants</li> <li>Earl of Leicester was sent to the Netherlands with 5,000 troops</li> </ul>
45. <b>English Privateers</b>	<ul style="list-style-type: none"> <li>Privateers = a ship and crew paid by the government for a specific purpose</li> <li>1570s &amp; 1580s – Elizabeth secretly encouraged English privateers to attack Spanish ships</li> <li>Sir Francis Drake – England's most well known privateers sailed on '<i>The Golden Hind</i>'</li> <li>Between 1577 and 1580 Drake took Spanish treasures back to England worth £140,000</li> </ul>
45. <b>Philip's Plan</b>	<ul style="list-style-type: none"> <li>Armada – a collection of war ships</li> <li>1586 – Philip ordered the construction of an armada</li> <li>The armada would set sail from Lisbon and anchor off the coast of Calais</li> <li>The Duke of Parma would then join from the Netherlands with 17,000 troops</li> <li>Spanish forces would then invade England and depose Elizabeth</li> </ul>
47. <b>Attack on Cadiz</b>	<ul style="list-style-type: none"> <li>April 1587 – Drake attacked a Spanish fleet gathered in Cadiz harbour</li> <li>Important timber supplies used for the construction of barrels were also destroyed</li> <li>Drake's attack 'singd the King of Spain's beard' and delayed the Armada for a year</li> </ul>
48. <b>Weaknesses in Philip's Plan</b>	<ul style="list-style-type: none"> <li>Philip ignored advice to delay the launch of the armada</li> <li>The Duke of Medina Sidonia was chosen to lead the armada – he was inexperienced and easily seasick</li> <li>After it set sail the armada was hit by a storm and had to seek refuge to repair the ships</li> </ul>
49. <b>Threat posed</b>	<ul style="list-style-type: none"> <li>England's land forces were weak and did not know where the Spanish might have landed</li> <li>English soldiers were inexperienced and poorly equipped</li> <li>Spanish fleet consisted of 130 galleons (large war ships) compared to England's 54 ships</li> </ul>
50. <b>The course of the Armada</b>	<ul style="list-style-type: none"> <li>29<sup>th</sup> July 1588 – the Armada was sighted off the coast of Cornwall</li> <li>The Armada sailed in a crescent formation making it hard for English ships to attack</li> <li>6<sup>th</sup> August 1588 – the Armada anchored off the coast of Calais</li> <li>The Duke of Parma's forces were delayed and not ready to meet the Armada</li> </ul>
51. <b>The course of the Armada</b>	<ul style="list-style-type: none"> <li>The English used fireships to force the anchored Armada to break their formation</li> <li>The Spanish ships were forced to cut their anchor chains in a hasty escape</li> <li>8<sup>th</sup> August 1588 – Battle of Gravelines was a key turning point with 1,000 Spanish killed</li> <li>Strong winds pushed the Spanish north around the coast of Scotland</li> <li>Many ships were shipwrecked because of winds – 25 off the coast of Ireland</li> <li>Of the 130 original ships, only 67 made it back to Spain</li> </ul>

## Topic 7: The Puritan Threats

52. <b>Puritans in England</b>	<ul style="list-style-type: none"> <li>Puritans = radical / extremist Protestants</li> <li>Wanted to rid the church of all Catholic associations and follow a 'pure' worship</li> <li>Forced to leave England due to persecution when it was a Catholic nation</li> <li>Returned to England when Elizabeth became Queen and wanted more Puritan reforms</li> </ul>
53. <b>Puritan Beliefs</b>	<ul style="list-style-type: none"> <li>Opposed religious practices not mentioned in the Bible</li> <li>Strongly disagreed with decorations and candles inside churches</li> <li>Did not believe that bishops should be included in the church hierarchy</li> <li>Opposed gambling, swearing, drunkenness and the theatre</li> </ul>
54. <b>Types of Puritans</b>	<ul style="list-style-type: none"> <li>Moderate – accepted the Religious Settlement, but hoped for more Protestant reforms</li> <li>Presbyterians – wanted to abolish bishops and create committees of elders elected by the congregation of each church</li> <li>Separatists – wanted to break away from the national church and allow each church to be independent</li> </ul>
55. <b>Vestment Controversy</b>	<ul style="list-style-type: none"> <li>Archbishop of Canterbury – the most senior member of the clergy (churchmen)</li> <li>Vestments = robes worn by priests during church services</li> <li>1566 – Matthew Parker (Archbishop of Canterbury) published his Book of Advertisements</li> <li>Parker gave rules for conducting church services and wearing vestments</li> <li>37 priests refused to wear vestments - a challenge to Elizabeth's authority</li> <li>All priests who refused were dismissed from their posts</li> </ul>
56. <b>Thomas Cartwright</b>	<ul style="list-style-type: none"> <li>Thomas Cartwright – Professor of Divinity at Cambridge University</li> <li>1570 – Cartwright began lecturing on a Presbyterian system of church</li> <li>His proposals were rejected and he was forced to live in exile in Geneva</li> </ul>
57. <b>John Stubbs</b>	<ul style="list-style-type: none"> <li>1579 – Stubbs published his pamphlet criticising Elizabeth for entering into marriage talks with the Duke of Anjou</li> <li>Stubbs was arrested and imprisoned for 18 months</li> <li>Elizabeth had his right hand cut off so he could never write again</li> </ul>
58. <b>Marpelate Tracts</b>	<ul style="list-style-type: none"> <li>1588-89 – anonymous pamphlets were published</li> <li>The pamphlets criticised the church and its bishops</li> <li>The pamphlets used obscene language which lost the Puritans' support</li> </ul>
59. <b>Challenges from Parliament</b>	<ul style="list-style-type: none"> <li>1571 - Walter Strickland proposed a new Book of Prayers and the banning of Vestments</li> <li>1576 – Peter Wentworth was imprisoned after complaining that MPs did not have freedom of speech</li> <li>1587 – Anthony Cope called for the abolition of bishops and the Book of Prayers; he was imprisoned as a result</li> </ul>
60. <b>Prophesyings</b>	<ul style="list-style-type: none"> <li>Prophesyings – public meetings where people discuss the Bible and practice preaching</li> <li>1576 – Elizabeth ordered Archbishop Grindal to ban prophesyings</li> <li>1583 – Archbishop Whitgift demanded uniformity and ordered prophesyings to stop</li> <li>300 members of the clergy refused and were dismissed</li> <li>1593 – Act against Seditious Sectaries – allowed for separatists to be executed and those who attended unauthorised meetings to be arrested</li> </ul>

# Year 11 Maths Foundation Knowledge Organiser

## C: Trigonometry

Hypotenuse	The longest side opposite the right angle	
Opposite	The side opposite the given angle	
Adjacent	The side between the angle and the right angle	
Function	Formula Triangle	Equation
Sin		$\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}}$
Cos		$\cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}}$
Tan		$\tan\theta = \frac{\text{opposite}}{\text{adjacent}}$

## D: Equation of a Straight Line

Equation	$y = mx + c$
Gradient	m
y-intercept	c
Gradient between $(x_1, y_1)$ and $(x_2, y_2)$	$\frac{y_2 - y_1}{x_2 - x_1}$
Parallel lines...	...have the same gradient
Midpoint	$\left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$

## E: Angles in Polygons

Sum of interior angles	$(n - 2) \times 180^\circ$
One interior angle	$\frac{(n - 2) \times 180^\circ}{n}$
One exterior angle	$\frac{360}{n}$
Interior + exterior angle	$180^\circ$

## F: Circles

	radius
	diameter
	circumference
	chord
	tangent
	sector
	arc

## G: Index Laws

$a^m \times a^n$	$a^{m+n}$
$a^m \div a^n$	$a^{m-n}$
$(a^m)^n$	$a^{mn}$
$a^{-n}$	$\frac{1}{a^n}$
$\frac{1}{a^n}$	$a^{-n}$

## H: Number

Square Numbers	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, ...
Cube Numbers	1, 8, 27, 64, 125, 216, 343, 512, 729, 1000...
Prime Numbers	2, 3, 5, 7, 11, 13, 17, 19, 23, 29, ...
Fibonacci	0, 1, 1, 2, 3, 5, 8, 13, 21, 34, ...

## I: Averages and Range

Mean	Add up all the numbers and divide by the number of numbers
Median	Put the numbers in order and find the middle number
Mode	The most common number
Range	Biggest number – smallest number

## A: Angle Facts

	Angles on a straight line add up to $180^\circ$
	Angles around a point add to $360^\circ$
	Vertically opposite angles are equal
	Angles in a triangle add up to $180^\circ$
	Angles in a quadrilateral add up to $360^\circ$
	Base angles in an isosceles triangle are equal
	Corresponding angles are equal
	Alternate angles are equal
	Co-interior angles add up to $180^\circ$

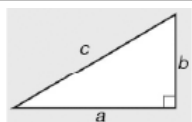
## B: Transformations

Rotation	Angle Direction Centre of rotation
Reflection	Line of symmetry
Translation	Vector
Enlargement	Scale factor Centre of enlargement

## J: Fractions, Decimals and Percentages

$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%

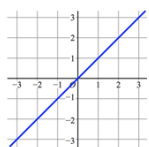
## L: Pythagoras



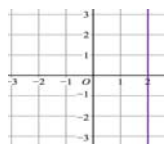
For a right-angled triangle,  
 $a^2 + b^2 = c^2$

## N: $y = x$ , $y = c$ and $x = c$

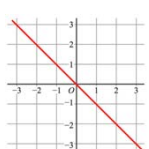
$y = x$   
 $(x, y)$   
 $(-2, -2)$   
 $(0, 0)$   
 $(3, 3)$



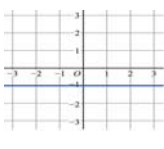
$x = 2$   
 $(2, -1)$   
 $(2, 0)$   
 $(2, 3)$



$y = -x$   
 $(y, -x)$   
 $(2, -2)$   
 $(1, -1)$   
 $(-3, 3)$



$y = -1$   
 $(-2, -1)$   
 $(0, -1)$   
 $(3, -1)$



## K: Compound Measures

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



$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$



$$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$$



## O: Conversions

km $\rightarrow$ m	$\times 1000$
km <sup>2</sup> $\rightarrow$ m <sup>2</sup>	$\times 1000^2$
km <sup>3</sup> $\rightarrow$ m <sup>3</sup>	$\times 1000^3$

m $\rightarrow$ cm	$\times 100$
m <sup>2</sup> $\rightarrow$ cm <sup>2</sup>	$\times 100^2$
m <sup>3</sup> $\rightarrow$ cm <sup>3</sup>	$\times 100^3$

cm $\rightarrow$ mm	$\times 10$
cm <sup>2</sup> $\rightarrow$ mm <sup>2</sup>	$\times 10^2$
cm <sup>3</sup> $\rightarrow$ mm <sup>3</sup>	$\times 10^3$

1 litre = ____ ml	1 l = 1 000 ml
1 litre = ____ cm <sup>3</sup>	1 l = 1 000 cm <sup>3</sup>

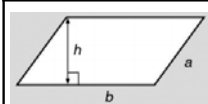
1 tonne = ____ kg	1 t = 1 000 kg
1 kilogram = ____ g	1 kg = 1 000 g
1 gram = ____ mg	1 g = 1 000 mg

## P: Area



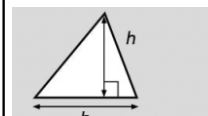
Rectangle

$$l \times w$$



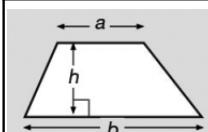
Parallelogram

$$b \times h$$



Triangle

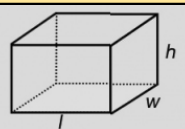
$$\frac{b \times h}{2}$$



Trapezium

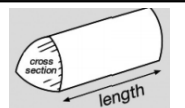
$$\frac{1}{2}(a + b)h$$

## P: Volumes



Cuboid

$$l \times w \times h$$



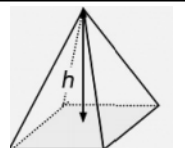
Prism

$$\text{area of cross-section} \times \text{length}$$



Cylinder

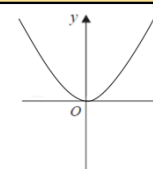
$$\pi r^2 h$$



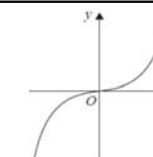
Pyramid

$$\frac{1}{3} \times \text{area of base} \times \text{height}$$

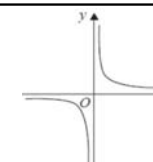
## M: Recognising Graphs



$$y = x^2$$



$$y = x^3$$



$$y = \frac{1}{x}$$

## M: Circles and Sectors

Diameter

$$\text{radius} \times 2$$

Area of a circle

$$\pi r^2$$

Circumference

$$\pi d$$

Area of a sector

$$\frac{\theta}{360} \times \pi r^2$$

Arc length

$$\frac{\theta}{360} \times \pi d$$

# Year 11 Higher Knowledge Organiser

## A: Functions

$f^{-1}(x)$	Inverse function
$f(g(x))$	Composite Function

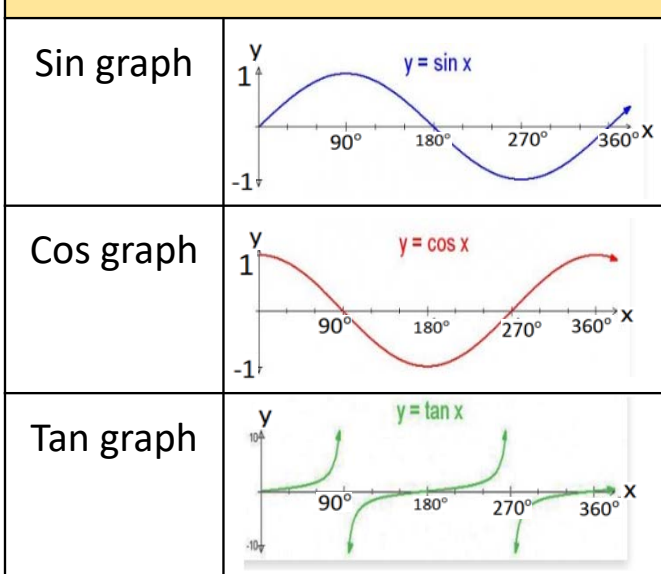
## B: Further Trigonometry

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

## C: Quadratics

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

## D: Trigonometry Graphs



## E: Exact Values

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

## F: Graph Transformations

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

## G: Quadratic Inequalities (Set 1/2)

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

## H: Proof (Set 1/2)

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

## I: Quadratic Sequences (Set 1/2)

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

Last Maths Knowledge Organiser!



## MEDIA GCSE KNOWLEDGE ORGANISER 3; ADVERTISING AND MARKETING - GALAXY TV, NHS TV & OMO PRINT AD CSPs

CONVENTIONS OF ADVERTISING		REPRESENT		MISE EN SCENE	What we see on the screen
MUSIC	An inspiring soundtrack used to engage with the audience	YEAR	2016	ELEMENTS OF MISE EN SCENE	
STRAPLINE	The slogan of the advert; the line that is repeated across a campaign	ORGANISATION	NHS	SETTING	Where the film's action takes place
CELEBRITY	The use of a star to endorse the product	PURPOSE	To increase the number of BAME blood donors	PROPS	Any movable objects in a scene
LOGO	The symbol used to represent the organisation or product advertised	FORM	Hybrid of music video and social action advert	HAIR / MAKE UP	The way a character is presented physically
ICONOGRAPHY	The look and symbols of the advert, including typography	STRAPLINE	Do something amazing, give blood	COSTUME	The clothes worn by characters
MODE OF ADDRESS	The way that the advert speaks to the audience	MOON RIVER		PROXEMICS	Positioning of people / objects on the screen
PRODUCT	Shots the show the use and purpose of the product	YEAR	2014	CINEMATOGRAPHY—SHOTS	
USP	Unique selling point — what makes the product different	ORGANISATION	Galaxy	CLOSE-UP	A shot that shows an object / person in a way that fills the screen
PERSUASIVE LANGUAGE	Language used to convince the audience of the message	PURPOSE	To increase sales of Galaxy chocolate	LONG SHOT	A shot in which the scale of the object shown is small
		FORM	Pastiche	MEDIUM SHOT	A shot between a long shot and a close up
		STRAPLINE	Why have cotton when you can have silk?	AERIAL SHOT	A moving shot from above looking down
		WOMEN'S OWN		POINT OF VIEW	A shot from the position of a character's eyes
		YEAR	1955		
		ORGANISATION	OMO		
		PURPOSE	To increase sales of OMO washing powder		
		FORM	Print (Magazine)		
		STRAPLINE	OMO adds brightness to whiteness		



## MEDIA GCSE KNOWLEDGE ORGANISER 4; FILM INDUSTRY - DOCTOR STRANGE & I, DANIEL BLAKE CSPs

KEY TERMS			BRITISH FILM CLASSIFICATION BODY		British Board of Film Classification (BBFC)	
BLOCKBUSTER		A film made with a high budget and recognisable stars	<i>Dr Strange (2016)</i>			
			DIRECTOR		Scott Derrickson	
STAR POWER		The appeal that a famous actor brings to a film	PRODUCTION COMPANIES		Marvel Studios	
			BUDGET		\$165–236.6 million	
DIRECTOR POWER		The appeal that a famous director brings to a film	BOX OFFICE TAKINGS		\$677.7 million	
GLOBALISATION		The presence and influence of (film) companies internationally	CERTIFICATE (REASONS)		12A, moderate fantasy violence, injury detail	
VERTICAL INTEGRATION		When conglomerates own companies at more than one stage of the production cycle	COUNTRIES DISTRIBUTED TO		52	
			MARKETING TIE INS		Yakult, Google Maps, Lamborghini, Merchandising (Toys etc.)	
HORIZONTAL INTEGRATION		When conglomerates own more than one company at the same stage of the production cycle	<i>I, Daniel Blake (2016)</i>			
			DIRECTOR		Ken Loach	
INDEPENDENT CINEMA		Films made outside of the big Hollywood studios	PRODUCTION COMPANIES		Sixteen Films, Wild Bunch, Why Not Productions (BFI, BBC Films)	
			BUDGET		Under £5 million	
1	PRE-PRODUCTION	Planning for production work	BOX OFFICE TAKINGS		\$15.8 million	
2	PRODUCTION	The actual making of the product	CERTIFICATE (REASONS)		15, very strong language	
3	POST-PRODUCTION	Any editing and reworking needed	COUNTRIES DISTRIBUTED TO		23	
4	DISTRIBUTION	Getting the product in to the world	MARKETING TIE INS		T-shirts	
5	EXHIBITION	Showing the product to the audience				

## MEDIA GCSE KNOWLEDGE ORGANISER 5; MUSIC VIDEOS - *I BET YOU LOOK GOOD ON THE DANCE FLOOR AND HISTORY*

MUSIC VIDEO KEY DATES AND FACTS	
HARD DAY'S NIGHT / HELP!	Two films made by the Beatles to sell albums in 1964 / 1965
TOP OF THE POPS	BBC's flagship music programme in 1964
BOHEMIAN RHAPSODY	The first number one to use a music video on TOTP in 1975
MTV	The first music TV channel in 1981
THRILLER	First music video to cost over \$1,000,000 to produce
VIMEO	Online video streaming service launched 2004
YOUTUBE	The most popular online video streaming service, launched 2005
VEVO	Video hosting service launched by record labels Universal Music Group, Sony Music Entertainment and EMI
GANGNAM STYLE	The first music video to be streamed over 1 billion times in 2013

<i>I BET YOU LOOK GOOD ON THE DANCE FLOOR</i>	
ARTIST	Arctic Monkeys
RECORD LABEL	Domino Recording Company
RELEASE	17th October 2005
ONLINE VIEWS	35 million
COPIES SOLD	Over 600,000 (Platinum)
CHART POSITION	Number 1
ALBUM	<i>Whatever People Say I Am, That's What I'm Not.</i>
<b>HISTORY</b>	
ARTIST	One Direction
RECORD LABEL	Syco
RELEASE	6th November 2015
ONLINE VIEWS	325 million
COPIES SOLD	600,000
CHART POSITION	Over 600,000 (Platinum)
ALBUM	<i>Made in the AM.</i>

## MEDIA GCSE KNOWLEDGE ORGANISER 6; RADIO -

### RADIO 1 AND BEATS 1 RADIO CSPs

RADIO INDUSTRY KEY DATES AND EVENTS		BBC RADIO 1 LAUNCH	
BBC RADIO TRADITIONAL MODEL	BBC radio began offering the home service, the light programme and the third programme (Pre-1967)	LAUNCH DATE	30th September 1967
THE MARINE BROADCASTING OFFENCES ACT	The law that made it illegal for British people to be involved in pirate radio (1967)	HOST	Tony Blackburn
BBC REFORM	BBC launched Radio 1, 2, 3 and 4, and 8 local stations (1967)	PLATFORM	Medium wave radio
SOUND BROADCASTING ACT	The law that allowed the creation of the first local commercial stations; Capita Radio and LBC (1972)	OWNER	BBC
LAUNCH OF VIRGIN 1215	The first national, commercial pop music station (1993)	FOCUS	To engage with younger listeners, and compete with the now illegal pirate radio
LAUNCH OF DAB	BBC start to broadcast in digital (1995)	FEATURES	Popular music, the 'Fun 30', studio guests, news bulletins and response to listener letters
LAUNCH OF DAB ONLY STATIONS	BBC launches stations available only to digital listeners, including 1Xtra and 6Music (2002)	BEATS 1 RADIO LONDON Music Show	
OFCOM	The organisation that regulates radio	LAUNCH DATE	30th June 2015
		HOST	Julia Adenuga
		PLATFORM	Subscription online streaming
		OWNER	Apple
		FOCUS	To promote a diverse choice of music that goes beyond the popular chart hits
		FEATURES	Promotion of up and coming indie and rap music from London, interviews and online replays and live shows

## Islam - Beliefs and Teachings

Section 1: Nature of God (Allah)			Section 2: Prophethood			Section 3: Angels			Section 5: Afterlife		
1	Tawhid	The oneness of God.	1	Risalah	The line of communication between God and His creation.	1	Malaikah	Heavenly immortal beings, God’s first creation.	1	Signs of the end of the world	<ul style="list-style-type: none"><li>The most important one will be the appearance of a man called Mahdi- the saviour from end of time events.</li><li>Other signs include: abundance of earthquakes, common killing, rejection of Islam, increase in dishonesty, nakedness and fornication.</li></ul>
2	Immanent	God is always close by.	2	Adam	The first prophet, known as father of the human race.	2	Nature of angels	Invisible and exist everywhere in the universe.			
3	Transcendent	God is beyond all things, not limited by laws of nature.	3	Ibrahim	Known as hanif. He had inner knowledge that there was only one God.	3	Jibiril	The angel of revelation to the prophets.			
4	Omniscient	God is all knowing.	4	Musa	Freed the Israelites from slavery in Egypt.	4	Mika’il	The gatekeeper of heaven.			
5	Beneficent	God is all loving.	5	Dawud	Israel’s greatest king who made Jerusalem holy for Muslims.	5	Azrail	Takes the soul at death.			
6	Merciful	God is always fair and forgives those who repent.	6	Isa	Was given the injil (Gospel).	6	Raqib and Atid	The ‘noble recorders’.			
7	Judge	On the last day God will judge the behaviours of Muslims.	7	Muhammad	Muhammad (pbuh) is seen as the perfect role model for Muslims because of the moral and prayerful way he lived his life.	7	Munkar and Nakir	The angels that will question the dead in their graves to test their faith.			
8	Creator	God is the beginning and the cause of all that exists.	8	The Revelation on the Night of Power (Laylatul Qadr)	Muhammad was spoken to by the angel Jibril and received the first revelation of the Qur’an.	8	Israfil	Responsible for blowing the trumpet on judgement day.	2	Day of judgement: test	<ul style="list-style-type: none"><li>Barzakh- where all souls are in waiting until the final trumpet blows for the Day of Judgement.</li><li>Heaven- a state of joy, happiness and peace- where the righteous will live.</li><li>Hell- a state of torment and suffering for those who failed to pass God’s test.</li></ul>
			9	Muhammad’s message	<ul style="list-style-type: none"><li>There is one true God.</li><li>We need to show thanks to God through worship.</li><li>There will be a judgement day where God will judge our lives.</li></ul>	Section 4: Keywords					
						Tawhid	Monotheism				
						Shirk	Polytheism				
						Revelation	God’s words in the Qur’an				
						Surah-	a chapter of the Qur’an				
						Akhirah	Afterlife				
			Barzakh	The waiting pace before judgement							

Key beliefs	Key quotes
<b>Nature of Allah Monotheism</b>	<ol style="list-style-type: none"> <li>1. "There is no God but Allah."</li> <li>2. "Say: He is Allah, the <b>One and Only</b>; Allah, the Eternal, Absolute; He begetteth not, nor is He begotten; And there is none like unto Him."</li> </ol>
<b>Prophethood</b>	<ol style="list-style-type: none"> <li>1. "And to every nation we have sent a messenger."</li> <li>2. '<b>Ibrahim</b> was neither a Jew nor a Christian, but he was a hanif, a Muslim [submitting to God ].</li> <li>3. 'We gave <b>Moses</b> the Book and followed him up with a succession of prophets."</li> <li>4. "We gave <b>Isa</b> signs (miracles) and strengthened him with the holy spirit."</li> <li>5. "There is no God but Allah and <b>Muhammad</b> is His last and final messenger."</li> </ol>
<b>Prophet Muhammad (pbuh)</b>	<ol style="list-style-type: none"> <li>1. "There is no God but Allah and <b>Muhammad</b> is His last and final messenger."</li> <li>2. 'Not once did I receive a revelation without thinking that my soul had been torn away.' Hadith</li> <li>3. The prophet was known as "Al-Amin" the trustworthy, for his honest and humble character.</li> </ol>

Key beliefs	Key quotes
<b>Angels</b>	<ol style="list-style-type: none"> <li>1. "Whoever is an enemy to Jibril– it is [none but] he who has brought the Qur'an down upon your heart."</li> <li>2. The prophet (pbuh) said that "Israfil is awaiting the order of blowing while He grasps the trumpet".</li> <li>3. "The Angel of Death, put in charge of you, will take your souls: then you shall be brought back to your Lord."</li> <li>4. "Noble recorders"</li> <li>5. They (Munkar &amp; Nakir) will ask "Who is your Lord? Who is your prophet? What is your Book?"</li> </ol>
<b>Qur'an</b>	<ol style="list-style-type: none"> <li>1. 'We have sent down to you the Book as clarification for all things and as guidance and mercy and good tidings for the Muslims.'</li> <li>2. "We have revealed it to you on the Night of Power."</li> </ol>
<b>Life after death</b>	<ol style="list-style-type: none"> <li>1. 'Every soul shall have a taste of death.'</li> </ol>

# Biology Topic 6: Inheritance & Evolution

(Paper 2)

1	DNA	Made of two strands, coiled into a double helix
2	Gene	A section of DNA, which codes for the sequence of amino acids within a protein
3	Genome	The entire set of genetic material in one organism
4	Human Genome Project	Worked out the entire genome of one human so: <ul style="list-style-type: none"> <li>We know which alleles cause genetic diseases</li> <li>We can better treat genetic diseases</li> <li>We can study human migration patterns</li> </ul>
5	Mitosis	A type of cell division that produces two genetically <b>identical</b> daughter cells for the growth and repair of tissues
6	Meiosis	A type of cell division that produces four genetically <b>non-identical</b> daughter cells with half of the normal number of chromosomes; these cells act as <u>gametes</u> (sperm or egg)
7	Sexual Reproduction	<ul style="list-style-type: none"> <li>Gametes produced by meiosis</li> <li>Gametes from two parents join together to create genetically different offspring</li> </ul>
8	Asexual Reproduction	<ul style="list-style-type: none"> <li>Offspring are produced by mitosis</li> <li>Offspring are <u>clones</u> (genetically identical to the parent)</li> <li>Occurs in bacteria and some animals/plants</li> </ul>
9	Chromosomes	<ul style="list-style-type: none"> <li>Human adult cells have 23 pairs of chromosomes (1 from each parent)</li> <li>Human gametes have 23 chromosomes</li> <li>Male chromosomes include XY</li> <li>Female chromosomes include XX</li> </ul>
10	Allele	A version of a gene, e.g. eye colour gene would have blue / brown alleles. Each adult has two alleles for each gene (one from each parent)
11	Dominant Allele	The allele that is expressed and can be seen in the phenotype
12	Recessive Allele	An allele that is only expressed if you have two copies of it

13	Homozygous	When a person has two of the same alleles for a particular gene, e.g. DD
14	Heterozygous	When a person has two different alleles for a particular gene, e.g. Dd
15	Genotype	The combination of alleles an individual has
16	Phenotype	An individual's characteristics
17	Cystic Fibrosis	<ul style="list-style-type: none"> <li>A disease of cell membranes</li> <li>Caused by a recessive allele</li> <li>Heterozygotes are carriers; they can pass on the allele but do not have symptoms</li> </ul>
18	Polydactyly	<ul style="list-style-type: none"> <li>Gives an individual an extra finger / toe</li> <li>Caused by a dominant allele</li> <li>There are no carriers</li> </ul>
19	Embryo Screening	Embryos are checked for genetic disorders
20	Genetic Variation	Differences caused by inheriting different genes from your parents, e.g. blood group
21	Environmental Variation	Differences caused by living conditions, e.g. accent or suntan
22	Mutation	A change in an organism's DNA
23	Evolution	Change in species to become more complex over time
24	Natural Selection	A theory explaining how evolution works, developed by Darwin: <ul style="list-style-type: none"> <li>Mutation generates variation</li> <li>There is competition (e.g. for food)</li> <li>Some are better adapted, so they are more likely to pass on the allele</li> <li>This allele becomes more widespread</li> </ul>
25	Antibiotic Resistance	Develops through natural selection, creating bacteria like MRSA. Can be prevented if: <ul style="list-style-type: none"> <li>Patients take the full course of antibiotics</li> <li>Doctors don't prescribe antibiotics for minor or viral infections</li> <li>Antibiotics are not used in agriculture</li> </ul>

26	Extinction	When no individuals of a species remain, possibly because of habitat destruction, new predators, new pathogens or increased competition, e.g. for food
27	Selective Breeding	<ul style="list-style-type: none"> <li>Select the organisms with the best characteristics, e.g. crop plants resistant to disease</li> <li>Breed them together</li> <li>Select the best offspring</li> <li>Continue breeding until all individuals have the desired characteristic</li> </ul>
28	Inbreeding	<ul style="list-style-type: none"> <li>Breeding closely related individuals together</li> <li>Reduces the amount of genetic variation in the population</li> </ul>
29	Genetic Engineering	Genes one organism are cut out using enzymes and then transferred to other organisms
30	Yield	The amount of useful product that can be produced, e.g. GM crops have a gene that makes bigger fruit, increasing yield and profit
31	Concerns about Genetic Engineering	<ul style="list-style-type: none"> <li>Genes could transfer to wild plants, creating "superweeds"</li> <li>Death of pollinating insects</li> <li>Health Effects unknown due to a lack of research</li> </ul>
32	Fossils	Remains of dead organisms from thousands of years ago. Formed by: <ul style="list-style-type: none"> <li>Replacement of bones by minerals</li> <li>Casts and impressions</li> <li>Preservation in places where no decay happens</li> </ul>
33	Classification	System developed by Linnaeus <b>Kingdom – Phylum – Class – Order – Family – Genus – Species</b> We use an organism's genus and species to give it a binomial name, e.g. <i>Homo sapiens</i>
34	Three Domain System	Developed to take into account biochemical differences. Includes three main groups: <ul style="list-style-type: none"> <li><b>Archaea</b> Primitive bacteria that live in extreme conditions</li> <li><b>Prokaryota</b> True bacteria</li> <li><b>Eukaryota</b> Including plants and animals</li> </ul>



# Biology Topic 7: Ecology (Paper 2)

1	<b>Habitat</b>	The place where an organism lives
2	<b>Population</b>	All the organisms of one species living in a habitat
3	<b>Community</b>	The populations of different species living in a habitat
4	<b>Abiotic Factors</b>	The non-living factors of the environment, e.g. light intensity
5	<b>Biotic Factors</b>	The living factors of the environment, e.g. food availability
6	<b>Ecosystem</b>	The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of the environment
7	<b>Interdependence</b>	The dependence of species on other species for things such as food, shelter and seed dispersal
8	<b>Stable Communities</b>	When the population size stays roughly constant because the species and environmental factors are in balance, e.g. tropical rainforests
9	<b>Predator</b>	An organism which kills and eats another organism (prey) for food
10	<b>Adaptation</b>	Feature or characteristics that organisms have to allow them to live in specific environmental conditions
11	<b>Structural Adaptation</b>	Features of an organisms body structure, e.g. shape or colour, which allow it to survive in its environmental conditions
12	<b>Behavioural Adaptation</b>	The way that an organism behaves which allows it to survive in its environmental conditions, e.g. migration during winter
13	<b>Functional Adaptation</b>	The mechanisms that go on inside an organism's body which allows it to survive in its environmental conditions (desert animals produce very little sweat to conserve water)

14	<b>Extremophiles</b>	Micro-organisms which are adapted to live in very extreme conditions, e.g. high temperatures in volcanic vents or high salt concentrations in salty lakes
15	<b>Producer</b>	An organism which makes its own food using energy from the sun, e.g. green plants or algae
16	<b>Primary Consumers</b>	Organisms which eat producers
17	<b>Secondary Consumers</b>	Organisms which eat primary producers
18	<b>Biomass</b>	The mass of living material in an organism
19	<b>Distribution</b>	Where an organism is found. This is affected by environmental factors
20	<b>Quadrat</b>	A square frame enclosing a known area, e.g. 1m <sup>2</sup> . It is used to measure abundance of organisms in a specific location
21	<b>Percentage Cover</b>	An estimate of the percentage area of a quadrat that is covered by a particular species of plant
22	<b>Transect</b>	A line (made using a tape measure or long piece of string) which can help to find out the distribution of organisms in a particular ecosystem
23	<b>Transpiration</b>	Evaporation of water from the stomata of plants. More water is pulled up from the roots into the xylem to replace it
24	<b>The Water Cycle</b>	The cycling of water between oceans / rivers, clouds, soil, plants, animals, etc.
25	<b>Precipitation</b>	Water which falls from the clouds, usually as rain (but sometimes snow or hail)
26	<b>The Carbon Cycle</b>	The cycling of carbon compounds between the atmosphere, organisms and rocks / fossil fuels

27	<b>Decay</b>	When compounds in dead organisms are broken down, microorganisms release the compounds back into the soil or atmosphere
28	<b>Biodiversity</b>	The variety of different species of organisms on Earth, or within an ecosystem
29	<b>Global Warming</b>	The gradual increase in the Earth's mean temperature due to increasing levels of greenhouse gases, e.g. CO <sub>2</sub> , which acts like an insulating layer
30	<b>Consequences of Global Warming</b>	<ul style="list-style-type: none"> <li>• Rise in sea levels causing floods</li> <li>• Change in distribution of organisms</li> <li>• Changes in migration patterns</li> <li>• Reduction in biodiversity</li> </ul>
31	<b>Use of Land by Humans</b>	<ul style="list-style-type: none"> <li>• Building</li> <li>• Quarrying</li> <li>• Farming</li> <li>• Dumping waste</li> </ul>
32	<b>Deforestation</b>	Cutting down forests to clear land for farming, growing biofuels or use of the wood
33	<b>Consequences of Deforestation</b>	<ul style="list-style-type: none"> <li>• Less CO<sub>2</sub> taken in</li> <li>• Less carbon locked up in trees</li> </ul>
34	<b>Peat bogs</b>	Partly-rotted plants found in waterlogged, acidic land. Lots of carbon is stored here
35	<b>Consequences of Destroying Peat Bogs</b>	<ul style="list-style-type: none"> <li>• Less carbon locked up in peat</li> <li>• Carbon dioxide released by microorganisms which decay the peat</li> <li>• Habitat destroyed</li> </ul>
36	<b>Programmes to Maintain Biodiversity</b>	<ul style="list-style-type: none"> <li>• Breeding programmes</li> <li>• Regeneration of rare habitats</li> <li>• Reintroduction of hedgerows</li> <li>• Reducing deforestation</li> <li>• Reduce waste dumped in landfill</li> </ul>
37	<b>Conflicts in Maintaining Biodiversity</b>	<ul style="list-style-type: none"> <li>• Expensive</li> <li>• Could lead to unemployment</li> <li>• Could reduce yield of food crops</li> <li>• Land is in high demand for building and agriculture</li> </ul>

# Chemistry Topics 9 & 10: Atmosphere & Resources (Paper 2)

## Evolution of the Atmosphere:

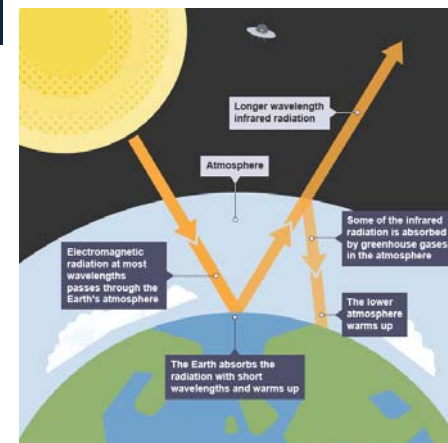
1	<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Volcanoes released carbon dioxide, water vapour and nitrogen</li> </ul>
2	<b>Phase 2</b>	<ul style="list-style-type: none"> <li>Water vapour condensed to form the oceans</li> <li>Carbon dioxide dissolved into the oceans, and some formed carbonate rocks</li> <li>Algae and plants absorbed carbon dioxide during photosynthesis</li> </ul>
3	<b>Phase 3</b>	<ul style="list-style-type: none"> <li>Photosynthesis by plants and animals also released oxygen</li> <li>Modern atmosphere contains 80% nitrogen and 20% oxygen</li> </ul>

## Climate Change:

4	<b>Greenhouse Effect</b>	<ul style="list-style-type: none"> <li>When greenhouse gases absorb long-wave radiation, keeping it in the earth's atmosphere</li> </ul>
5	<b>Global Warming</b>	<ul style="list-style-type: none"> <li>An increase in average global temperatures due to the enhanced greenhouse effect</li> </ul>
6	<b>Greenhouse Gases</b>	<ul style="list-style-type: none"> <li><b>Carbon dioxide</b> - released when fossil fuels are burned</li> <li><b>Methane</b> - released by cattle</li> <li><b>Water vapour</b></li> </ul>
7	<b>Models of Climate Change</b>	<ul style="list-style-type: none"> <li>Complicated because they contain many variables</li> <li><b>Peer reviewed</b> - checked by other scientists to ensure reliability</li> <li>Media bias may lead to speculation about their accuracy</li> </ul>
8	<b>Consequences of Climate Change</b>	<ul style="list-style-type: none"> <li>Polar ice caps melt, leading to flooding</li> <li>Changes in rainfall patterns</li> <li>More storms</li> <li>Changes in species distribution</li> </ul>
9	<b>Carbon Footprint</b>	<ul style="list-style-type: none"> <li>The total amount of greenhouse gases produced over the life-cycle of a product</li> </ul>
10	<b>Reducing Carbon Footprint</b>	<ul style="list-style-type: none"> <li>Using renewable energy resources</li> <li>Put a tax on CO<sub>2</sub> emissions</li> <li>Capture CO<sub>2</sub> and store underground</li> </ul>

## Air Pollution:

11	<b>Incomplete combustion</b>	<ul style="list-style-type: none"> <li>When a fuel is burned in insufficient oxygen, causing particulates and toxic carbon monoxide to be produced</li> </ul>
12	<b>Global Dimming</b>	<ul style="list-style-type: none"> <li>Clouds of particulates reduce the amount of sunlight that can reach the Earth's surface.</li> </ul>
13	<b>Acid Rain</b>	<ul style="list-style-type: none"> <li>Many fuels contain impurities. When the fuel is burned, sulphur dioxide is released.</li> <li>Sulphur dioxide mixes with rainwater to create acid rain.</li> <li>Acid rain kills plants and damages buildings.</li> </ul>



## Using Resources:

14	<b>Renewable resource</b>	<ul style="list-style-type: none"> <li>Can be replaced as quickly / quicker than it is used, e.g. timber</li> </ul>
15	<b>Non Renewable Resource</b>	<ul style="list-style-type: none"> <li>Used faster than it can be replaced, e.g. crude oil</li> </ul>
16	<b>Sustainable Development</b>	<ul style="list-style-type: none"> <li>Meeting needs of the existing generation without compromising needs of future generations</li> </ul>
17	<b>Reducing the Use of Resources</b>	<ul style="list-style-type: none"> <li>Glass bottles can be <b>reused</b></li> <li>Metal and glass can be <b>recycled</b></li> <li>Less energy used than making new products from raw materials</li> </ul>
18	<b>Life Cycle Assessment</b>	<ul style="list-style-type: none"> <li>An assessment of the impact of every stage of a product's life on the environment, e.g. a plastic bag</li> <li>Includes the stages of raw materials, manufacture, use and disposal</li> </ul>
19	<b>Potable Water</b>	<ul style="list-style-type: none"> <li>Water that is fit for human consumption because it has low levels of microbes and dissolved minerals</li> </ul>
20	<b>Treatment of Fresh Water</b>	<ul style="list-style-type: none"> <li><b>Filtration</b> Removes objects/particulates</li> <li><b>Sterilisation</b> Kills microbes, e.g. using chlorine gas or UV light</li> </ul>
21	<b>Desalination</b>	<ul style="list-style-type: none"> <li>Removing salt from seawater to make it potable, e.g. using reverse osmosis</li> </ul>
22	<b>Screening</b>	<ul style="list-style-type: none"> <li>Removal of large objects/grit from sewage</li> </ul>
23	<b>Sedimentation</b>	<ul style="list-style-type: none"> <li>Part of sewage treatment. Solids sink to produce sludge, leaving liquid effluent floating on top</li> </ul>

# Physics Topic 6: Waves

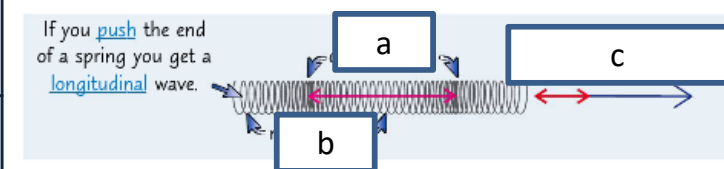
(Paper 2)

1	<b>Waves</b>	Transfer energy without transferring particles
2	<b>Longitudinal Wave</b>	A wave in which the vibrations are parallel to the direction of energy transfer, e.g. sound waves
3	<b>Transverse Wave</b>	A wave in which the vibrations at right angles to the direction of energy travel, e.g. water waves and electromagnetic waves
4	<b>Amplitude</b>	The maximum displacement of the wave
5	<b>Wavelength</b>	The distance between the same point on two adjacent waves
6	<b>Frequency</b>	The number of waves passing a certain point each second. Measured in Hertz (Hz)
7	<b>Wave Speed Equation</b>	Wave speed = frequency X wavelength (m/s)                      (Hz)                      (m)
8	<b>Absorption</b>	When a wave is absorbed by a material, the material's internal energy stores increase
9	<b>Reflection</b>	<ul style="list-style-type: none"> <li>When a wave hits a surface and is sent back</li> <li>Angle of incidence = angle of reflection</li> </ul>
10	<b>Refraction</b>	When a wave enters a new material, it changes speed. This causes it to change direction, which is known as refraction
11	<b>Signal Generator</b>	Used to generate waves of a specific frequency
12	<b>Oscilloscope</b>	Used to show waves on a screen
13	<b>Ripple Tank</b>	<ul style="list-style-type: none"> <li>Can be used to study water waves</li> <li>Can mark the crests of waves on a piece of paper below the tank</li> <li>Measure distance between 10 crests and <math>\div 10</math> to find average wavelength</li> </ul>

14	<b>Leslie Cube</b>	A metal cube with different surfaces, e.g. matt black, shiny silver
15	<b>Electro Magnetic Spectrum</b>	<ul style="list-style-type: none"> <li>A group of transverse waves made by the vibration of electric and magnetic fields</li> <li>Order = RMIVUXG</li> <li>[Lowest frequency] Radio – Microwave – Infrared – Visible light – Ultraviolet – X-ray – Gamma [Highest frequency]</li> </ul>
16	<b>Properties of EM Waves</b>	<ul style="list-style-type: none"> <li>High frequency = Low wavelength</li> <li>High frequency = High energy</li> <li>High energy = Dangerous</li> </ul>
17	<b>Radio Waves</b>	<ul style="list-style-type: none"> <li>Used for communication</li> <li>TV and FM radio waves use very short wavelengths, so you must be in the line of sight of the transmitter</li> </ul>
18	<b>Microwaves</b>	<ul style="list-style-type: none"> <li>Used for communication with satellites, as they can pass through the atmosphere</li> <li>Some can be used for cooking as they cause water molecules in food to heat up</li> </ul>
19	<b>Infrared (IR) Radiation</b>	<ul style="list-style-type: none"> <li>Hotter objects give out more infrared radiation</li> <li>Used for cooking / heating</li> <li>IR cameras can detect the temperature of objects</li> </ul>
20	<b>Fibre Optic Cables</b>	<ul style="list-style-type: none"> <li>Use pulses of visible light to transmit data over long distances</li> </ul>
21	<b>Ultraviolet (UV) Waves</b>	<ul style="list-style-type: none"> <li>UV waves from the sun make us tan / burn</li> <li>Security pens use an ink that fluoresces (glows) under UV light</li> </ul>
22	<b>X-rays</b>	<ul style="list-style-type: none"> <li>Pass easily through skin, but are absorbed by bone</li> <li>Used for medical imaging, e.g. to detect broken bones</li> </ul>

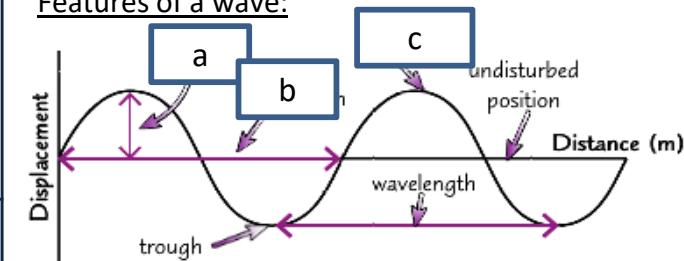
23	<b>Gamma Waves</b>	<ul style="list-style-type: none"> <li>Used for killing cancer cells / sterilising food</li> <li>Also used as a medical tracer, so the progress of an object around the body can be tracked</li> </ul>
24	<b>Ionising</b>	<ul style="list-style-type: none"> <li>These waves carry enough energy to remove electrons from atoms. Can destroy cells or cause mutations, leading to cancer, e.g. X-rays / gamma waves</li> </ul>
25	<b>Radiation Dose</b>	<ul style="list-style-type: none"> <li>A measure of the risk from radiation</li> <li>Measured in Sieverts</li> </ul>

## Longitudinal waves:



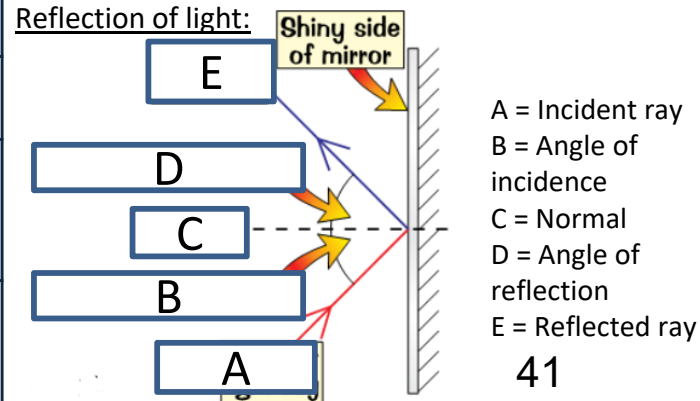
A = Compressions B = Rarefactions C = Vibrations in same direction as energy travel

## Features of a wave:



A = Amplitude B = Wavelength C = Crest

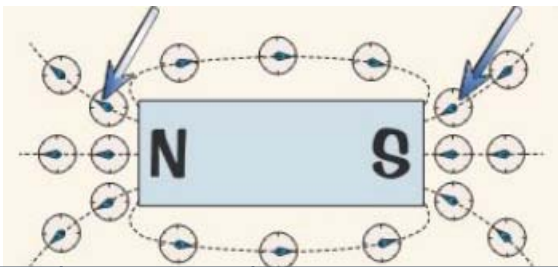
## Reflection of light:



A = Incident ray  
B = Angle of incidence  
C = Normal  
D = Angle of reflection  
E = Reflected ray

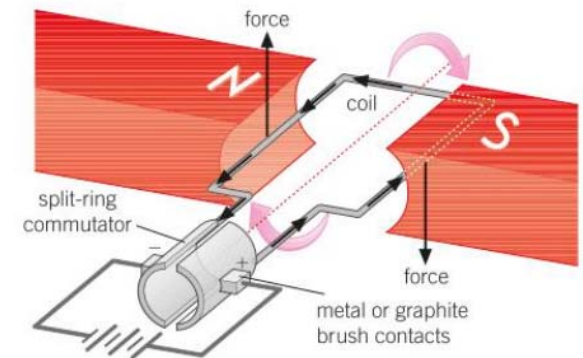
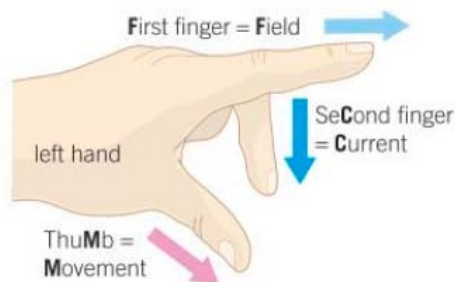
# Physics Topic 7: Magnetism & Electromagnetism (Paper 2)

1	<b>Magnetic Field</b>	A region where other magnets or magnetic materials experience a non-contact force
2	<b>Permanent Magnet</b>	Magnets which produce their own magnetic field
3	<b>Induced Magnets</b>	Magnetic materials that turn into a magnet when they are put into a magnetic field
4	<b>Magnetic Field Lines</b>	<ul style="list-style-type: none"> <li>Invisible lines which show the direction of magnetic force</li> <li>The lines always run from north to south</li> <li>The closer the lines are together, the stronger the force</li> </ul>
5	<b>Using a Compass to Draw Magnetic Fields</b>	<ul style="list-style-type: none"> <li>A compass contains a small bar magnet</li> <li>The north pole of this magnet is attracted to the south pole of other magnets near it</li> <li>Place the tail of the compass needle next to the north pole of a bar magnet</li> <li>Mark a dot at the tip of the needle</li> <li>Repeat several times until the compass reaches the south pole</li> <li>Draw a line to connect the dots</li> </ul>



6	<b>Magnetic Field From a Current-Carrying Wire</b>	<ul style="list-style-type: none"> <li>When a current flows through a wire, a magnetic field is produced around it</li> <li>The strength of the magnetic field depends on the size of the current and the distance from the wire</li> <li>The field lines run in concentric circles around the wire</li> </ul>
7	<b>Solenoid</b>	<ul style="list-style-type: none"> <li>A cylindrical coil of wire</li> <li>The magnetic field is strong and uniform</li> <li>The field lines run in the same way as a bar magnet</li> </ul>

8	<b>Electromagnet</b>	<ul style="list-style-type: none"> <li>A current-carrying solenoid with an iron core</li> <li>Its magnetic field can be turned on or off with an electric current</li> </ul>
<b>HIGHER ONLY</b>		
9	<b>The Motor Effect</b>	<ul style="list-style-type: none"> <li>A current-carrying wire is put between two magnets (magnetic poles)</li> <li>The magnetic field around the wire interacts with the magnetic field it has been placed in</li> <li>This makes the magnet and wire exert a force on each other</li> <li>This causes the wire to move</li> </ul>
10	<b>How to Increase the Force of the Motor Effect</b>	<ul style="list-style-type: none"> <li>Use a magnet with a strong magnetic field</li> <li>Increase the current passing through the wire</li> </ul>
11	<b>Calculating the Size of the Force from the Motor Effect</b>	<b>Force (Newtons) = Magnetic flux density (tesla) x Current (amps) x Length (metres)</b>
12	<b>Fleming's Left Hand Rule</b>	<ul style="list-style-type: none"> <li>First finger points in the direction of the magnetic field (from North to South)</li> <li>Second finger points in the direction of the current (from positive to negative)</li> <li>Thumb points in the direction of the force and therefore the movement</li> </ul>



13	<b>Electric Motor</b>	<p>When a current is passed through the coil it spins because:</p> <ol style="list-style-type: none"> <li>A force acts on each side of the coil due to the motor effect</li> <li>The split ring commutator reverses the current around the coil every half-turn of the coil</li> </ol>
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A. WHAT IS SOCIOLOGY?	
<b>Sociology</b>	The study of the development, structure and functioning of human society
<b>Norms</b>	Behaviour that is accepted as “normal” in a society
<b>Values</b>	Ideas which are considered important in a society
<b>Culture</b>	The shared norms, values and language of a particular group in a society
<b>Socialisation</b>	The process of learning the norms, values and culture of a society
<b>Primary Socialisation</b>	A child learning basic norms and values in early childhood
<b>Secondary Socialisation</b>	Learning society’s norms and values outside of the family
<b>Gender Socialisation</b>	Learning of behaviours as appropriate for different genders in society
<b>Agents of Socialisation</b>	Groups who teach norms and values, e.g. family, mass media
<b>Social Control</b>	The way behaviour is managed through positive and negative sanctions
<b>Agents of Social Control</b>	Groups who manage and control behaviour, e.g. police, parents
<b>Anomie</b>	A “normless” society where they don’t share norms and values

# 1. SOCIOLOGICAL APPROACH

## AQA GCSE SOCIOLOGY (9-1)

B. FUNCTIONALISM	
<b>Functionalist</b>	Sociologists who look at how and why society works as it does
<b>Social Cohesion</b>	People have shared norms and values, creating a united society
<b>Value Consensus</b>	Everyone in society agrees on the same values
<b>Organic Analogy</b>	The idea that society is like a human body. Structures are like organs, all must work for society to function
<b>Criticisms</b>	1. Ignore negative impacts of society on individuals 2. Ignore different experiences of social groups, e.g. CAGE

C. MARXISM	
<b>Marxist</b>	Sociologists who look at social class inequality in society
<b>Proletariat</b>	The lower social class who sell their labour to the bourgeoisie
<b>Bourgeoisie</b>	The highest, ruling class who own the means of production and control society. They exploit the proletariat for profit
<b>Capitalism</b>	A social system where people own companies and try to make profit
<b>Communism</b>	A social system where the government (state) owns everything and shares it equally between the people
<b>Social Class Inequality</b>	The Marxist idea that the bourgeoisie always benefit from social structures and the proletariat always suffer
<b>Criticisms</b>	1. Out of date, we now have four social classes 2. Ignores other social strata, e.g. CAGE

D. FEMINISM	
<b>Feminism</b>	Sociologists who look at gender inequality in society
<b>Patriarchy</b>	The idea that society is controlled by and benefits men
<b>Marxist Feminist</b>	Believe women are oppressed due to Capitalism
<b>Radical Feminist</b>	Believe women are oppressed due to the patriarchy in society and can be very extreme in views
<b>Liberal Feminist</b>	Believe women are oppressed due to socialisation and laws
<b>Criticisms</b>	1. Ignore that women have different experiences of society dependent on their class, age and ethnicity (CAGE) 2. Ignore progress that has been made since the feminist movement in the 20 <sup>th</sup> Century

E. INTERACTIONISM	
<b>Interactionist</b>	Sociologists who look at individual actions to explain social behaviour
<b>Labelling</b>	Giving someone a label can affect their behaviour as they’re treated according to that label
<b>Self-fulfilling Prophecy</b>	The idea that labelling can lead to a person fulfilling this label
<b>Free will</b>	The idea that people can choose how to behave and aren’t restricted by social structures

F. WEBER	
<b>Status</b>	The amount of prestige an individual has. It can be ascribed (inherited) or achieved (worked for)
<b>Power</b>	Ability to make people do things for you through force or persuasion
<b>Stratification</b>	The way society is divided into groups (class, age, gender, ethnicity - CAGE)
<b>Weber’s Four Social Classes</b>	1. Ruling class 2. White-collar workers 3. Petty bourgeoisie 4. Manual working class

G. TYPES OF SOCIOLOGISTS	
<b>Structural Theory</b>	A theory which believes social structures (family, education, CJS) control behaviour in society, e.g. Marxists, Functionalists, Feminists
<b>Action Theory</b>	A theory which believes the behaviour of an individual is determined by their own actions, e.g. Interactionist



A. RESEARCH DESIGN	
<b>Hypothesis</b>	A prediction of what will happen in the study
<b>Literature Review</b>	Reading other sociological studies on similar topic to help identify the aim of your research
<b>Pilot Study</b>	A small-scale version done before the real study to identify any issues, e.g. language in questionnaires
<b>Sampling</b>	When they can't study the whole group so a "sample" is chosen to be studied to represent this group
<b>Data Analysis</b>	Where sociologists analyse their data to identify trends and explanations
<b>Peer Review</b>	Where research is evaluated by other sociologists before publication

B. TYPES OF RESEARCH	
<b>Positivist</b>	Believe society should be studied like a science. Favours quantitative data to prove or disprove hypotheses
<b>Interpretivist</b>	Believe society should be studied by trying to gain understanding of individual decisions. Favours qualitative data to get understanding of individuals
<b>Mixed Methods</b>	Using both qualitative and quantitative data in one project
<b>Triangulation</b>	Process used to cross-check qualitative findings with quantitative findings
<b>Longitudinal Studies</b>	Studies which look at change over time by following a cohort (group) at intervals in life

## 2. RESEARCH METHODS

### AQA GCSE SOCIOLOGY (9-1)

C. PRIMARY DATA METHODS	
<b>Questionnaires</b>	1. Postal      2. Self-complete      3. Online
<b>Interviews</b>	1. Structured (set list of questions) 2. Unstructured (discussion of ideas) 3. Group (more than one participant at a time)
<b>Observations</b>	Overt (open) <b>OR</b> covert (under-cover) Non-Participant (watching) <b>OR</b> Participant (joining in)

D. SECONDARY DATA METHODS	
<b>Official Statistics</b>	Quantitative data. Government based statistics, covering whole populations, e.g. Census, crime statistics
<b>Non-official Statistics</b>	Quantitative data. Non-government based statistics gathered by large organisations, e.g. British Cohort Study (1970) by the Institute of Education
<b>Content Analysis</b>	Analysing qualitative data by categorising information from newspapers, photographs blogs, letters

E. SAMPLING	
<b>Representative</b>	The extent to which data from a sample can be generalised to the larger study group
<b>Random</b>	Randomly choosing a sample
<b>Systematic</b>	Using a system to choose a sample, e.g. every 5 <sup>th</sup> name on a list
<b>Stratified</b>	Dividing sample into groups and selecting a percentage from each group
<b>Snowball</b>	Asking one person and getting them to introduce you to more similar people

F. TYPES OF DATA	
<b>Primary</b>	Data collected by the researcher themselves
<b>Secondary</b>	Data collected for another purpose by another group
<b>Quantitative</b>	Data based on numerical data
<b>Qualitative</b>	Data based on images, words and ideas

G. RESEARCH ISSUES	
<b>Practical</b>	Time, cost, access to groups
<b>Ethical</b>	Consent, confidentiality and harm
<b>Reliable</b>	Reliable data is data the would be collected by another person and achieve the same results
<b>Valid (accurate)</b>	Valid data is data that is factually true

H. ETHICAL ISSUES	
<b>Ethical Issues</b>	Whether something is morally right or wrong
<b>Informed Consent</b>	Participants must agree (consent) to the study with full understanding of its aims
<b>Confidentiality</b>	Participant names and details will not be shared when report is published
<b>Harm (Psychological or Physical)</b>	Participants must not become distressed (upset) by your study or face any physical harm



### 3. FAMILIES

#### AQA GCSE SOCIOLOGY (9-1)

A. WHAT IS A FAMILY?	
<b>Household</b>	A person or group of people living in a house
<b>Nuclear</b>	A family with a mother, father and children. Most common family type in UK
<b>Extended</b>	Families with more than just nuclear members, e.g. grandparents, cousins
<b>Reconstituted</b>	A family created when two divorcees, marry and join families creating a step-family
<b>Lone-parent</b>	A family with only one parent. 90% of these are headed by women in 2015
<b>Single-sex</b>	Family with parents of the same sex

B. FAMILY DIVERSITY	
<b>Kibbutz</b>	A group who live together communally, e.g. 2% of Israel live in Kibbutz
<b>Commune</b>	Group who share accommodation, possessions, wealth and property, based on shared political beliefs
<b>Government Policies</b>	China's one child policy affecting birth rate and family shape
<b>Rapoport and Rapoport (1982)</b>	1. <b>Organisational</b> The way conjugal roles are divided 2. <b>Cultural</b> Cultures have different lifestyles and gender roles
<b>Five Types of Family Diversity</b>	3. <b>Life Course</b> People live in different families at different stages in life 4. <b>Cohort</b> Time period baby-boomers different views to millennials 5. <b>Social Class</b> Working class more likely to be authoritarian

C. FUNCTIONS OF THE FAMILY	
<b>Murdock's Four Functions (1949)</b>	1. Sexual 2. Reproductive 3. Educational 4. Economic
<b>Parsons' Two Functions (1956)</b>	1. Primary Socialisation 2. Stabilisation of adult personalities
<b>Criticisms</b>	1. Ignores family diversity 2. Ignores negative effects of family life, e.g. domestic violence
<b>Marxists</b>	Believe family is a structure which maintains social class inequality and benefits capitalism
<b>Zaretsky (1976)</b>	Separating genders has allowed for families to benefit from capitalism
<b>Criticisms</b>	1. Ignore that people are happy in families 2. Ignore family diversity
<b>Feminists</b>	Believe family is a structure which maintains gender inequality and benefits men
<b>Delphy and Leonard (1992)</b>	Women are exploited in family for free labour, this is continued through gender socialisation and canalisation
<b>Canalisation</b>	Channelling children's interests in toys, games and activities considered appropriate for their gender
<b>Criticisms</b>	1. Ignore families with shared power 2. Ignore class and ethnic group differences

D. CONJUGAL ROLE RELATIONSHIPS	
<b>Conjugal Roles</b>	Roles within a marriage / relationship
<b>Instrumental Role / Breadwinner</b>	Traditionally male role to provide for the family by working to earn money
<b>Expressive Role / Home-maker</b>	Traditionally female role looking after home & child
<b>Domestic Division of Labour</b>	How a couple choose to divide up household jobs (decisions, cleaning)
<b>Dual Career Families</b>	Families with two parents who work and earn money
<b>Child Rearing</b>	Bringing up children
E. CONJUGAL ROLE STUDIES	
<b>Young and Wilmott (Functionalist)</b>	Believe the "symmetrical" family had become typical
<b>Symmetrical Family</b>	Family where roles of parents are more equal, and decisions are shared
<b>Principle of Stratified Diffusion</b>	Social change (new values) starts at top social classes (middle class) and filter through to working class.
<b>Criticisms</b>	1. Men make biggest decisions 2. Women have double-burden (work and children) 3. Study considered washing up once a week as "helpful in home"
<b>Oakley (1982)</b>	Conventional nuclear family is based on traditional gender roles and puts strain on women and limits their money
<b>Criticisms</b>	1. Oakley based her study on interviews with London housewives 2. Oakley ignores satisfaction with family by women

F. PARENT-CHILD RELATIONSHIPS	
<b>Authoritative Relationships</b>	Relationships often held by working class. Children expected to do as they're told, and their opinions are less important
<b>Democratic Relationships</b>	Relationships often held by middle-class families, children's opinions are valued and involved in decision making
<b>Child-centred</b>	Families investing in their children as there's a low infant-mortality rate
<b>Pester Power</b>	The power children have to make their parents give into something
<b>Extension of Childhood</b>	Children are increasingly dependent on parents financially as they are being "protected" by laws

G. REASONS FOR DIVORCE PATTERNS	
<b>Legal Changes</b>	Divorce Reform Act -1971 Legal aid made more difficult since 2013
<b>Changing Attitudes and Values</b>	More liberal attitudes since 1960s, famous figures reducing stigma
<b>Secularisation</b>	Less religious influence = less pressure to stay married
<b>Changing Status of Women</b>	Financially dependent women are less likely to stay in empty-shell marriages
<b>Media Influence</b>	Represent marriage as "perfect", people divorce when this doesn't happen

H. IMPACTS OF DIVORCE	
<b>Structure</b>	New family relationships
<b>Distress</b>	Relationship breakdown
<b>Finances</b>	Less income = more stress
<b>Remarriage</b>	More reconstituted families

1. PURPOSE OF EDUCATION		
Functionalism	Four Functions (Durkheim)	1. Serving Economy 2. Social Mobility 3. Social Cohesion 4. Role Allocation
	Parson's Bridge	Parsons says education is a bridge between the family and the rest of society
	Universalistic Values	In school children are treated according to the same standards as everyone else, unlike at home
Marxist	Four Functions	1. Serves ruling class 2. Reproduces class inequality 3. Creates competition 4. Socialisation
	Correspondence Principle	Bowles and Gintis' idea that expectations in school and workplace correspond (are linked) to prepare students for work

2. CHANGES IN EDUCATION	
Independent Schools	Fee paying private and public schools, attended by 7% of population. Often selective in students
State Schools	Non fee-paying non-selective schools with more diversity
Tripartite System	1944 – where students sat the 11+ exam and were allocated a school based on results
Comprehensive Education	1960s – students attend their closest comprehensive school
Alternative Education	Instead of going to school, some students have home tuition. This is becoming increasingly popular (deschooling)
1988 Education Reform Act	Introduced: 1. Core subjects 2. GCSEs 3. OFSTED 4. League tables
Marketisation of Education	A market where parents could choose where to send their children to school based on league tables

## 4. EDUCATION

### AQA GCSE SOCIOLOGY (9-1)

3. CLASS AND ACHIEVEMENT		
External (home) factors	Material deprivation	Lack of money meaning students lack resources and private tuition for success
	Parental Values	Idea that working class have fatalistic attitudes from parents that they'll not be successful, so shouldn't try
	Cultural Deprivation	Idea that working class students lack the home environment and experiences for success
	Cultural Capital	Middle-class parents have better knowledge of education system and take advantage
Internal (school) factors	Setting	When students are put in different classes based on their perceived ability in subject
	Streaming	When students are put in a class based on their general ability for all subjects
	Labelling	Interactionist idea that students are given a label by teachers and this affects their behaviour and therefore students' results
	Pupil Subcultures	A group who oppose school values as a result of being labelled as failures in education

7. SOCIOLOGICAL STUDIES	
Ball (1981)	Participant observation study in south-coast comprehensive school comparing mixed ability classes and one in bands
Ball <i>et al.</i> (1994)	A study of 15 LEA (areas) comparing the impact of parent choice in schooling across the LEAs with different ethnicities and classes
Bowles and Gintis (1976)	(Marxist) Argues the role of education is to support capitalism. The correlation between school and work makes obedient workers
Durkheim (1925)	(Functionalist) Education transmits societies norms and values and create social solidarity
Halsey <i>et al.</i> (1980)	Fond evidence of social class inequalities in education (11x less likely to go to university), but only studied boys based on father's jobs
Parsons (1961)	(Functionalist) Education functions to act as a bridge between the family and society
Willis (1977)	(Marxist) Studied a group of working class boys who created a anti-school subculture and argued that rejecting school leads to working class jobs

4. ETHNICITY AND ACHIEVEMENT		
External (home) factors	Material Deprivation	More likely to face material deprivation than white peers (especially Bangladeshi & Black Caribbean)
	Parental Values	Different cultures place different emphasis on education, e.g. Chinese
	Cultural Capital	Parents from outside UK might find it hard to take advantage of system
Internal (school) factors	School Type	More likely to attend state school
	Labelling	Teacher labelling according to ethnic group stereotypes can have an affect
	Ethno-centric Curriculum	Curriculum covers white culture, so ethnic minorities may feel less valued
	Institutional Racism	Relatively high rate of fixed-term exclusion of Black-Caribbean students

5. GENDER AND ACHIEVEMENT		
Girls Improvements	Feminism	Since the 1960s Feminist movement, girls see education as a route to success and independence
	Law Changes	Equal Opportunities and Sex Discrimination Act have motivated girls to show them success
	National Curriculum	Students can no longer opt out of core subjects, giving girls and boys equal opportunities
Boys Underachievement	Feminisation of Education	Lack of role models in primary school to reduce "laddish" behaviour
	Crisis of Masculinity	The idea of a what a man "is" has changed in society leading to a lack of motivation in education
	Teacher Expectations	The idea that some teachers have lower expectations of boys, leading to a self-fulfilling prophecy
	"Laddish" Subcultures	Subcultures which see working hard as "uncool"

6. ANTI-SCHOOL SUBCULTURES	
Subculture	A smaller group within a group whose norms and values differ from mainstream society.
Counter-school Subculture	A subculture described by Willis which valued masculinity and viewed "ear'oles" as "cissy" for doing school work
Lads	The subculture who ended up in working class jobs after leaving school as a result of their counter-school subculture

## 5. CRIME AND DEVIANCE

### AQA GCSE SOCIOLOGY (9-1)

A. MEASURING CRIME	
<b>Victim Surveys</b>	Survey asking if people have been victims of crime
<b>Self-Report Surveys</b>	Surveys asking people whether they have committed crime
<b>Dark Figure of Crime</b>	Crimes not in the official statistics
<b>British Crime Survey</b>	A yearly study about crime patterns

B. FUNCTIONALISM & CRIME	
<b>Anomie</b>	When society breaks down and there is normlessness
<b>Social Cohesion</b>	Social unity, which gives a sense of belonging to society
<b>Boundary Maintenance</b>	Durkheim's idea that crime reminds people not to cross boundaries of society
<b>Strain Theory</b>	The pressure society puts on people to achieve culturally defined goals, e.g. the "American Dream"

C. STRAIN AND CRIME	
<b>Culturally Defined Goals</b>	Goals are determined by the values within culture, e.g. economic success
<b>Response One: Conformity</b>	Individual accepts the goals of success and can achieve it
<b>Response Two: Innovation</b>	Individual accepts the goals of success but they lack opportunities to succeed through legal means so turn to crime
<b>Response Three: Ritualism</b>	Individual makes their own easier goals but they accept legitimate means rigidly
<b>Response Four: Retreatism</b>	Individual rejects the goals of success and they reject legitimate means to achieve it, e.g. "drop-outs"
<b>Response Five: Rebellion</b>	Individual rejects the conventional goals of success and the means to achieve them, and replace them with alternative goals and means

D. MEDIA AND CRIME	
<b>Deviancy Amplification</b>	Mentioning behaviour draws attention to it, making it seem as if it has been amplified (there is more of it)
<b>Moral Panic</b>	When the media exaggerate an issue or group causing panic
<b>Folk Devil</b>	Group identified as threat to society

E. MARXISM ON CRIME	
<b>Materialism</b>	Belief in the value of possessions and physical comfort, e.g. cars, houses
<b>Consumerism</b>	The need to buy products
<b>Reasons for More Working Class in Prison</b>	1. Blue collar crimes are easier to see 2. Victims to pity = longer sentences 3. Cost of lawyers

F. CRIME AND SOCIAL CLASS	
<b>White Collar Crime</b>	A crime requiring a high social status to commit, e.g. embezzlement
<b>Corporate Crime</b>	Crimes committed by a company, e.g. Tesco horsemeat scandal
<b>Blue Collar Crime</b>	Physical crimes against an individual by an individual, often by working class
<b>Cohen</b>	Sociologist who argued working class boys rejected middle class culture to form delinquent subcultures
<b>Status Frustration</b>	The idea that working class boys try and fail to achieve middle class success and become frustrated with their status

G. INTERACTIONISM & CRIME	
<b>Becker</b>	Interactionist who says labelling leads to criminal and deviant behaviour
<b>Deviant Career</b>	The process by which individuals come to see themselves as deviant
<b>Labelling</b>	The process of attaching a characteristic or definition to a person or group, e.g. thief
<b>Master Status</b>	A status which overrides all of an individual's other status', e.g. "junkie" not "daughter"

H. ETHNICITY AND CRIME	
<b>Institutional Racism</b>	The way the organisations work is discriminating against an ethnic group (can be unintentional)
<b>Canteen Culture</b>	This is when lower ranks of the police force have racist, sexist and homophobic attitudes
<b>MacPherson Report (1999)</b>	Report into investigation on Stephen Lawrence murder finding the Metropolitan Police institutionally racist

I. AGE AND CRIME	
<b>Delinquency</b>	Offences and anti-social behaviour by young people
<b>Anti-Social Behaviour Order</b>	ASBO - Punishment given to teens, but often seen as status symbol. Cancelled in 2014

J. FEMINISM & CRIME	
<b>Control Theory</b>	Heidensonhn's theory that women commit less crime because their behaviour is controlled at work, home and in public
<b>Double Deviancy Thesis</b>	The idea women are treated more harshly because they break laws, and social norms (unfeminine)
<b>Chivalry Thesis</b>	The CJS treat females more leniently as they feel females need protecting
<b>Carlen</b>	Sociologist who carried out unstructured, taped interviews of 39 female offenders
<b>Class Deals</b>	The class deal offers them material rewards such as consumer goods if they work for a wage
<b>Gender Deals</b>	The gender deal offers them material and emotional rewards if they live with a husband

K. GENDER AND CRIME	
<b>Gender Socialisation</b>	Learning to behave according to their gender, e.g. socially acceptable behaviour for boys and girls
<b>Lack of Opportunity</b>	No chance to actually commit a crime
<b>Bedroom Culture</b>	Girls being supervised by their parents and spend a lot of time indoors, reducing their opportunity to commit crime
<b>Ladette</b>	Young women having more "laddish" behaviour

# 6. Social Stratification

## AQA GCSE SOCIOLOGY (9-1)

A. WHAT IS STRATIFICATION?	
<b>Social Stratification</b>	The way that society is divided into layers (strata)
<b>Ascribed status</b>	Status is given at birth, e.g. royal titles
<b>Achieved status</b>	Status is earned based on hard work
<b>Three Examples of Social Stratification</b>	1. Caste System in traditional India 2. Feudalism in Medieval Europe 3. Social Class in the UK
<b>Social Mobility</b>	The ability to move up or down the social strata
<b>Closed System</b>	No social mobility
<b>Open System</b>	Ability to move social strata
<b>Davis and Moore (1945)</b>	Stratification is necessary to fill most functionally important jobs with talented people

2. SOCIAL CLASS	
<b>Karl Marx</b>	Identified two main social classes; bourgeoisie and proletariat
<b>False Class Consciousness</b>	When proletariat are unaware that they're being exploited
<b>Lumpen-proletariat</b>	Drop-outs and criminals of society
<b>Weber's Four Social Classes</b>	1. Property Owners 2. Professionals 3. Petty Bourgeoisie 4. Working Class
<b>Market Situations (Weber)</b>	The idea that different social classes have different life chances as a result of the labour market
<b>Status vs Class (Weber)</b>	Status (power) and class (wealth) are different as people can have status without being property owners, e.g. aristocrats

3. LIFE CHANCES		
<b>Life Chances</b>		People's chance of having positive or negative outcomes in their life, e.g. education, employment, health, housing
<b>Gender</b>	<b>Glass Ceiling</b>	Invisible barrier to promotion for women
	<b>Sex Discrimination Act 2010</b>	1975. Made it illegal to discriminate based on sex and marital status
<b>Ethnicity</b>	<b>Institutional Racism</b>	The idea that an institution or company disadvantages ethnic minorities
	<b>Race Relations Act 2010</b>	Made it illegal to discriminate based on ethnicity
<b>Age</b>	<b>Ageism</b>	Age discrimination
	<b>Equality Act (2010)</b>	Protecting against age discrimination at work and access to services
<b>Other</b>		Life chances can also be affected by disability, sexuality, religion

4. AFFLUENT WORKERS	
<b>Em-bourgeoisie Thesis (1950s)</b>	Affluent working class families become middle-class in norms and values
<b>Devine (1992) Revisited</b>	Criticised Goldthorpe's (1969) Luton study. Interview 62 people; found working class lifestyles hadn't changed much
<b>Inter-generational Mobility</b>	Movement between the generations of a family when a child has a different social class to parents
<b>Intra-generational Mobility</b>	Movement of an individual between social classes over their lifetime, e.g. through promotion

5. WEALTH, INCOME AND POVERTY	
<b>Wealth</b>	Ownership of assets, e.g. houses and land
<b>Income</b>	Flow of resources revived annually/monthly
<b>Absolute Poverty</b>	When their income is insufficient to obtain the minimum to survive
<b>Relative Poverty</b>	When income is well below average so they are poor relative to society
<b>Social Exclusion</b>	When people are shut out from every day activities
<b>Low Incomes</b>	Below 60% of the median after housing costs
<b>Subjective Poverty</b>	Based on whether people see themselves as in poverty
<b>Environmental Poverty</b>	Measuring deprivation in terms of conditions such as adequate housing and air pollution
<b>Townsend (1979)</b>	Created a deprivation index including 12 items o measure relative deprivation and found 23% of the UK population lived in poverty

6. EXPLANATIONS OF POVERTY	
<b>Cycle of Deprivation</b>	Idea that people are "trapped" in poverty as they develop values which stop them from being free
<b>Murray (1996) and the New Right</b>	UK's underclass is growing rapidly as a result of welfare reform taking away incentive to work
<b>Globalisation</b>	Global economic recession between 2008-2010 led to increased unemployment, and rising fuel and food prices.

7. POWER AND AUTHORITY	
<b>Power</b>	Is based on either coercion or authority
<b>Authority</b>	When people willingly agree to do something because they see it as right
<b>Coercion</b>	Threat or use of force to ensure people obey
<b>Traditional Authority</b>	Authority based on custom and tradition, e.g. monarchy in Britain
<b>Rational-legal authority</b>	Authority based on people following set laws or rules, and obeying those enforcing them
<b>Charismatic authority</b>	Obeying a leader who they believe have extraordinary qualities and inspire them
<b>Walby (1990) on power</b>	Six Patriarchal Structures: Paid employment, household, culture, sexuality, male violence against women, the state

7. POWER AND THE STATE	
<b>Democracy</b>	People vote for leaders Rational-legal authority
<b>Dictatorship</b>	Power in hands of dictator censoring media to benefit them
<b>Proportional Representation</b>	Seats allocated according to total number of votes for each party
<b>Pressure Groups</b>	Groups who lobby (influence) governments to make decisions
<b>Pluralist view on State Power</b>	Idea that no single group dominates decision making, state is neutral
<b>Conflict view on State Power</b>	Those in powerful positions come from certain groups and make decisions to benefit them
<b>Trade Union</b>	Organisation looking after the welfare and wellbeing of workers

## Y11 Spanish – Cycle 2 – School, Work and Healthy living

1) El instituto <i>Secondary school</i>		Enfermero	Nurse	La gente en paro	Unemployed people	En la foto hay	In the photo there is
Hay que	It is necessary	Azafata	Air hostess	Recaudar fondos	To raise money	Veo	I see
Se debe	You must	Periodista	Journalist	Atender a los clientes	To deal with clients	Se puede ver	You can see
Tener que	To have to	Abogado	Lawyer	Apadrinar	To sponsor	Observamos	We see
Puedo / podemos	I can / we can	Contable	Accountant	7) ¿Llevas una vida sana?	Do you lead a healthy life?	Parece	It seems
Quiero / Queremos	I want / we want	Funcionario	Civil servant			Están comiendo	They are eating
Debo / debemos	I must / we must	Albañil	Builder			Están hablando	They are talking
Las reglas / normas	Rules	Dependiente	Shop assistant	Levantarse temprano	To get up early	Están sonriendo	They are smiling
Traer	To bring	Camarero	Waiter	Emborracharse	To get drunk	Me recuerda a	It reminds me of
Cuidar	To look after	Te permite ganar un buen sueldo	It allows you to earn a good salary	Mantenerse en forma	To keep fit	Están sentados	They are sitting down
Llegar	To arrive	Te permite viajar por todo el mundo	It allows you to travel all around the world	Entrenar	To train	Hace buen / mal tiempo	It's good / bad weather
Mantener	To keep	5) ¿Qué planes tienes? <i>What plans do you have?</i>		Dormir ocho horas	To sleep eight hours	Al fondo	In the background
2) ¿Trabajar o estudiar? <i>Work or study?</i>		Casarme	To get married	Tomar bebidas azucaradas	To have sugary drinks	A la derecha / a la izquierda	To the right / to the left
El bachillerato	A-level	Hacer una formación en	To do training in	Hacer el botellón	To do “botellón”	9) El role-play <i>Role-Play</i>	
Un título universitario	A university degree	Empezar a ganar dinero	To start to earn money	Tomar drogas duras/blandas	To take hard/soft drugs	Tipo de	Type of
Un aprendizaje	An apprenticeship	Buscar un aprendizaje	To look for an apprenticeship	Fumar cigarillos	To smoke cigarettes	Sobre	About
Prácticas laborales	Work experience	Tener hijos	To have children	Aumentar	To increase	Tu uso de	Your use of
Aprobar / suspender exámenes	To pass / fail exams	Conducir	To drive	Reducir	To reduce	El mejor / peor	The best / worst
Conseguir un trabajo	To get a job	6) ¿Te gustaría ayudar? <i>Would you like to help?</i>		Evitar el tabaco	To avoid smoking	La hora	The time
3) ¿Vale la pena la universidad? <i>Is university worth it?</i>		Una tienda con fines benéficos	A charity shop	Perder peso	To lose weight	Tus planes	Your plans
La libertad	Freedom	Una organización benéfica	A charity	Perjudicial	Harmful	Lo que	What
Conocer a gente nueva	To meet new people	Los “sin techo”	The homeless	Es un malgasto de dinero	It's a waste of money	Una actividad	An activity
Seguir estudiando	To continue studying	Los enfermos	Ill people	Engancharse	To get hooked on	Una razón	A reason
Tener deudas	To have debts	La gente mayor	Old people			El ultimo	The last
Devolver dinero	To pay back money						

# Y11 Spanish – Cycle 2 – Key structures

1) Verbos importantes	Important Verbs	Hay que + inf	It is necessary	Hago	I do	Cada vez menos	Less and less
Decir	To say	Tener que + inf	To have to	Hacen	They do	A no ser que	Unless
Dar	to give	Empezar a + inf	To start	Haces	You do	Incluso	Even
Llegar	to arrive	Deberíamos + inf	We should	Tener	To have	En lugar de / en vez de	Instead of
Empezar	to start/begin	Aprender a + inf	To learn to	Tengo	I have	A pesar de	Despite
Darse cuenta	To realise	Antes de + inf	Before	Tiene	He /she / it has	Tampoco	Nor
Disfrutar	To enjoy	Después de + inf	After	Tienen	They have	Todavía	Still
Coger	To get / catch	Espero + inf	I hope	Ser	To be	Si	If
Saber	To know	Quiero + inf	I want	Soy	I am	Ya	Already
Aprender	To learn	Dejar de + inf	To stop	Es	He/she / it is	Sin	Without
Enseñar	To teach	Poder + inf	To be able to	Son	They are	Casi	Almost
Necesitar	To need	Se debe + inf	You must	Estar	To be	Nadie	Nobody
Volver	To return	Se puede + inf	You can	Estoy	I am	Poco	Few / no many
Seguir	To continue / follow	Tengo ganas de + inf	I want	Está	He / she / it is	El mismo	The same
Querer	To want / to love			Están	They are	Demasiado	Too / too much
2) Secuenciadores		5) Preguntas		Ir		Con	With
Primero	Firstly	Qué	What	Voy	I go / I'm going	Menos	Less
Luego	Then	Cuándo	When	Vas	You go	Más	More
Después	After	Cómo	How	Van	They go	Aparte de	Apart from
Más tarde	Later on	Cuál	Which	7) Verbos en el pasado		Cada	Every
Por ultimo	Lastly	Dónde	Where	Fui	I went	Ni... ni	Neither... nor
3) Expresiones de tiempo				Fue	He / she / it was	En cambio	However
El día	Day	Por qué	Why	Era	He / she / it was	Bastante	Quite
El mes	Month	Cuánto	How much	Había	There was / there were	Ya no	No-longer
La semana	Week	Cuántos	How many	Tenía	He / she / it had	Ningún	No / not any
		A qué hora	At what time	Vi	I saw		



### (A) Classification of Skills

1	<b>Open Skill</b>	Skills that <u>are</u> affected by the surrounding environment, e.g. dribbling in football or a pass in hockey
2	<b>Closed Skill</b>	Skills that are <u>not</u> affected by the surrounding environment, e.g. a penalty in football or a tennis serve
3	<b>Basic Skill</b>	Skills that are those that are simple, require little thought and decision making, e.g. running
4	<b>Complex Skill</b>	Skills that are those that are difficult, require thought and concentration and decision making, e.g. rock climbing
5	<b>Low Organisation</b>	Skills that are easy to perform and have clear separate phases (making them easy to break down and practice), e.g. a tennis serve or the triple jump
6	<b>High Organisation</b>	Skills that are harder to do and have phases that are not clearly broken down without affecting the skill, e.g. a gold swing or tumbling in gymnastics

### (B) Types of Practice

1	<b>Massed Practice</b>	When there are little or no breaks in a session. The same skill is repeated over and over again
2	<b>Distributed Practice</b>	When there are breaks in the session providing rest periods or changes of activity
3	<b>Fixed Practice</b>	The whole movement of the skill is repeatedly practised in the same way so it becomes well learned
4	<b>Variable Practice</b>	When the same skill is repeated in different situations

### (C) Types of Feedback

1	<b>Intrinsic</b>	Feedback received is from <u>within</u> the performer, e.g. how the movement felt
2	<b>Extrinsic</b>	Feedback is from <u>outside</u> the performer, e.g. a coach telling you instructions
3	<b>Concurrent</b>	Feedback is given <u>during</u> a performance; this can be intrinsic or extrinsic
4	<b>Terminal</b>	Feedback is given <u>after</u> the performance. Sometimes it is not possible to receive feedback during a performance due to rules or the skill not being suitable

### (D) Values of Goal Setting

1	<b>Increased</b>	Motivation and feel-good factor, focus, standard
2	<b>Improved</b>	Monitoring of progress, planning of training sessions (due to focus)

### (E) SMART Targets

1	<b>Specific</b>	Your goal must be clear
2	<b>Measurable</b>	In order to know if your goal has been met successfully, it must be something that can be measured
3	<b>Achievable</b>	An achievable target means it is something that is possible for you to do
4	<b>Realistic</b>	A realistic goal is one that is possible, given all the factors involved
5	<b>Time-bound</b>	Goals must be assigned a time frame for completion

### (F) Types of Guidance

			<b>+ Advantages</b>	<b>- Disadvantages</b>
1	<b>Visual</b>	The performer is shown the skill via a good quality demonstration, video or pictures	+ Can copy the movement + Can be done with groups	- If demonstration is poor, incorrect movement can be learned - Time consuming / expensive if video used - Complex or quick movements are difficult to see clearly
2	<b>Verbal</b>	The performer is told information about how to complete the correct technique	+ Instructions can be given quickly + Can be used during performance and no equipment needed	- Some movements are difficult to explain - Relies on the coach's communication skills being good enough that the performer can understand the information
3	<b>Manual</b>	The performer is physically supported or moved by the coach, e.g. a gymnastics coach supporting a handstand	+ Performer can get a feel for the movement + Builds confidence + Can help break down a movement into phases	- Feeling is not the same as actually doing it unaided - Performer can become dependant on the support - Can only be used 1:1
4	<b>Mechanical</b>	The performer is provided equipment by the coach, to help them with their technique, e.g. a float in swimming to learn leg movements	+ The performer can get a feel for the movement + Builds confidence + Reduces danger	- Feeling is not the same as actually doing it unaided - Incorrect feel can lead to incorrect movement being learned - Cannot normally be used with large groups

(A) Socio-economic Groups			(C) Groups		
1	<b>Socio-economic</b>	Split people according to their job or profession	1	<b>Gender</b>	Groups are determined by a person's sex, whether they are male or female
2	<b>Participation Rates</b>	Training at a steady pace for a minimum of 30 minutes	2	<b>Age</b>	People are split into groups based on their age
3	<b>Trends</b>	Running at different speeds or over different terrains	3	<b>Ethnicity</b>	People are grouped based on their culture or specific origin
4	<b>Data</b>	Individual performs a work period followed by a rest or recovery period	4	<b>Disability</b>	A person's disability may influence their choice of activity

(B) Differences in Participation			(D) Sporting Behaviour		
Group	Reason	Explanation			
1	<b>Gender</b>	Image —————> Worry about what others think Cost —————> Women generally earn less than men Time —————> Traditionally women will have less time as they spend more time looking after the home / children	1	<b>Sportsmanship</b>	A type of behaviour you should see in sport. Players display good conduct and do not resort to trying to win by unfair means
2	<b>Age</b>	Access —————> Certain ages only allowed at certain times Cost —————> Money needed to pay bills rather than pay for sport Time —————> Less time due to work Nature of activity —————> Difficult as you get older	2	<b>Gamesmanship</b>	A type of behaviour you should not see in sport. It is bending (not breaking) the rules to gain an unfair advantage
3	<b>Ethnicity</b>	Cultural influences —————> Family or peers influence whether someone does or does not do an activity Stereotyping —————> People from particular backgrounds are steered towards or away from certain activities Cost —————> Some people from different ethnic minority groups may have less money to spend on sport	3	<b>Deviance</b>	Is unacceptable behaviour and is against the rules of the sport
4	<b>Disability</b>	Availability —————> Lack of facilities or clubs in the area Cost —————> Specialist equipment may be expensive Access —————> Physical barriers, such as a lack of ramps or pool hoists Stereotyping —————> Whether by the person with the disability (thinking they are unable to participate) or by others (making assumptions about their ability)	4	<b>Consequences</b>	Red cards, fines, banned from playing, loss of sponsors, loss of reputation
			5	<b>Preventing Deviance</b>	Random drug tests, fair play awards, campaigns such as anti-racism, e.g. Kick It Out

(E) Commercialisation, the Media and Sport			
1	<b>Commercialisation</b>	Organisations that need to make a profit from the sale of goods, services or events	
Commercialisation		+ Advantages	- Disadvantages
1	<b>Sponsor</b>	+ Raised awareness of brand, leading to increased sale + Product associated with high-quality performance or health and fitness, giving brand high status	- Media might not get a high number of viewers - Team / player doesn't perform well and could become a bad role model
2	<b>Sport</b>	+ More media coverage, leading to raised awareness of sport and a higher profile + Increased funding can be used to develop grassroots and better facilities	- Clothing / rules / times can be changed to maximise viewing opportunities - Minority sports get little coverage and lack participation and sponsorship
3	<b>Player</b>	+ Can be paid millions to endorse products + Can train full time without having to work another job + Can receive top-quality products to use to help performance	- Loss of sponsorship can cause financial difficulties - Lack of privacy - Appearances take time away from training
4	<b>Spectator</b>	+ Greater coverage with replays and different camera angles + Ability to buy the same clothes and equipment as role models	- High costs of merchandise and TV subscriptions - Minority sports not shown

**(A) Health**

1	<b>Health</b>	A state of complete emotional, physical and social wellbeing, and not merely the absence of disease and infirmity	
<b>Health</b>		<b>Benefits</b>	<b>Negative Effects</b>
2	<b>Physical</b>	+ Stronger bones / reduced chance of developing osteoporosis + Reduced chance of coronary heart disease (CHD) + Reduced chance of a stroke and of obesity	- Overexertion leading to heart attack or stroke - Overuse injuries - Less effective immune system
3	<b>Emotional</b>	+ Stress relief and competition, which reduces boredom + Aesthetic appreciation + Increase in self-confidence / self esteem	- Training could lead to injury and if a performer cannot train, this in itself can lead to depression
4	<b>Social</b>	+ Meeting new people and making new friends + Opportunities to get together with existing friends + Improving cooperation skills + Increased social activities	- Less time spent with family and friends due to overtraining - Obsession occurring with training

**(F) Optimum Weight**

1	<b>Optimum Weight</b>	The ideal weight someone should be
2	<b>Bone Structure</b>	Some people have longer or wider bones than others and will have greater bone density
3	<b>Height</b>	How tall you are will affect your weight; the taller you are, the more you weigh
4	<b>Sex</b>	Males tend to have more muscle mass and therefore weigh more
5	<b>Muscle Girth</b>	People with bigger muscles will weigh more

**(B) Lifestyle Choices**

Lifestyle Choice		- Negative Effect on Health	- Negative Effect on Performance
1	<b>Alcohol</b>	- Heart failure, liver disease / cancer - Increased weight - Increased blood pressure	- Leads to slower reaction times - Makes the drinker less mobile due to excess weight - Causes loss of coordination and concentration
2	<b>Smoking</b>	- Stroke / lung cancer - Heart disease / angina - Bronchitis / blood clots	- Causes breathlessness - Reduces oxygen-carrying capacity

**(C) Diet**

1	<b>Energy Balance</b>	Making sure the quality we take in relates to how much exercise we do
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**(D) Macronutrients**

2	<b>Carbohydrates</b>	Should be eaten in greater quantities and provide us with energy
3	<b>Fats</b>	Should form the smallest percentage of macronutrients in our diet; easily stored in the body and can lead to weight gain
4	<b>Proteins</b>	Used for growth and repair of muscles

**(E) Micronutrients**

5	<b>Vitamins and Minerals</b>	Can help with your immune system, as well as with general health and growth
6	<b>Water and Fibre</b>	Water prevents dehydration and fibre aids the digestive system

**(G) Sedentary Lifestyle**

1	<b>Sedentary Lifestyle</b>	A lifestyle where there is very limited or no physical activity
2	<b>Overweight</b>	You weigh more than the expected weight for your height and sex
3	<b>Overfat</b>	You have more body fat than you should have; the level is excessive
4	<b>Obese</b>	People who are very overfat; this is where the body fat has increased to a level that is seriously unhealthy

**(H) Dietary Manipulation**

1	<b>Dietary Manipulation</b>	Planning exactly what you eat and when you eat it to get the most advantage from the food you eat
2	<b>Protein Intake</b>	To maximise repair of muscle tissue broken down during explosive activity; protein is taken in as soon as possible after exercise
3	<b>Carbohydrate Loading</b>	Makes more energy from carbohydrates available for performers during activity; used mostly by endurance performers
4	<b>Hydration</b>	When we sweat during physical activity, we lose water and salt. Lack of fluids lead to dehydration, which causes dizziness, fatigue, heat stroke, nausea, muscle cramp, increased heart rate and thickening of blood