YEAR 11 KNOWLEDGE ORGANISER

MICHAELMAS TERM

Name:

Family Group:

LEARNING - LOVING - LIVING

How to use my knowledge organiser

The timetable shows the **subjects** you should be studying and the days that you should be studying them. You should **complete your work in your exercise book**.

Each evening you should draw a straight line (using a ruler), under the previous day's work, and write the date, clearly at the top. You need to **bring your KO and exercise book with you to school EVERYDAY**.

The **KO** work that you have completed for the week will be checked in Family Group time **EVERY** Friday. If homework is not of an appropriate standard or amount will result in an after school detention. Knowledge tests will also be used frequently in lessons.

Subject Homework

Students will also be **given** additional subject homework to be completed throughout the week and/or can use FREE online revision tools such as www.senecalearning.com

It is also recommended that students regularly **READ** a variety of fiction and non fiction books that they choose for pleasure. This extra reading will help to develop and broaden their general knowledge.

In **ENGLISH** all students will be expected to complete 1-2 reading assignments each week by accessing www.CommonLit.org . Each assignment will take 20-30 minutes and students will be required to answer multiple choice questions to check their understanding of what they have read.

In **MATHS** students are expected to watch short explanation videos and complete activities on the online platform of https://mathswatch.co.uk. Students can log in using the details and password they use to log in to the school computers.

Homework timetable

You should spend *at least* **1 hour** per night on homework = 3 subjects x 20 minutes per subject

Year 11	Subject 1	Subject 2	Subject 3
Monday	Maths	Option A	Option C
Tuesday	English	Option B	Option C
Wednesday	Maths	Religious Education	English
Thursday	English	Science	Option A
Friday	Maths	Languages	Option B

RETRIEVAL ACTIVITY IDEAS

Knowledge organisers are for **learning and mastering** the knowledge in each subject. There are many different ways you can do this, however some **PROVEN** methods to try in your work book are:

4 Methods of Retrieval Practice

@ImpactWales

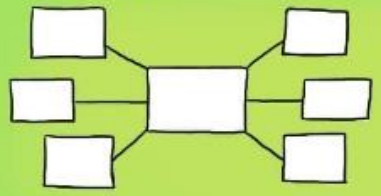
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- Exit Tickets
- Starter quizzes
- Multiple choice quizzes
- Short answer tests
- Free write
- Think, pair, share
- Ranking & sorting
- Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

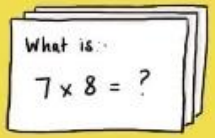
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- ☐ A comparison using 'like, as, than'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

FLASHCARDS

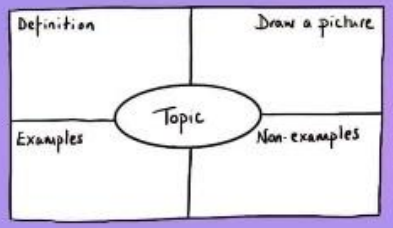
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q & A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

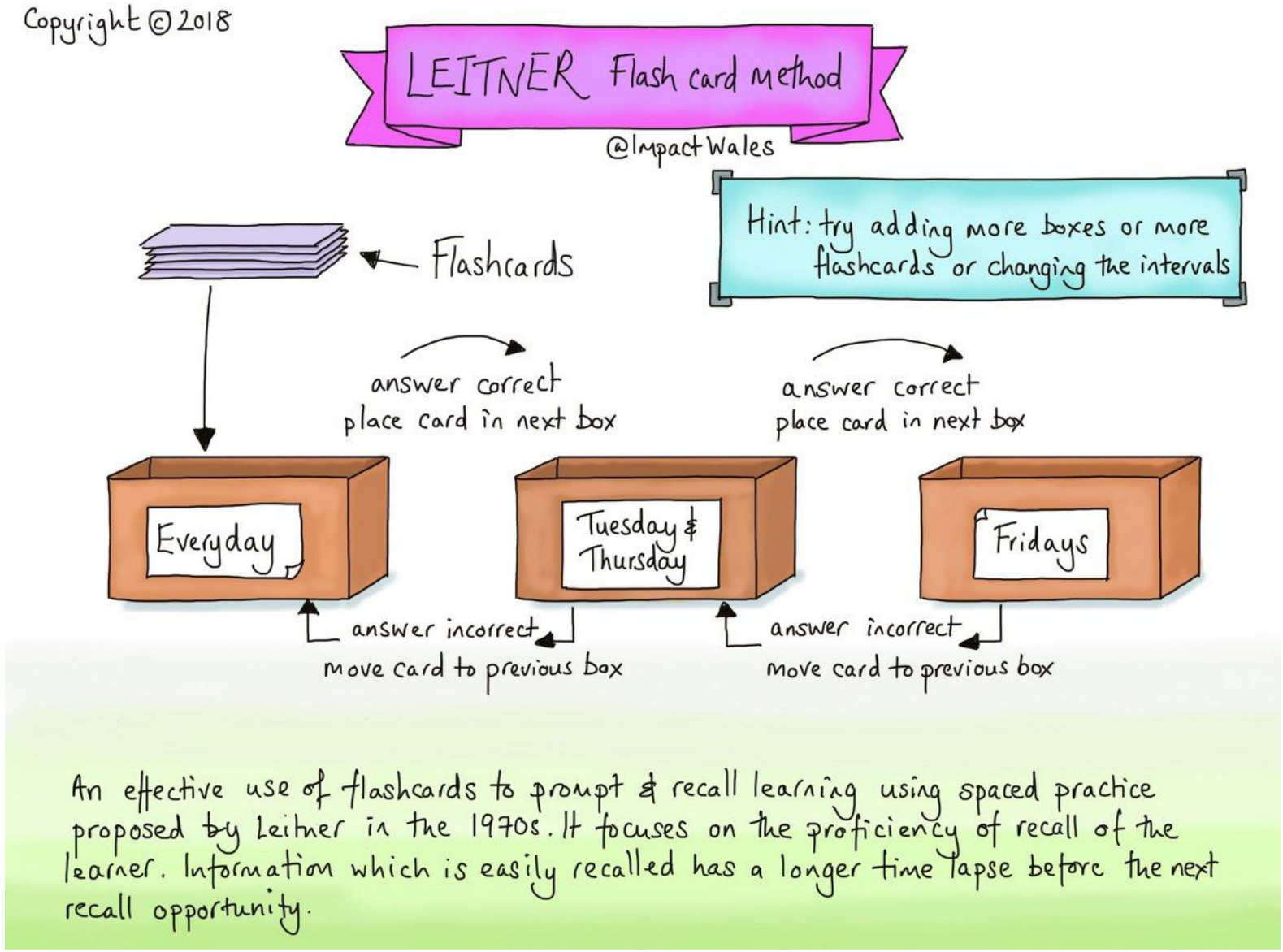


You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

USING FLASH CARDS SUCCESSFULLY

Once flash cards are created, you will need to use them correctly to have an impact. Follow the method below for the best knowledge retention



Poetic Techniques

1) Alliteration: When words in a sentence start with the same letter
2) Caesura: A pause within or at the end of a line, often using a full stop
3) Enjambment: the continuation of a sentence without a pause beyond the end of a line, or stanza
4) Consonance: Repetition of consonant sounds
5) Assonance: Internal vowel rhyme
6) Sibilance: The 'S' sound, normally several of these in a row.
7) Symbolism: The idea of words or phrases representing something else
8) Onomatopoeia: Words that sound like the noise they describe
9) Metaphor: a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable
10) Simile: comparing things using 'like' or 'as'
11) Oxymoron: When contradictory terms or ideas are put next to each other
12) Rhythm: The pattern or beat of a poem
13) Juxtaposition: Putting two things close together to create a contrasting effect
14) Stanza: The name for a verse in a poem
15) Refrain: A repeated part in a poem, like a chorus

Form / Structural Features and Techniques

16) Blank Verse: Poetry written in non-rhyming ten syllable words per line
17) Couplet : Pair of rhyming lines which follow on from each other
18) Chiasmus: reversal of ideas in a sentence - "… his hands, which did not tremble then / though seem to now." (War Photographer)
19) Free Verse: Non-rhyming, non-rhythmical poetry which follow the rhythm of natural speech
20) Iamb : A pair of syllables in which the second is stressed and the first is unstressed.
21) Pentameter : Five pairs of syllables per line
22) Tetrameter : Four pairs of syllables per line of poetry
23) Trimeter: Three pairs of syllables per line of poetry
24) Trochee (n) / Trochaic (adj) : A pair of syllables in which the first is stressed and the second unstressed (opposite of an iamb).
25) Volta : A turning point in the line of thought or argument in the poem
26) Quatrain : A four line stanza
27) Dramatic Monologue : A poem in which an imagined speaker addresses the reader
28) Narrative Poem: A poem which tells the story of an event
29) Petrarchan Sonnet : A sonnet consisting of an octave (8 lines) and a sestet (6 lines) – 'Ozymandias'

High Utility Quotations to Learn

Ozymandias

1) (human power and pride v power of nature/time, power of art/words)
2) 'Two vast and trunkless legs of stone'
3) 'Look on my works, ye Mighty, and despair!'
4) 'Nothing beside remains'
5) 'Of that colossal wreck, boundless and bare The lone and level sands stretch far away'

Exposure

6) (power of nature v human, effects of conflict, experience of conflict, patriotism)
7) 'In the merciless iced east winds that knive us…'
8) 'But nothing happens'
9) 'Sudden successive flights of bullets streak the silence'
10) 'Slowly our ghosts drag home: glimpsing the sunk fires'

Kamikaze

11) (reality of conflict, patriotism, nature, memory)
12) 'a shaven head full of powerful incantations'
13) 'the little fishing boats strung out like bunting on a green-blue translucent sea'
14) 'like a huge flag waved first one way'
15) 'he must have wondered which had been the better way to die'

War Photographer

16) (Effects of conflict, experience of conflict, power of memory/picture, human power)
17) 'As though this were a church and he a priest preparing to intone a Mass.'
18) 'Belfast. Beirut. Phnom Penh. All flesh is grass.'
19) 'blood stained into the foreign dust'
20) 'The readers' eyeballs prick with tears between the bath and pre-lunch beers'

Storm on the Island

21) Storm on the Island (Human power, power of nature, conflict (context)'
22) 'We are prepared.'
23) You might think that the sea is company, Exploding comfortably down on the cliffs'
24) 'spits like a tame cat Turned savage.'
25) 'We are bombarded by the empty air.'

		Term	Definition			Term	Definition
Ozymandias	1	**Immortalise(v) Immortal (adj)**	Living forever, never dying	My Last Duchess	18	**Domineering (adj)**	Bossy and arrogant
	2	**Contempt (n) Contemptuous (adj)**	the feeling that a person or a thing is worthless or beneath consideration		19	**Objectify (v) Objectification (n)**	Treating someone like an object
	3	**Vainglorious (adj)**	vain, excessively boastful, and have swelled pride		20	**Authoritarian (n)**	Bossy in a cruel and strict way
	4	**Transient (adj) Transience (n)**	lasting only for a short time; impermanent		21	**Repress (v) Repressive (adj)**	Controlling someone by force
	5	**Imperious (adj)**	Arrogant and domineering		22	**Subjugate (v) Subjugation (n)**	Bring under your control, dominate
	6	**Insignificant (adj) Insignificance (n)**	too small or unimportant to be worth consideration		23	**Euphemism (n) Euphemistic (adj)**	A word or phrase used to replace something rude, uncomfortable or taboo
London	7	**Indignant (adj) Indignance (n)**	Shock or annoyance at something that is unfair		24	**False modesty**	Behaviour that is supposed to seem humble but comes across as being fake
	8	**Corrupt (adj) Corruption (n)**	Dishonest or fraudulent behavior by those in power	Charge of the Light Brigade	25	**Dynamic (adj) Dynamism (n)**	characterized by constant change, activity, or progress
	9	**Marginalised (adj)**	People on the edges of society: the poor, minorities and those thought of as insignificant		26	**Audacious (adj) Audacity (n)**	showing a willingness to take surprisingly bold risks.
	10	**Oppression (n) Oppressive (adj)**	inflicting harsh and authoritarian treatment		27	**Venerate (v) Veneration (n)**	regard with great respect; revere.
	11	**Vulnerable (adj) Vulnerability (n)**	Weak and easily hurt or injured		28	**Tribute (n)**	an act, statement, or gift that is intended to show gratitude, respect, or admiration
The Prelude	12	**The sublime**	Duality of nature: beautiful but scary	Exposure	29	**Tedium (n) Tedious (adj)**	too long, slow, or dull; tiresome or monotonous.
	13	**Pastoral (adj)**	A beautiful and idealized country scene		30	**Pernicious (adj)**	having a harmful effect, especially in a gradual or subtle way.
	14	**Formative (adj)**	An experience that has a lasting effect		31	**Macabre (adj)**	disturbing because concerned with or causing a fear of death
	15	**Profound (adj)**	Very great, powerful and intense		32	**Harrowing (adj)**	Acutely and strongly distressing
	16	**Baleful (adj)**	Threatening, harmful, menacing		33	**Agony (n) Agonise (adj)**	extreme physical or mental suffering
	17	**Sinister (adj)**	Threatening and evil like		34	**Nemesis (n)**	a long-standing rival; an arch-enemy.
					35	**Ostracise (v) Ostracisation (n)**	To be excluded from something

		Term	Definition			Term	Definition
Storm on the Island	35	**Isolated (adj) Isolation (n)**	far away from other places, buildings, or people; remote; lonely	War Photographer	52	**Desensitised (adj) Desensitisation (n)**	make (someone) less likely to feel shock or distress at scenes of cruelty or suffering by overexposure to such images.
	36	**Robust (adj)**	(of an object) sturdy in construction		53	**Commodify (v) Commodification (n)**	To turn something into something that can be sold
	37	**Colloquial (adj) Colloquialism (n)**	(of language) used in ordinary or familiar conversation; not formal or literary.		54	**Ceremony (n) Ceremonial (adj)**	a formal religious or public occasion
	38	**Volatile (adj) Volatility (n)**	liable to change rapidly and unpredictably		55	**Detached (adj) Detachment (n)**	the state of being objective or aloof; unaffected and uninvolved
Bayonet Charge	39	**In media res**	A narrative that begins in the middle of the action.	Tissue	56	**Extended metaphor**	a comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem
	40	**Bewildered (ad)**	confused		57	**Enduring (adj) Endure (v)**	lasting over a period of time; durable.
	41	**Disparage (v) Disparaging (adj)**	expressing the opinion that something is of little worth; derogatory.		58	**Chronicle (v)**	record (a series of events) in a factual and detailed way
	42	**Frantic (adj)**	distraught with fear, anxiety, or other emotion	Emigree	59	**Nostalgia (n) Nostalgic (adj)**	a sentimental longing or wistful affection for a period in the past
Remains	43	**Nonchalant (adj) Nonchalance (n)**	Relaxed, casual, not bothered		60	**Sentimental (adj) Sentimentality (n)**	of or prompted by feelings of tenderness, sadness, or nostalgia
	44	**Anecdote (n) Anecdotal (adj)**	A personal story		61	**Immutable (adj)**	unchanging over time or unable to be changed.
	45	**Grotesque (adj)**	Disgusting, horrible perhaps comical too	Kamikaze	62	**Indoctrinate (v) Indoctrination (n)**	To accept a set of beliefs uncritically; brainwashed
	46	**Torment (v/n)**	severe physical or mental suffering.		63	**Ignominious (adj) Ignominy (n)**	Public shame and humiliation
	47	**Unsentimental (adj)**	not displaying or influenced by sentimental feelings.		64	**Catch-22**	a dilemma or difficult circumstance from which there is no escape because of mutually conflicting or dependent conditions.
Poppies	48	**Poignant (adj) Poignancy (n)**	Evoking sadness and regret	Checking out me History	65	**Anglocentric (adj)**	centred on Britain or England
	49	**Allude (v) Allusion (n)**	Make a link to something, hint at something		66	**Sardonic (adj)**	Grimly mocking
	50	**Composure (n)**	the state or feeling of being calm and in control of oneself		67	**Vernacular (adj)**	Spoken language from a specific region
	51	**Domestic (adj)**	Relating to the running of a home or to family relations.		68	**Dismissive (adj)**	showing that something is unworthy of consideration

YEAR 11 – MICHAELMAS TERM- MATHEMATICS FOUNDATION– ALGEBRAIC EXPRESSIONS

LEARNING - LOVING - LIVING

Important Ideas

To simplify an expression you collect together all the terms that are alike. Look carefully at the sign before each term.

When substituting into expressions, use the correct order of operations i.e. $3x^2$ means 3 x x2 BUT $(3x)^2$ means you multiply 3 by x then square the answer.

To expand a single bracket, the term on the outside of the brackets needs to be multiplied by EVERY term on the inside of the bracket

To factorise and expression is the opposite of expanding. Find the HCF and take this outside of the brackets

Vocabulary

Variable	A variable is an unknown letter used to represent a number and can take any value
Expression	An expression is made up of numbers and or letters that represent unknown values. There is no equal, For example 3a +5
Terms	Separate parts of an expression e.g. in 5x + 3y, 5x is a term and 3y is a term
Coefficients	These are the numbers in front of the variables, e.g. in 6x 6 is the coefficient
Equation	An equation contains an = sign and at least one variable e.g. 3x+1 =7
Formula	A formula is a special type of equation which gives us a rule for working things out, e.g. A = b x h

Question	Answer
x + x + x + x	4x
5e + 2e - 3e	4e
4x + 2y – x +5y +6	3x +7y + 6
Be careful when there are square terms $3x^2 + 5x + 2x^2 - 4x$	$5x^2 + x$
5 x 4g	20g
3b x 4c	12 bc (normally written in alphabetical order but 12 cb is the same as 12bc
Find the value of 5c when c =4	5c = 5 x c = 5x 4 = 20
Evaluate $3a^2$ when a = 5	Use BIDMAS to help with this. We do the indices part first then multiply by 3 3×5^2 $3 \times 25 = 75$
Expand 2(3m +5)	2(3m + 5) = 6m + 10
Expand 4r(2r-3)	4r(2r – 3) $8r^2 - 12r$
Factorise 10 x +15	Find the HCF for 10 and 15 (5) outside the brackets, then work out what you need to multiply 5 by to get 10 and 15. ANS : 5(2x+3)

Key Facts & Formula

a + 3 a - 3 3 - a	Means add 3 to a Means subtract 3 from a Means subtract a from 3
3a	Means 3 x a
a + a + a	Simplifies to 3a
a x a x a	Simplifies to a^3
BIDMAS	• Gives the order we carry out operations: • Brackets, Indices, divide, Multiply, Add and subtract. • If there are just + and - in the expression we calculate from left to right. They have equal precedence

Expand and simplify 2(4m + 3) + 3(5m + 2)
= 8m + 6 + 15m + 6
= 23m + 12

Expand and simplify 3(5m + 4) - 2(m + 3)
= 15m + 12 - 2m - 6
= 13m + 6

MathsWatch References

33,34,35	Simplifying expressions
134	Expanding and simplifying expressions
136	Rearranging formulae
93	Expanding brackets
94	Simple factorisation
95	Substitution
75	BIDMAS

YEAR 11 – MICHAELMAS TERM- MATHEMATICS HIGHER– LINEAR GRAPHS, CHANGING THE SUBJECT

LEARNING - LOVING - LIVING

Important Ideas

Two lines are parallel if they are an equal distance apart, the two lines will never intersect (meet)

Two lines are perpendicular if their product is -1 OR in other words if they are the negative reciprocal of each other.

The general equation of a linear graph is y =mx +c, where m is the gradient and c is the intercept

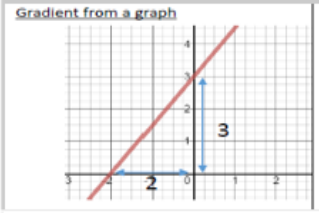
When changing the subject of the formula, you need to keep the equation balanced, i.e. , what you do to one side you must do to the other. If we need to make x the subject for y = 3x +1, subtract one from both sides leaving y = 3x, then divide both sides by 3, leaving x = y/3

Vocabulary

Gradient	Gradient or m is a measure of steepness of a line, the higher the value of m the steeper the line
Intercept	The intercept (or c in y = mx +c)) is the y value where the line crosses the y axis
Parallel	Two lines are parallel if the have the same gradient; when y = mx +c , 'm' will be equivalent. y=2x + 1, y = 2x +3 , both have a gradient of 2
Perpendicular	Two lines are perpendicular if they intersect at right angles
Intersect	The point of intersection of two lines is where the point where the lines meet
Quadratic	A quadratic equation must contain an x^2 term, a quadratic curve is a parabola
Linear	A straight line graph is a linear graph. A linear equation will have an x term
Subject	The subject of a formula is the single variable on one side of the equal sign
inequality	An *inequality* is like an equation that uses symbols for "less than"(<) and "greater than"(>) where an equation uses a symbol for "is equal to" (=).
Reciprocal	The reciprocal of a number is 1 divided by that number.

Questions / Answers

Gradient



$$m = \frac{\text{change in y}}{\text{change in x}}$$

$$m = \frac{3}{2}$$

Example:

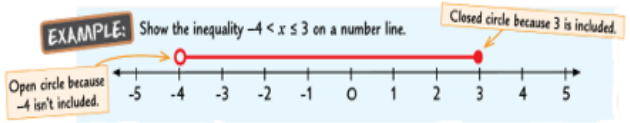
Find the gradient of the line segment between (2, -3) and (6, 9).

$$m = \frac{9 - -3}{6 - 2} = \frac{12}{4} = 3$$

So the gradient of this line segment is 3.

Inequalities

Drawing inequalities on a number line is dead easy — all you have to remember is that you use an open circle (○) for > or < and a coloured-in circle (●) for ≥ or ≤.



1. Solve $3x - 2 \leq 13$.

Just solve it like an equation — but leave the inequality sign in your answer:

+2) $3x - 2 + 2 \leq 13 + 2$

$3x \leq 15$

÷3) $3x \div 3 \leq 15 \div 3$

$x \leq 5$

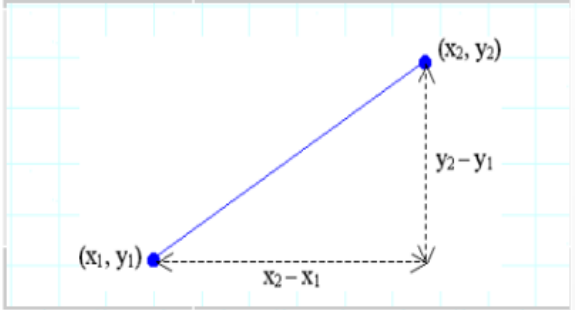
MathsWatch References

138,139,198	Solving In equalities and shading regions
212	Solving quadratic Inequalities
136,190	Rearranging formula
96,97	Straight line graphs and gradients
133,159	Midpoints and finding the equation of a line

Key Facts & Formula

$y=mx+c$

The equation of a straight line.
M is the gradient of the line and c is the y intercept



$$\text{gradient 'm'} = \frac{\text{change in 'y'}}{\text{change in 'x'}} = \frac{y_2 - y_1}{x_2 - x_1}$$

Pythagoras
$A^2 + b^2 = c^2$

We can use Pythagoras to find the distance between two points.

$$\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

To make something the subject of a formula we need to isolate the variable on one side of the equation

Example 1
Make r the subject of $C = 2\pi r$.

To isolate r, divide by 2π.

$$\frac{C}{2\pi} = r$$

We often write formulae with the subject on the left-hand side, so this becomes

$$r = \frac{C}{2\pi}$$

Example 4
Make x the subject of $3x + 5 = y - ax$.

When a formula contains the new subject more than once, start by isolating any terms including it on one side of the equals sign.

Here, add ax and subtract 5.

$$3x + ax = y - 5$$

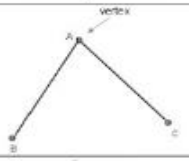
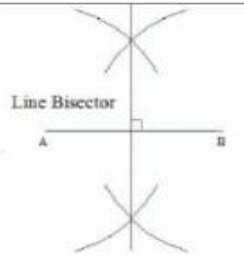
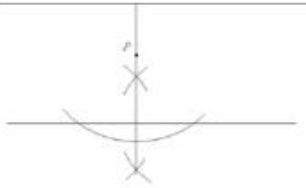
Now we factorise the side with our new subject.

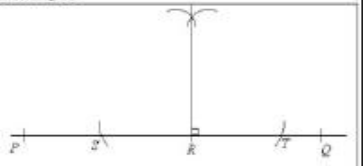
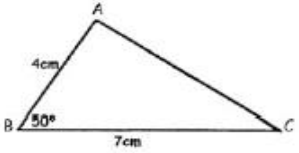
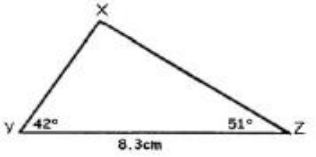
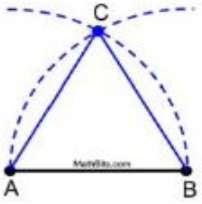
$$x(3 + a) = y - 5$$

Then divide by the bracket to leave x on its own.

$$x = \frac{y - 5}{3 + a}$$

> means 'Greater than' ≥ means 'Greater than or equal to'
< means 'Less than' ≤ means 'Less than or equal to'

Topic/Skill	Definition/Tips	Example
1. Parallel	Parallel lines never meet.	
2. Perpendicular	Perpendicular lines are at right angles. There is a 90° angle between them.	
3. Vertex	A corner or a point where two lines meet.	
4. Angle Bisector	**Angle Bisector: Cuts the angle in half.** 1. Place the sharp end of a pair of compasses on the vertex. 2. Draw an arc, marking a point on each line. 3. Without changing the compass put the compass on each point and mark a centre point where two arcs cross over. 4. Use a ruler to draw a line through the vertex and centre point.	
5. Perpendicular Bisector	**Perpendicular Bisector: Cuts a line in half and at right angles.** 1. Put the sharp point of a pair of compasses on A. 2. Open the compass over half way on the line. 3. Draw an arc above and below the line. 4. Without changing the compass, repeat from point B. 5. Draw a straight line through the two intersecting arcs.	
6. Perpendicular from an External Point	The **perpendicular distance** from a point to a line is the **shortest distance** to that line. 1. Put the sharp point of a pair of compasses on the point. 2. Draw an arc that crosses the line twice. 3. Place the sharp point of the compass on one of these points, open over half way and draw an arc above and below the line. 4. Repeat from the other point on the line. 5. Draw a straight line through the two intersecting arcs.	

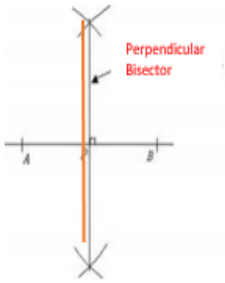
Topic/Skill	Definition/Tips	Example
7. Constructing a perpendicuar from a point on the line	Given line PQ and point R on the line: Put the sharp point of a pair of compasses on point R. 2. Draw two arcs either side of the point of equal width (giving points S and T) 3. Place the compass on point S, open over halfway and draw an arc above the line. 4. Repeat from the other arc on the line (point T). 5. Draw a straight line from the intersecting arcs to the original point on the line.	
8. Constructing Triangles (Side, Side, Side)	1. Draw the base of the triangle using a ruler. 2. Open a pair of compasses to the width of one side of the triangle. 3. Place the point on one end of the line and draw an arc. 4. Repeat for the other side of the triangle at the other end of the line. 5. Using a ruler, draw lines connecting the ends of the base of the triangle to the point where the arcs intersect.	
9. Constructing Triangles (Side, Angle, Side)	1. Draw the base of the triangle using a ruler. 2. Measure the angle required using a protractor and mark this angle. 3. Remove the protractor and draw a line of the exact length required in line with the angle mark drawn. 4. Connect the end of this line to the other end of the base of the triangle.	
10. Constructing Triangles (Angle, Side, Angle)	1. Draw the base of the triangle using a ruler. 2. Measure one of the angles required using a protractor and mark this angle. 3. Draw a straight line through this point from the same point on the base of the triangle. 4. Repeat this for the other angle on the other end of the base of the triangle.	
11. Constructing an Equilateral Triangle (also makes a 60° angle)	1. Draw the base of the triangle using a ruler. 2. Open the pair of compasses to the exact length of the side of the triangle. 3. Place the sharp point on one end of the line and draw an arc. 4. Repeat this from the other end of the line. 5. Using a ruler, draw lines connecting the ends of the base of the triangle to the point where the arcs intersect.	

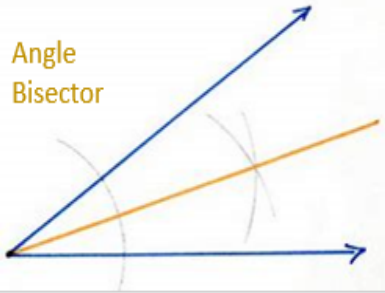
YEAR 11 – MICHAELMAS TERM- MATHEMATICS HIGHER– GEOMETRY

LEARNING - LOVING - LIVING

Important Ideas

Vectors	A vector between two points A and B is described as: AB , or a
Iteration	An algebraic method used to estimate the roots of an equation
A Circle	The circle - the locus of points which are equidistant from a fixed point, the centre



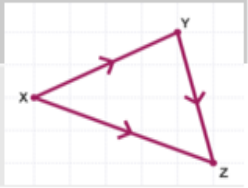


Vocabulary

Vector	describes a movement from one point to another. A vector quantity has both direction and magnitude (size)
Roots	Where the graph cuts the x-axis; otherwise, the value(s) of x when the equation is equal to zero
Bisect	To cut into two equal halves
Midpoint	The middle of a line segment; it cuts the line segment exactly in half
Construct	To produce a geometrical drawing using rulers and compasses only
Loci (Locus singular)	A set of points that satisfy a certain condition

Q& A

Show, using vectors that: $\overrightarrow{XY} + \overrightarrow{YZ} = \overrightarrow{XZ}$

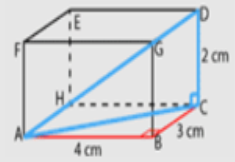


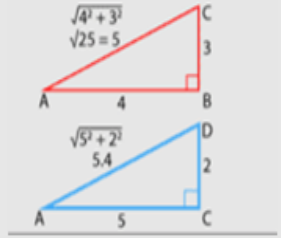
$$\begin{pmatrix}4\\2\end{pmatrix} + \begin{pmatrix}1\\-4\end{pmatrix} = \begin{pmatrix}4+1\\2+-4\end{pmatrix} = \begin{pmatrix}5\\-2\end{pmatrix}$$

Show that $x = 1 + \frac{11}{x-3}$ is a rearrangement of the equation $x^2 - 4x - 8 = 0$

multiply everything by $(x - 3)$:
$x(x - 3) = 1(x - 3) + 11$
so $x^2 - 3x = x + 8$
so $x^2 - 4x - 8 = 0$

Calculate the Length AD



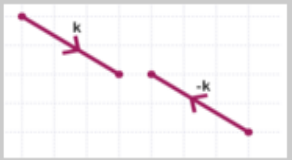


MathsWatch References

174, 219	vectors
180	Iterative processes
165	loci
146a, 146b	Constructing perpendiculars
217	Pythagoras in 3D
218	Trigonometry in 3D

Key Facts & Formula

Negative Vectors



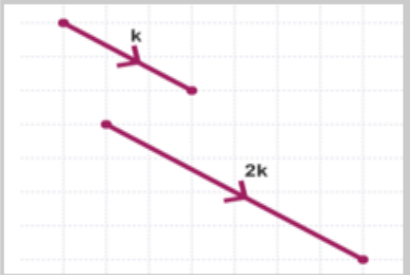
A negative vector has the same magnitude but different direction

$k = \begin{pmatrix}3\\-2\end{pmatrix}$ $-k = \begin{pmatrix}-3\\2\end{pmatrix}$

Scalor multiples

$k = \begin{pmatrix}3\\-2\end{pmatrix}$

$2k = \begin{pmatrix}2 \times 3\\2 \times -2\end{pmatrix} = \begin{pmatrix}6\\-4\end{pmatrix}$

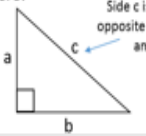


Pythagoras' Theorem

The theorem is:

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

Where:



When calculating the length of side c, use $a^2 + b^2 = c^2$

When calculating the length of a shorter side (a or b) use $c^2 - b^2 = a^2$

Trigonometry

$\sin\theta = \frac{opposite}{hypotenuse}$ $\cos\theta = \frac{adjacent}{hypotenuse}$ $\tan\theta = \frac{opposite}{adjacent}$

Where:

SOH-CAH-TOA!

To calculate angles, the trigonometry function needs to change sides – to do this, the inverse of the function must be used:-

$\sin^{-1}$; $\cos^{-1}$; $\tan^{-1}$

YEAR 11 – MICHAELMAS TERM- GEOGRAPHY- RIVERS

LEARNING - LOVING - LIVING

What is a drainage basin?

1. A drainage basin is an area of land drained by a river and its tributaries.

How does a long profile of a river change downstream?

1. In the mountains the velocity of the river varies.
2. Water is sallow and turbulent as tere is frictiojn with the bed and bank slowing the rate of flow down
3. Were the channel becomes narrow it is deeper and the flow is muc faster.
4. Further downstream, the river's channel is much deeper because of tributaries bringing additional water.
5. Less water is in contact with the bed and banks so velocity increases, even though the gradient is less steep than in the mountains.

River processes – how the river is shaped through erosion, transportation and deposition.

Erosion

There are two main types of erosion: **Vertical** and **Lateral.** However, four processes can be identified. These are:

1. **Hydraulic action** – the force of the water hitting the river bed and banks.
2. **Abrasion** – when the load carried by the river repeatedly it's the bed or banks dislodging particles into the flow of water.
3. **Attrition** – when stones carried by the river knock against each other, gradually making stones smaller and less rounded.
4. **Solution** – when the river flows over limestone or chalk, the rock is slowly dissolved. This is because it is soluble in mildly acidic river water.

Transportation

The material transported by a river is called its load. The four main processes of transportation are:

1. **Traction** – large particles rolled on the river bed.
2. **Saltation** – 'bouncing' of particles too heavy to suspend.
3. **Suspension** – small sediment held in the river.
4. **Solution** – dissolved load.

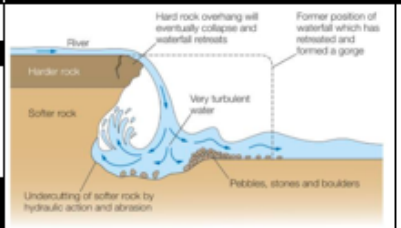
The size and total amount of load that can be carried will depend on the river's rate of flow – its **velocity.**

Deposition

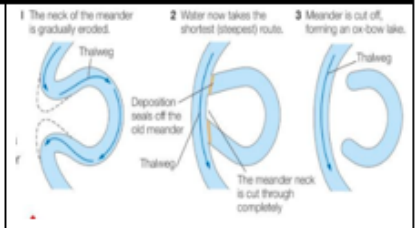
Deposition occurs when the velocity of the water decreases. It no longer has enough energy to transport its sediment so it is deposited.

1. Larger rocks tend to be deposited in the upper course of a river. They are only transported for b=very short distances, mostly by traction, during periods of very high flow.
2. Finer sediment is carried further downstream, mostly held in suspension. This material will be deposited on the river bed and banks, where velocity is slowed by friction.
3. A large amount of deposition occurs at the river mouth, where the interaction with tides, along with the very gentle gradient, greatly reduces the river's velocity.

Waterfall formation



Meanders and ox-bow lakes



Keywords	Definition
1. **Source**	The starting point of a river.
2. **Mouth**	The area where the river flows into the sea.
3. **Long profile**	A line showing the gradient of a river from source to mouth.
4. **Cross profile**	A cross-section drawn across the river valley.
5. **Weathering**	The breaking up of rocks that occurs in situ (the same place) with no major movement taking place
6. **Erosion**	The breaking up of rocks that is the result of movement.
7. **Sediment**	Material moved and deposited in a different location.
8. **Bedload**	Larger particles moved along a river bed.
9. **Meander**	A large ben in the river.
10. **Waterfall**	A steep fall of water along the course of a river.
11. **Flood plain**	Area of flat land which is prone to flooding
12. **Estuary**	Wide part of a river were it nears the sea.
13. **Velocity**	Speed of flow, usually measured in metres per second.
14. **Discharge**	The volume of water at a given point in a river (measured in cumecs)
15. **Flash floods**	Rapidly rising river levels leading to a rapidly developing flood situation.

Flood risk

Factors increasing flood risk

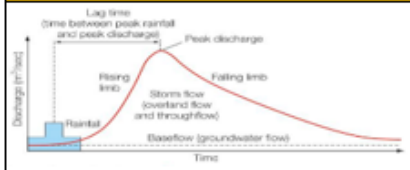
Physical factors

1. **Precipitation** – torrential rainstorms can lead to sudden flash floods as river channels cannot contain the sheer volume of water.
2. **Geology** – impermeable rocks such as shales and clays encourage water to flow overland and into river channels.
3. **Steep slopes** – in mountain environments steep slopes encourage rapid transfer of water towards river channels.

Human factors

1. **Urbanisation** – building on a floodplain creates impermeable surfaces. Water is transferred quickly which makes flooding more likely
2. **Deforestation** – much of the water that falls on trees is evaporated or stored on leaves. When trees are removed much more water reaches the river channel leading to flooding.
3. **Agriculture** – soil left exposed to the elements allows surface runoff. When land is ploughed the water flows along the furrows rapidly into channels.

Flood Hydrograph



1. **Lag time** – time between peak rainfall and peak discharge
2. **Rising limb** – rapid increase of discharge in river
3. **Peak discharge** – total volume of water.
4. **Falling limb** – discharge decreasing in river
5. **Baseflow** – amount of water that is normal to the river channel.

Managing floods

Hard engineering

Flood prevention methods using hard engineering include:

1. **Afforestation** to increase interception, reduce soil erosion and use up some of the water.
2. Construction of **reservoirs** to regulate water flow
3. **Land use zoning** – ensuring new developments are constructed away from flood risk areas.
4. **Controlled flooding** to reduce serious floods downstream.
5. **Channel straightening** to speed up flow of water.
6. Creation of **wetland areas** for water storage.
7. **Channel widening** to increase capacity.
8. **Embankments** to enlarge the channel and reduce the likelihood of flooding
9. **Concrete lined channel** – semi-circular in shape to increase speed of flow.
10. **Flood relief channels** to bypass urban areas to reduce the threat from flooding.

Soft engineering

Flood reduction methods using soft engineering include:

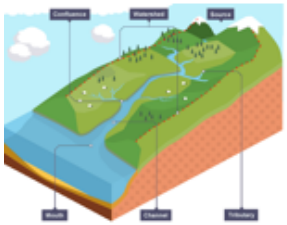
1. **Wetlands and flood storage areas** – areas that are deliberately allowed to flood to form flood storage areas.
2. **Floodplain zoning** – restricts certain land uses in locations on flood plain. Land next to river channels is used as farmland for pasturing instead of housing and industry.
3. **River restoration** – when the course of a river has been changed artificially, river restoration changes it back to its original course.
4. **Flood preparation**

This includes: flood watch, flood warning and severe flood warning.

5. **The Environment Agency** makes maps identifying areas at risk. They encourage people to make plans which may include:
   - 5a) Planning what to do
   - 5b) Using flood gates
   - 5c) Using sandbags.

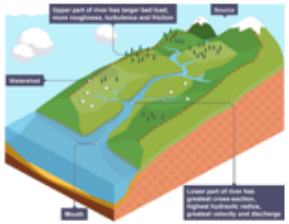
YEAR 11 – MICHAELMAS TERM- GEOGRPAPHY- RIVERS

LEARNING - LOVING - LIVING



A **drainage basin** is the area of land around the river that is drained by the river and its tributaries.

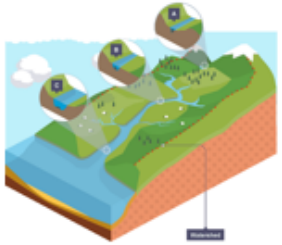
- **Watershed** - the area of high land forming the edge of a river basin
- **Source** - where a river begins
- **Mouth** - where a river meets the sea
- **Confluence** - the point at which two rivers meet
- **Tributary** - a small river or stream that joins a larger river
- **Channel** - this is where the river flows



A **long profile** is a line representing the river from its source (where it starts) to its mouth (where it meets the sea). It shows how the river changes over its course.

Upper course - in the upper course, where the river starts, there is often an upland area. The river's load is large in the upper course, as it hasn't been broken down by erosion yet.

Lower course - in the lower course, the land is a lot flatter. The river's load is fine sediment, as erosion has broken down the rocks.



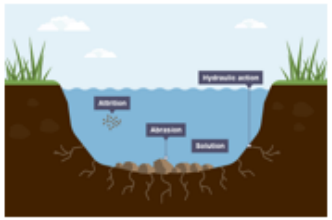
channel and valley at a certain point along the river's course.

A - as the river flows downhill there is an increase in vertical erosion. The channel is shallow and narrow because there is not a lot of water in the channel.

B – as the river flows into the middle course, there is some vertical erosion but more lateral erosion. The channel is wider and deeper as a result.

C - in the lower course there is a lot less erosion, with only some lateral erosion. The channel is at its widest and deepest.

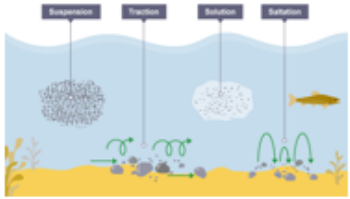
Erosion



Erosion is the process that wears away the river bed and banks. Erosion also breaks up the rocks that are carried by the river.

- **Hydraulic action** - This is the sheer power of the water as it smashes against the river banks. Air becomes trapped in the cracks of the river bank and bed, and causes the rock to break apart.
- **Abrasion** - When pebbles grind along the river bank and bed in a sand-papering effect.
- **Attrition** - When rocks that the river is carrying knock against each other. They break apart to become smaller and more rounded.
- **Solution** - When the water dissolves certain types of rocks, e.g. limestone.

Transportation



The river picks up sediment and carries it downstream in different ways.

- **Traction** - large, heavy pebbles are rolled along the river bed. This is most common near the source of a river, as here the load is larger.
- **Saltation** - pebbles are bounced along the river bed, most commonly near the source.
- **Suspension** - lighter sediment is suspended (carried) within the water, most commonly near the mouth of the river.
- **Solution** - the transport of dissolved chemicals. This varies along the river depending on the presence of soluble rocks.

Deposition

When the river loses energy, it drops any of the material it has been carrying. This is known as deposition.

Factors leading to deposition:

- **shallow** water
- at the end of the river's journey, at the river's **mouth**
- when the **volume** of the water decreases

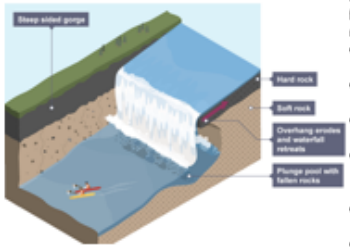
Landforms

Erosional Landforms

The erosional features are often found in the upper course of the river.

Interlocking Spurs

In the upper course there is more vertical erosion. The river cuts down into the valley. If there are areas of hard rock which are harder to erode, the river will bend around it. This creates interlocking spurs of land which link together like the teeth of a zip.



A **waterfall** is a sudden drop along the river course. It forms when there are horizontal bands of resistant rock (hard rock) positioned over exposed, less resistant rock (soft rock).

- The soft rock is eroded quicker than the hard rock and this creates a step.
- As erosion continues, the hard rock is undercut forming an overhang.
- Abrasion and hydraulic action erode to create a plunge pool.
- Over time this gets bigger, increasing the size of the overhang until the hard rock is no longer supported and it collapses.
- This process continues and the waterfall retreats upstream.
- A steep-sided valley is left where the waterfall once was. This is called a gorge.

Erosional & Depositional Landforms

As the river makes its way to the middle course, it gains more water and therefore more energy. Lateral erosion starts to widen the river. When the river flows over flatter land they develop large bends called **meanders**.

- As a river goes around a bend, most of the water is pushed towards the outside. This causes increased speed and therefore increased erosion (through hydraulic action and abrasion).
- The lateral erosion on the outside bend causes undercutting of the bank to form a river cliff.
- Water on the inner bend is slower, causing the water to slow down and deposit the eroded material, creating a gentle slope of sand and shingle.
- The build-up of deposited sediment is known as a slip-off slope (or sometimes river beach).

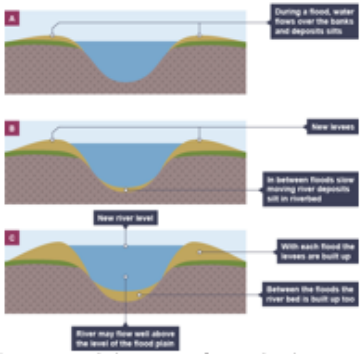
Oxbow lakes

Due to erosion on the outside of a bend and deposition on the inside, the shape of a meander will change over a period of time. Erosion narrows the neck of the land within the meander and as the process continues, the meanders move closer together. When there is a very high discharge (usually during a flood), the river cuts across the neck, taking a new, straighter and shorter route. Deposition will occur to cut off the original meander, leaving a horseshoe-shaped oxbow lake.

Depositional Landforms

A **floodplain** is an area of land which is covered in water when a river bursts its banks.

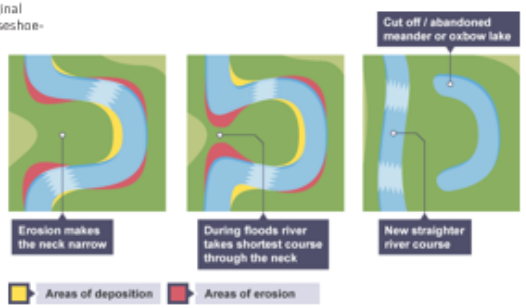
Floodplains form due to both erosion and deposition. Erosion removes any interlocking spurs, creating a wide, flat area on either side of the river. During a flood, material being carried by the river is deposited (as the river loses its speed and energy to transport material). Over time, the height of the floodplain increases as material is deposited on either side of the river. Floodplains are often agricultural land, as the area is very fertile because it's made up of alluvium (deposited silt from a river flood). The floodplain is often a wide, flat area caused by meanders shifting along the valley.



Levees occur in the lower course of a river when there is an increase in the volume of water flowing downstream and flooding occurs.

- Sediment that has been eroded further upstream is transported downstream.
- When the river floods, the sediment spreads out across the floodplain.
- When a flood occurs, the river loses energy. The largest material is deposited first on the sides of the river banks and smaller material further away.
- After many floods, the sediment builds up to increase the height of the river banks, meaning that the channel can carry more water (a greater discharge) and flooding is less likely to occur in the future.

An **estuary** is where the river meets the sea. The river here is tidal and when the sea retreats the volume of the water in the estuary is less reduced. When there is less water, the river deposits silt to form mudflats which are an important habitat for wildlife.



Unit 2: Topic 5a The UK's Evolving Human Landscape

Why are population, economic activity and settlements key elements of the human landscape?

How do the urban core and rural periphery compare?

	Urban core E.g.	Rural periphery E.g.
Population density	High, over 200 people per km^2	Low,1-100 people per km^2
Age structure	Young adults, single people	Older people, some single
Economic Activities	Retailing, large shops, offices, HQ's, many jobs	Farming, fishing, forestry, mining, working from home, tourism, renewable energies
Settlement	Conurbation, large town, high and low rise buildings. expensive	Market towns, villages, farms, low rise generally cheaper

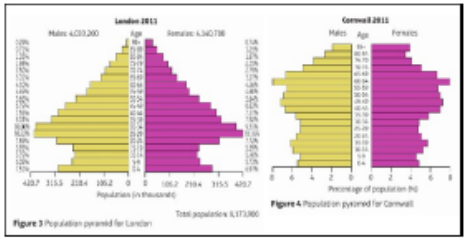
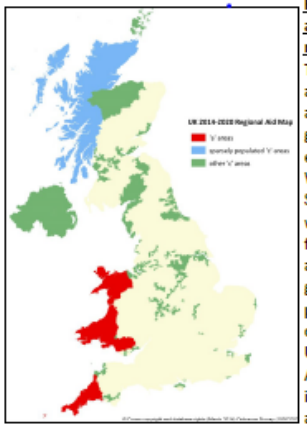


Figure 3 Population pyramid for London

Figure 4 Population pyramid for Cornwall



How are the regional disparities being reduced?

There are certain areas that qualify for assistance from the government. Assisted Areas in north Wales, north west Scotland and Cornwall are rural areas facing isolation and a lack of jobs. In general people are poorer here than other parts of the UK. Other Assisted Areas include former industrial areas such as South Wales and North-East England where a decline in coal, steel and ship building left unemployment and poverty.

What is regional development and transport infrastructure?

The EU's Regional Development Fund supports UK regions by economic regeneration for example projects connecting businesses to fast broadband enabling people to live in Cornwall and work form home. Investment in transport for example rail routes linking Manchester with Sheffield.

How does migration shape the UK economy and society?

Retirement migration

Older people moving within in a country when they retire. The SW attracts many retirement migrants because of beautiful scenery, slower pace of life, lower crime rates and a sense of community.

Rural to urban migration

Advantages	Disadvantages
Creates demand for services, shops and social activities creating jobs locally	Healthcare pressure, house price rise, young people move out

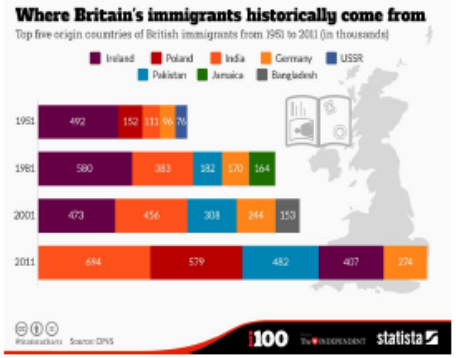
In rural areas, apart from a few jobs in farming, fishing or mining/quarrying jobs opportunities are scarce so young people leave to find better jobs in the city leaving a concentration of older people.

International migration

The UK government encouraged immigration from former British colonies in the Caribbean, India and Bangladesh during the 1950's in response to shortage of workers reaching 1million by 1971. During the 1970's there was no longer a shortage of workers and immigration was controlled by the government. Around 2004 and the enlargement of the EU saw young immigrants, 80% aged 18-34, from Eastern Europe especially Poland to cities such as London and Birmingham for jobs in industries or fruit farming. In 2014 560,000 immigrants arrived in the UK and during the period 2012-15 people fled from fighting in Syria and Afghanistan arrived in cities like Birmingham.

What are the impacts of international migration?

Advantages	Disadvantages
Source of cheap unskilled (construction) and skilled labour (doctors/nurses). Benefits of a youthful population. Introduced to new cultures and cuisines	Puts pressure on services e.g. housing, healthcare, education, social unrest



How is the UK economy changing?

There have been many changes in the UK economy in the last 50years in the primary, secondary, tertiary and quaternary sectors. These changes are best seen in two contrasting regions on the country, the NE and SE of England.

How has the North East changed?

The economy of the NE used to be dominated by heavy industry e.g. coal mining/ shipbuilding. In the last 50years this has declined due to foreign competition, high land and labour costs and end of coal deposits. In 1971, manufacturing was 40% of employment but in 2011, this was only 10%. Between 2007 – 2013, unemployment rose quickly to 8%. The contribution of the area to national GDP is only 2%. Between 2011-12, child poverty rates in Middlesbrough and Newcastle rose 39% on average. In rural areas, economy still relies heavily on agriculture. Mining, fishing and quarrying are very small scale. Manufacturing is based in urban areas but employs fewer people due to increase in machines and new technology. Manufacturing, especially chemicals, are still important but employ fewer people with improved technology and Nissan employ 4000. Tertiary activities have increased (257,000) which has reduced unemployment slightly, 22% of all employment.

How has the South East changed?

Primary industries are mainly centred on farming in rural areas with some of the most prosperous farms in Britain. Manufacturing industry is growing rapidly, mainly in urban areas and along the M4 corridor, a centre for light industries in electronic s and engineering. The region is very important for tertiary and quaternary industries in financial and business service firms. Unemployment is low,6% and prosperity is high compared to the NE.

Why is the South East so attractive to industries?

Transport—M25 motorway network and railways. 72% of UK freight was carried on roads in the south-east. It has 4 major airports e.g. Heathrow and ports e.g. Southampton.

Markets and labour— a market of 19million people, skilled labour from Oxbridge and London Universities

Political— Close to national government. Previous governments encouraged movement from London to the South East.

Geographical—transport routes radiate from London and its close to the channel tunnel giving access to Europe.

	% of UK pop	Median age	Unemployment %	Manufacturing employment 2011
NE	4	41.5	8.2	10.2
SE	14	40.8	6.0	7.2

What are the effects of Globalisation, trade and investment?

Globalisation

'The growing importance of international operations for all economic sectors and for the culture and way of life of people around the world'.

Manufacturing, tertiary and quaternary industries are being increasingly affected by decisions and events in other parts of the world. The three key elements of the global economy are:

Networks – linking countries together e.g. internet/ trading blocs

Flows – goods and services that move through networks e.g. raw materials, manufactured goods or migrant workers

Global players – organisations that have a big impact on the working of the global economy e.g. TNCs, World Bank, IMF

Privatisation

Privatisation of many UK industries e.g. steel, railways, computers, airports, docks, petroleum, electricity, water, gas and postal services.

The Effects of privatisation include:

- Increased Foreign Direct Investment (FDI) from businesses wanting to invest in the UK.
- Increased awareness of markets and increased competition
- Increased foreign ownership of UK firms
- Dividends and profits from some UK based firms going abroad
- Loss of jobs in the UK due to increased efficiency

Free trade

Firms want to and need to take part in international trade to increase their profits. Global links can significantly increase the market for a firm. Not all trade is free trade which is trade without tariffs or import duties. Some countries have high import duties to protect their industries. The UK, as part of the EU, has pursued a policy of promoting free trade with the EU to allow the free movement of goods and services which should make them cheaper.

Foreign Direct Investment (FDI)

FDI is composed of the flows of money (capital) from businesses in one country to another. The flow of finance allows the companies to become involved in the business life and markets of the receiving country – for the UK, this is the EU markets. The companies can vary from giant TNCs e.g. GlaxoSmithKline. In 2014, the largest investor in the UK was the USA. 50% of investment into the UK came from European countries. Most of the investment was in energy projects e.g. wind and nuclear or infrastructure e.g. airports and hotels.

Transnational Companies (TNCs)

TNCs are large companies that operate in a range of other countries. They are powerful players in the global economy and link up national economies in many different parts of the world. The top TNCs are involved in 3 main industries – oil, electronics and motor vehicles. Some TNCs are specialised e.g. Nestle (food & drinks) or Rio Tinto (mining) where are others e.g. Mitsubishi have a range of interests e.g. vehicles, air transport and food processing.

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

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

Hitler's Rise to Power	
1	Hitler sets up the Nazi Party in 1920 and becomes Chancellor in January 1933. This happens for a variety of reasons – Hitler's strengths, inbuilt problems of the Weimar Republic, and the weaknesses of others.
Key events	
2	**1919** Hitler joins the German Worker's Party
3	**1920** Hitler sets up the Nazi Party
4	**1921** Hitler introduces the SA
5	**1923** The Munich Putsch
6	**1925** Mein Kampf published
7	**1926** Bamberg Conference
8	**1928** Nazis win 12 seats in Reichstag
9	**1929** Death of Stresemann and Wall Street Crash
10	**1930** Nazis win 107 seats in Reichstag
11	**1932 July** Nazis win 230 seats in Reichstag
12	**1932 November** Nazis win 196 seats in Reichstag
13	**1933 January** Hitler becomes Chancellor
Key Concepts	
14	**The Munich Putsch** is a significant event. Although a failure, Hitler gained publicity, he wrote Mein Kampf and he realised that if he was to win power, he needed to do this by votes and not by force.
15	**Stable Stresemann** caused problems for the popularity of the Nazi Party. When times were good, voters were not attracted to the Nazi policies.
16	**The Wall Street Crash** was a major turning point in the fortunes of the Nazi Party. The Nazi message did not change but people were now prepared to hear it.
17	**The Backstairs Intrigue** - At a time when Nazi popularity at the polls was decreasing, Hitler was handed power by political elites who feared a Communist take over and Civil War.

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

Nazi Control and Dictatorship	
1	This was a time when Hitler formed a legal dictatorship and put in place methods of propaganda and censorship to persuade and encourage all Germany people to support Nazi ideals.
Key events	
2	**1933 January** Hitler becomes Chancellor
3	**1933 February** Reichstag Fire
4	**1933 March** Nazis win 288 seats
5	**1933 March** Enabling Act passed
6	**1933 July** Nazis become the only legal party in Germany
7	**1934 June** Night of the Long Knives
8	**1934 August** President Hindenburg dies
9	**1934 August** Hitler combines the post of Chancellor and President and becomes Fuhrer
10	**1934** August German army swears allegiance to Hitler
11	**1938** Over the course of the year, Hitler removes 16 army generals from their positions
Key Concepts	
12	**Removal –** From 1933 to 1934, Hitler removed all opposition and established himself as Fuhrer.
13	**Control –** There was an attempt to control and influence attitudes. This was done by propaganda and terror.
14	**Opposition –** The youth and the churches opposed the regime**.**

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

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

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

BOX 1: Key words.

1. **Afterlife** – Life after death; the belief that existence continues after physical death.
2. **Euthanasia** – Greek for 'a good death'. Sometimes known as 'mercy killing'. Killing or permitting the death of a seriously ill person.
3. **Evolution** – The process by which different living creatures have developed from earlier less complex forms during the history of the earth.
4. **Abortion** – When a pregnancy is ended so that it does not result in the birth of a child.
5. **Quality of life** – The extent to which life is meaningful and pleasurable.
6. **Sanctity of life** – The belief that life is precious, or sacred. For many religious believers, only human life holds this special status.
7. **Bioethics** – the process of deciding what is good and acceptable in medicine.
8. **Situation ethics** – judging the rightness or wrongness of an act on a case-by-case basis. Basing moral decision-making on the most loving thing.
9. **Hospice** – A place where those with terminal illness go to die with dignity. Palliative care – focuses on relieving pain and suffering.
10. **Purgatory** – A Catholic place of waiting to have sins forgiven before entering heaven.

BOX 2: Life after Death

Christians believe in resurrection and everlasting life. Jesus modelled what would happen to our mortal bodies by rising from the dead. On **Judgement Day** God will decide who enters paradise and who doesn't. **Dualists** believe the body will decay upon death and the soul, which is immortal, will be reunited with God in heaven. **Evangelicals** argue we will have a bodily resurrection like Jesus. St Paul says it will be a spiritual body.

The Parable of the Sheep and Goats reveals that Jesus will separate those who followed Him (sheep) from those who rejected Him (goats).

Humanists say we can reflect on our own lives. There is nothing after death. We should live morally for ourselves and others, not God.

BOX 3: Heaven and Hell

For **Christians**, heaven is to be in God's presence. **Evangelicals** argue it is a real place. **Liberal Christians** say heaven is symbolic. Heaven is believe to be a reminder there are consequences to actions and thoughts.

For **Christians** hell is to be in constant torment cut off from all things good and loving. **Evangelicals** argue it is a real place. **Liberal Christians** say hell is symbolic. A reminder there are consequences to actions and thoughts.

The **Roman Catholic Church** teaches that after death there is a state of **Purgatory**. This is a place where some people who have sinned are purified in a 'cleansing fire', after which they are accepted into Heaven.

Humanists say there is no heaven or hell, the dead live on through the memories of the living.

BOX 4: The scientific origins of the world

Charles Darwin in the 1800s explained how living creatures have evolved through a process of gradual change over millions of years.

Natural selection was observed on the Galapagos Islands where finches (birds) had different shaped beaks on different islands to suit the environment and eat food. These characteristics happened by chance but helped them survive and pass on these traits to their offspring. **'The survival of the fittest.'** Over time, this process led to new species of animals. It is how humans evolved.

Theory of the Expanding Universe Lemaitre argues that the universe is expanding outwards and possibly into infinity. Lemaitre also argues that time and space began 15 billion years ago from a singularity which was infinitely hot and dense and expanded causing sub-atomic particles and atoms to appear. He referred to this argument as hypothesis of the 'primeval atom' or the 'cosmic Egg'. Stars and planets were formed, including Earth.

BOX 5: The sanctity of life

Most people believe to have **life is special** but religious people believe this because it is God's gift. This belief has an impact on issues of **bioethics** such as **abortion** and **euthanasia**.

Christians believe God is involved in His creation and has made everyone unique. He made humankind in His own image which means all life is sacred. Only G-d should take life away. Quakers oppose the death penalty and war. God chooses when life begins. Catholics disagree with IVF and contraception.

Humanists argue there is no soul or afterlife as this is the only life we get. Therefore life is special and its purpose is to make us and others happy.

The quality of life

Some argue this is more important than the sanctity of life. If we are free from pain and can live in freedom and dignity then we have a good quality of life. If pain outweighs pleasure, then we are have a poor quality of life. Measuring our quality of life is difficult as we all experience different tolerance to pain and pleasure. Government look at living conditions, health, education, the economy and human rights to determine the quality of life. This belief impacts medical ethics where some argue if the quality of life has deteriorated then someone should be allowed to die (**euthanasia**).

BOX 6: Sources of Authority

"I am the resurrection and the life; he who believes in me will live, even if he dies". -John 11:25

"Before I formed you in the womb I knew you" - Jeremiah 1: 5

"Don't you know that your body is the temple of the Holy Spirit"-
1 Corinthians 6:19

"You shall not kill" 10 Commandments - Exodus 20:13

BOX 7: Euthanasia

The four types of euthanasia:
Voluntary (asks to die)
Active (tries to end their life)
Passive (treatment is removed)
Involuntary (forced death)
Usually the poor **quality of life** and suffer from incurable degenerative diseases is the reason someone may want to end their life. Euthanasia is **illegal in the UK** but legal in countries like Switzerland where the ***Dignitas*** clinic exists.

Christians mostly disagree stating the **sanctity of life** argument or see it as murder/ going against the 10 Commandments and also believe there is purpose in suffering. Many Christians see **Hospices** as an alternative. **Liberal Christians** might agree to life support being turned off or withholding treatment as it is the most loving thing (**situation ethics**).

Humanists support legalising **voluntary euthanasia** and not just for the terminally ill. People should be able to die with dignity and when faced with a poor **quality of life**.

BOX 8: Abortion

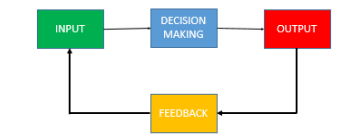
Life begins at different points for people. Some argue it is at **conception** (when the sperm meets the egg). Other when the baby can be felt in the womb. Others it's when the nervous system and organs develop. At **24 weeks** the baby has viability and can survive if born. This is the **UK legal limit** for an abortion where 2 doctors must agree. For some it is at birth. **Pro-life** people believe abortion is always wrong as the foetus has a right to life. UK law however does not recognize an unborn child as a person**. Pro-choice** people believe a women should have a right to choose what happens to her body.

Catholics do not allow abortions due to the sanctity of life. Life begins at conception. It is murder and against the 10 Commandments.

Church of England opposes abortion for social reasons but not if the mother's life is in danger, or it affects the quality of her life (e.g rape).

Humanists look for the least amount of harm to be brought to all concerned. There is not one view, but many are liberal and pro-choice.

1. Skills	are learned and, when mastered, are consistently done in a way that looks good and shows
2. Abilities	are inherited from parents. They are known as traits which remain fairly stable throughout life. Abilities can help performers learn new skills quicker.
Classification of Skills	
3. Basic to complex continuum	Basic – a skill that a beginner would learn with little difficulty and decision making needed e.g. a tuck jump Complex – a skill that a more experienced performer will learn, that involves more difficulty and decision making e.g. a forward somersault
4. Open to closed continuum	Open - A skill which is performed in a certain way to deal with a changing or unstable environment, e.g. to outwit an opponent. Closed - A skill which is not affected by the environment or performers within it. It tends to be done the same way each time.
5. Self paced to externally paced continuum	Self - The skill is started when the performer decides to start it. The speed, rate and pace of the skill is controlled by the performer. Externally -The skill is started because of an external factor. The speed, rate and pace of the skill is controlled by external factors, e.g. opponents.
6. Gross to fine continuum	Gross - involves big movements of the body and large muscle groups. Fine -Involves small, precise movements that use small muscle groups.
Guidance	
7. Visual	This is where a learner gets to 'see' the skill. E.g. A demonstration of technique or skill by another person; Footage of a performance via dvd/youtube; Still images like posters.
9. Verbal	Where a coach talks to a performer letting them know the correct technique or what they are doing right/wrong E.g. Talking to a performer about technique; Highlighting particular parts of a skill.
10. Manual/ Mechanical	Manual and mechanical guidance are very similar and can be grouped together. The physical support allows the performer to produce the movements required without being able to actually doing it themselves. They involve physically moving/guiding a performer (manual)Using other aids to support the safety of a performer e.g. in a harness (mechanical)
Feedback	
11. Positive	Used to inform the athlete what was right about their movements. This is important so that athletes know for future. It is very important for motivating players.
12. Negative	Is used to inform athletes what they have done wrong in a performance. In order for it to be beneficial information needs to be given on what actions needs to be done to improve.
13. Intrinsic	information received from **inside** the performer (e.g. how something feels). As an athlete develops that are much more able to use this type of feedback as they are able to simply 'feel' whether the movement was right or not.
14. Extrinsic	information received about performance which comes from **outside** the performer (e.g. coach, spectators, team mates). It usually comes in the form of verbal feedback, but could be score cards etc.

15. Knowledge of Results	Focusses on how successful you have been in achieving what you set out to do (a goal). It is factual, given by teacher/coach or seen by yourself. E.g. when you scored or not in a free throw in Basketball; whether your shot went past the keeper in Football; whether you won the 100m
16. Knowledge of Performance	Provides more detail about how well you did regardless of the overall result. It may relate to technique used, or a specific point in the movement. It deals with the **quality** of the performance not the result.
Information Processing	
	
17. INPUT	Performer takes in the information from the environment/display. What they can see, hear, feel etc.
18. DECISION MAKING	This is where the performer selects the appropriate response from their memory (perhaps they have been in this situation before).
19. OUTPUT	The decision has been chosen, brain sends message to the appropriate muscles to carryout the response
20. FEEDBACK	Information is received via themselves (intrinsic) and/or from others (extrinsic) regarding the success (or not!!) of the action The feedback you receive may impact on how you perform the skill in the future.

Arousal and Stress Management	
1. Arousal	Arousal is physical (physiological) and mental (psychological) state of alertness/excitement varying from deep sleep to intense excitement.
2. Inverted U theory	Yerkes and Dobson (1908) developed a theory called inverted U theory which visually shows how a performer can be under or over aroused, or at the correct (optimal) level. As arousal *increases* so does performance, up to the *optimal/perfect* level. Then if arousal increases further, performance will *decrease*.
3. Stress Management Techniques	Deep Breathing Physical technique which involves performer using exaggerated breaths in and out. This helps a performer relax and focus on their task in hand. Mental rehearsal/visualisation Mental technique where the performer pictures themselves performing the skill perfectly before attempting it, or visualising themselves in a calm and relaxing environment. Positive self talk Mental technique where the performer talks to themselves in their head. Often saying positive and reassuring things, 'you can do this', to relax the performer and give them confidence.
Aggression	
4. Direct Aggression	where there is **physical** contact between performers. They **deliberately** inflict **harm** upon the opponent. E.g. a foul in football from behind, or an illegal high tackle in rugby or a boxer punching opponent below the belt
5. Indirect Aggression	does not involve physical contact. The aggressive act is taken out on **an object** to gain an advantage over an opponent. They act WITHIN the rules of the game. E.g. smashing a badminton shuttle very hard, Serving a fast forehand return in tennis.
Personality	
6. Introvert	➢These people do not need a high level of arousal – they become over aroused when over stimulated. ➢Tend to be shy, quiet and thoughtful individuals. ➢Tend to play individual sports and are self motivated. ➢Tend to play sports where: ➢Concentration/precision (fine skills) is required. ➢Low arousal is required
7. Extrovert	➢These people need a high level of arousal – they lack concentration and often seek exciting situations. ➢Tend to enjoy interactions with others, very sociable, enthusiastic, talkative and prone to boredom when on their own. ➢Tend to play team sports ➢Tend to play sports where: ➢Gross skills and a fast pace is required. ➢Often leaders in a team
Motivation – the drive to succeed	
8. Intrinsic Motivation	The drive that comes from within the performer. Feeling of pride; self-satisfaction; general achievement. They are driven to achieve something because of the way it makes them feel.
9. Extrinsic Motivation	the drive experienced by a performer when striving to achieve a **reward**. Trying to win a reward. Reward is given by an external source or person. **Tangible** – certificates, trophies, medals, money. **Intangible** – praise, positive feedback, applause from the crowd.

Teacher's Tip – you must be able to relate all of the above to a sporting example. E.g. what personality type is suited to what sport. Which type of motivation is best to succeed in a sport. Be able to discuss the inverted U theory of arousal and how arousal in sport can affect performance and what stress management techniques are most appropriate for what sport.

Outdoor Activities	A leisure, recreation or sport activity undertaken in a natural , rural space that can be done as an individual or part of a group.
Types of Outdoor Activities	
Water Sports	**Canoeing** – paddling a canoe kneeling down with a single-bladed paddle can be done in the sea, on rivers, canals or lakes. **Kayaking** - sitting in a kayak uses a double bladed paddle, can be done in the sea, on rivers, canals or lakes. **Sailing** – wing acting on sales to move the boat on the surface of the water. Boats range in size, can be done in a dinghies for one person, or yachts with up to groups of 20. **Windsurfing** – uses a board with a sail attached to it, usually learned on flat lakes – variations include: kitesurfing, wakeboarding and kiteboarding.
Trekking	**Trekking** - is a long journey undertaken on foot in areas where there are usally no forms of transport. Walking usually for a couple of days on footpaths that are unchartered, in challenging areas such as on hills and mountains. **Hill Walking** – involves walking in areas that are mountainous or hilly. **Orienteering** – activity that requires skill of using a map and compass to navigate from a point to a point in unfamiliar terrain, whilst moving at speed. Participants are given specially prepared orienteering map which they use to find control points as quickly as possible. This involves decide the best route between control points and the best pace to use on different terrains. **Mountaineering** – is climbing and trekking in the mountains. Hiking in the mountains can also be a simple form of mountaineering if it includes some scrambling over rocks or simple rock climbing.
Climbing	Ascent of steep inclune using hands and feet usually with the special aid of specialist equipment such as ropes, harness to protect he climber from falling. Normally involves two or more people working together in a process called belaying. Examples include – **free climbing, ice climbing, rock climbing, indoor climbing, and bouldering.**
Caving	**Caving** – often referred to as potholing is an exploration of caving systems. Caves come in different shapes and sizes, but they all lack light. It often involves some rock climbing, squeezing into small spaces and crawling.
Cycling	**Mountain biking** – riding bicycles off road, often over rough terrains. These style bikes have thicker tyres for extra grip and suspension to handle the bumps. **Trail Biking** – using a mountain bike on short steep and highly technical and specially constructed trails.
Snow Sports	**Skiing –** a participant uses skiis to guide about on the snow – two main types alpine (downhill skiing) and Nordic (cross contry) **Snowboarding** – riding down a snowy slope with a board that is attached to the rider's shoes. **Snowshoeing** – form of hiking in snow with specialized shoes.
Gliding	**Gliding** – air based activity where pilots fly unpowered aircraft using natural currents of rising air to remain airbourne. Gliders are launched by powered aircraft or winced from airfields. Hang Gliding – piolot flies a lighter than air craft called a hang glider. The pilot is attached y a harness and controls the craft by shifting their body weight. Paragliding – flying a canopy adapted from a parachute – most paragliders launch themselves off mountain tops and use the air currents to glide along.

Provision	
Provision	Refers to how easy it is for people to participate and where each activity takes place. Provision is affected by several factors, including: media; location and finance.
Outdoor Activity Providers	
National Sport Centres	There are three national sport centres as part of Sport England's policy. Plas y Brenin is an example of one of these in Wales offering a range of outdoor activities such as mountaineering, mountain biking and paddling.
Voluntary Organisations	E.g. the Scounts – voluntary organization that offers young people opportunities to enjoy fun and adventure in the outdoors. Duke of Edinburgh – a school led initiative where you take part in outdoor challenges such as orienteering and trekking in order to achieve awards – bronze, silver and gold.

Value	
Value	The general benefits of participating in outdoor activities may be summarized under four headings – physical, social, emotional and intellectual.

Examples include:

Increased confidence
Enjoyment and Challenge
Improved health and fitness
Greater environmental awareness
Increased motivation
Opportunity to socialize with others
Team building skills
Decision making skills
Learning how to plana nd organise
Improved communication skills with others.

A. Key Terms

Keyword	Description
7. Silhouette	**SILHOUETTE**: the dark shape and outline of someone or something visible in restricted
2. Sky-Line	**T**he thickness of a mark or brushstroke
3. Landscape	**to BLOCK IN**: to fill in an empty area in an image with a certain colour before adding fine details such as shadows and highlights.
4. Texture	how objects or figures are arranged in the frame of an image
5. Contemporary	Living or occurring at the same time.
6. Negative Space	When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as **negative space**.
7. Geometric	characterized by or decorated with regular lines and shapes. "a geometric pattern"

B. Command Words

Keyword	Description
8. Demonstrate	To show, exhibit, prove or express such things as subject specific knowledge, understanding and skills.
9. Evidence	**EVIDENCE:** To show, prove, support and make clear or verify something.
10. Organise	N **ORGANISE**: To collect, collate, arrange and combine elements of your work into a clear and logical submission.
11. Research	**RESEARCH**: To study in detail, discover and find information about.

C. Formal Elements

LINE	the path left by a moving point, e.g. a pencil or a brush dipped in paint. It can take many forms. e.g. horizontal, diagonal or curved.
TONE	means the lightness or darkness of something. This could be a shade or how dark or light a colour appears
TEXTURE	the surface quality of something, the way something feels or looks like it feels. There are two types : Actual and Visual
SHAPE	an area enclosed by a line. It could be just an outline or it could be shaded in.
PATTERN	a design that is created by repeating lines, shapes, tones or colours. can be manmade, like a design on fabric, or natural, such as the markings on animal fur.
COLOUR	There are 2 types including Primary and Secondary . By mixing any two Primary together we get a Secondary

C. Art Criticism

12. Art Criticism is when you analyse and present your own opinions of an artists work. Memorise the 4 steps to help you annotate your book.

4 steps of art criticism

13. **describe:** Tell what you see (the visual facts)

14. **Analyse:** Mentally separate the parts or elements, thinking in terms of textures, shapes/forms, light/dark or bright/dull colours, types of lines, and sensory qualities. In this step consider the most significant art principles that were used in the artwork.
Describe how the artist used them to organize the elements.

15. **interpret:** seeks to explain the meaning of the work based on what you have learned so far about the artwork, what do you think the artist was trying to say?

16. **judgment.** personal evaluation based on the understandings of the work(s)

YEAR 11 – MICHAELMAS TERM- ENGINEERING

LEARNING - LOVING - LIVING

Materials

Ceramic

Glass— A hard, brittle substance, typically transparent or translucent, made by fusing sand with soda and lime and cooling rapidly.

Concrete— A building material made from a mixture of broken stone or gravel, sand, cement, and water,

Terra cotta—Unglazed, typically brownish-red earthenware, used chiefly as an ornamental building material and in modelling.

Plastic

Acrylic (polymethyl methacrylate), (of synthetic resins and textile fibres) made from polymers of acrylic acid or acrylates.

High impact polystyrene (HIPS) (of plastic or a similar substance) able to withstand great impact without breaking.

Polyvinyl chloride (PVC) A tough chemically resistant synthetic resin made by polymerizing vinyl chloride and used for a wide variety of products including pipes, flooring, and sheeting.

Print

Aluminium—A metal used in domestic utensils, engineering parts, and aircraft construction

Pewter—A gray alloy of tin with copper and antimony (formerly, tin and lead).

Copper—A red-brown metal, a very good conductor of heat and electricity and is used especially for electrical wiring

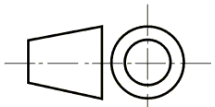
Wood

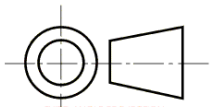
Pine—An evergreen coniferous tree used for making furniture, doors and floors.

Plywood—A type of strong thin wooden board consisting of two or more layers glued and pressed together

Medium density fibreboard (MDF) - A type of board made from compressed sawdust usually bonded with formaldehyde resin

Orthographic projection





Title Block — Contents

Author	Drawing number	Date
Title	Materials	Scale
Sheet Number	System of measurement	Projection

Properties and characteristics of materials

	Absorbency	To be able to soak up liquid easily.
	Strength	The capacity of an object or substance to withstand great force or pressure.
	Elasticity	The ability of an object or material to resume its normal shape after being stretched or compressed; stretchiness.
	Plasticity	The quality of being easily shaped or moulded.
	Malleability	To be able to be hammered or pressed into shape without breaking or cracking.
	Density	The quantity of mass per unit volume of a substance
	Effectiveness	The degree to which something is successful in producing a desired result; success.
	Durability	The ability to withstand wear, pressure, or damage.

Environmental Factors

Recyclability
We should recycle as many materials as possible, as this reduces the amount of new materials required to manufacture the products we want.

A vast range of materials can be recycled particularly paper, card, and many plastics.

Reusability
Where possible, we should reuse products or their components / parts when they are disassembled, at the end of their life cycles.

Products should be designed, so that they can be used again or at least their parts, with minimal reprocessing.

Sustainability
This means using less non-renewable resources.
Reducing the amount of raw materials we use to manufacture products.

Reduce wastage of raw materials used in the manufacture of products.

Ecological footprint.
The ecological footprint measures human demand on nature, i.e., the quantity of nature it takes to support people or an economy.

The ecological footprint is defined as the biologically productive area needed to provide for everything people use:.

SI Base Units

unit	abb	physical quantity	Smallest - - - - - - - - - - Largest
metre	m	length	Micrometer, millimeter, centimeter, meter
second	s	time	Microsecond, millisecond, seconds
kilogram	kg	mass	Milligram, gram, kilogram
ampere	A	electric current	Micro amp, milliamp, amp, kiloamp
kelvin	K	thermodynamic temperature	Kelvin, degrees Celsius
candela	cd	luminous intensity	Microcandela, millicandela, candela
mole	mol	amount of substance	Nanomole, micromole, millimole, mole

Engineering Disciplines

Mechanical	Hydraulics, gears, pulleys
Electrical	Power station, household appliances, integrated circuits
Aerospace	Aircraft, space vehicles, missiles
Communications	Telephone, radio, fibre optic
Chemical	Pharmaceuticals, fossil fuels, food and drink
Civil	Bridges, roads, rail
Automotive	Cars, motorcycles, trains
Biomedical	Prosthetics, medical devices, radiotherapy
Software	Applications, systems, programming

Understand the making Process

1	Preparation	Drawing, CAD, sketches, plans.
2	Marking Out	Pencil, scribe, steel rule, tri square, marking gauge, calipers, centre punch.
3	Modification	Saw, jigsaw, scroll saw, laser cutter, pliers, hammer, drill, file, glass paper.
4	Joining	Riveting gun, spanner, screwdriver, hot glue, gun , soldering iron, nail gun.
5	Finishing	Hand sander, glass paper, disc sander, buffing wheel, polish, spray paint, varnish.

Health & Safety Legislation

Health and Safety at work Act	Personal Protective Equipment	Manual Handling Operations	Control of Substances Hazardous to Health	Reporting of Injuries RIDDOR

Scientific method for NEA 1

Analyse
Break down a task or question explaining the keywords and what is required

Hypothesis
An idea, prediction or explanation that you then test through experimentation

Research
Gathering data or information about the ingredient(s) that you are investigating.

Hypothesis
An idea, prediction or explanation that you then test through experimentation

Investigation
practical work that is undertaken by experimentation to prove or support the hypothesis.

Analysis
Explanation of the results linked to the data. Link back to research

Annotate
Add information to a photograph or chart

Fair test
An experiment that tests exactly the same thing during the investigation changing ONE part of the experiment..

Control
The part of the experiment that stays the same. This ensures that a 'Fair Test is carried out.

Independent variable
The part of the experiment that is changed

Dependent variable
The outcome of the experiment that can be measured

Sensory testing and tasting
Measuring the outcomes of experiment using the senses to describe outcomes.

Aeration
Incorporating air into a mixture.

Agitate
To stir, shake or disturb a liquid.

Al dente
'Firm to the bite', a description of the texture of correctly cooked pasta.

Ambient
Foods that can be stored, at room temperature (ordinary room temperature 19°C to 21°C), in a sealed container. All foods found on supermarket shelves are ambient foods.

Amino acids
The building blocks of proteins.

Antioxidant
A molecule that is able to stop the oxidisation process in other molecules and therefore can be useful in stopping foods from deteriorating. Antioxidants can prevent or slow down damage to the body which otherwise can lead to diseases such as heart disease. Antioxidants also improve our immune system.

Antioxidant vitamins
Vitamins A, D and E, found in fruits and vegetables.

Bacteria
Pathogenic microscopic living organisms, usually single-celled, that can be found everywhere. They can be dangerous, such as when they cause infection, or beneficial, as in the process of fermentation (for wine).

Baking
Convection-conduction, cooking foods in a hot oven.

Basted
When fats or juices are poured over something (usually meat) while cooking in order to keep it moist, eg roasting meats.

Batter
A mixture of flour, milk or water, and usually an egg.

Bind
To bring the ingredients in a mixture together using an ingredient, eg egg.

Biological catalysts
Substance which speeds up a chemical reaction.

Biological raising agent
Using yeast to produce CO2 gas.

Biological value
The number of amino acids that a protein food contains.

Blanching
A method of cooking where food is cooked very quickly in boiling water for a short period of time. It stops enzyme actions which can cause loss of flavour, colour and texture. Conduction-convection.

Blanching
A method of cooking where food is cooked very quickly in boiling water for a short period of time. It stops enzyme actions which can cause loss of flavour, colour and texture. Conduction-convection.

Braising
Conduction-convection, sealing meat/vegetables in hot fat, then cooking slowly in a covered dish with some cooking liquid.

Bridge hold
Use thumb and forefinger and grip either side of the ingredient, use knife under the bridge to cut.

Calcium
Main mineral in the body, teeth and bones. It needs vitamin D to help absorption.

Caramelisation
Breaking up of sucrose molecules (sugar) when they are heated. This changes the colour, flavour and texture of the sugar as it turns brown into caramel.

Carbohydrates
Macronutrients required by all animals; made in plants by the process of photosynthesis.

Chemical raising agent
Uses baking powder or bicarbonate of soda to produce CO^2 gas

Choux pastry
A light, crisp, hollow pastry used to make profiteroles, éclairs and gougères.

Claw grip
Tips of fingers and thumb tucked under to hold the ingredient before chopping.

Coagulation
The setting or joining together of lots of denatured protein molecules during heating or change in PH. An irreversible change to the appearance and texture of protein foods.

Coat
To add another ingredient to create an attractive finish, or to create a protective layer on food when cooking.

Conduction
Transfer of heat through a solid object into food.

Consistency
Thickness or viscosity.

Convection
Transfer of heat through a liquid or air circulation into food.

Cook's knife
A large general purpose knife with a deep blade, used for cutting, chopping, slicing and dicing.

Danger zone
Range of temperatures between 5°C to 63°C at which bacteria begin to multiply rapidly s.

Deglazing
To loosen the browned juices on the bottom of the pan by adding a liquid to the hot pan and stirring while the liquid is boiling.

Denaturation
Chemical bonds in the protein food have broken, causing the protein molecule to unfold and change shape.

.**De-seed**
To remove seeds before using.

De-skin
To remove the skin by either putting the fruit or vegetable into boiling water or, for peppers, placing on direct heat.

Dextrinisation
Breaking up of the starch molecules into smaller groups of glucose molecules when exposed to dry heat, eg toast.

Dietary fibre
Complex carbohydrate/non-starch polysaccharide, eg whole grain cereals and cereal products.

Disaccharide
A carbohydrate made from two sugar molecules.

Discrimination tests
Test used to find out whether or not people can tell the difference between similar samples of food.

Dry-frying
Heating food on a low heat without any fat or oil. Conduction.

Efficacy
Power or capacity to produce a desired effect; effectiveness.

Enzymic action
Causes fruit to ripen, change colour, texture, flavour and aroma; maturing of fruits and vegetables.

Enzymic browning
The discolouration of a fruit or vegetable due to the reaction/chemical process where oxygen and enzymes in the plant cells of the food to react and cause the surface to become brown. This process cannot be reversed.

Emulsification
Refers to the tiny drops of one liquid spread evenly through a second liquid. An emulsifier (such as egg yolk) is used to stabilise an insoluble mixture.

Enzymes
Biological/natural substances (catalysts) which speed up biochemical reactions without being used up themselves.

Fats
Macronutrient which supplies the body with energy.

Fat soluble vitamins
Vitamins (the A, D E, and K groups) that dissolve in fat.

Filleting knife
A thin, flexible, narrow blade knife used to fillet fish.

Fluoride
Strengthens the bones and teeth, helps prevent tooth decay.

Foam formation
Foams are formed when gases (mainly air) are trapped inside a liquid, for example meringue, whisked sponge.

Free range
A method of farming husbandry where the animals, for at least part of the day, can roam freely outdoors.

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Free sugars
All monosaccharides and disaccharides added to foods by the manufacturer, cook, or consumer, plus sugars naturally present in honey, syrups, and fruit juices.

Fruit sugars
Carbohydrate, which is the natural sugar in fruit –mostly in the form of fructose, or glucose.

Gelatinisation
When starch granules swell when cooked with liquid, then burst open and release the starch, causing the liquid to thicken.

Gliadin and glutenin
The core proteins of the gluten part of wheat seeds.

Gluten formation
Formed from the two wheat proteins gliadin and glutenin, in presence of water. Gluten is developed by kneading.

Gluten free
Food which does not contain gluten (crucial for those with Coeliac disease).

Grading tests
Put in order particular characteristics of a food product.

Grilling
Radiation cooking foods under intense heat.

Hedonic rating test
People give their opinion of one or more food products by filling out a table that uses a preference scale.

High Biological Value (HBV)
Protein foods that contain all the essential amino acids.

Iron
Needed to make haemoglobin in the red blood cells, requires Vitamin C for absorption.

Julienne
Cutting vegetables into matchstick strips.

Knead
To manipulate dough by pushing it across a work surface and pulling it back. This is essential to develop the gluten.

Knock back
To knead out the carbon dioxide in risen dough to remove large air pockets to ensure an even texture.

Lactose
A natural sugar found in milk and dairy products.

Lactose intolerant
A condition which means you cannot digest disaccharide sugar lactose.
Layer
To make up a dish with differing ingredients one on top of another.
Marinade
To soak foods such as fish, meat, poultry and vegetables in a liquid to help develop the flavour, tenderise and in some instances colour the food before it is cooked. The liquid can be acidic or a salty solution. Protein is denatured by marinating.
Mash
To reduce to a soft mass by using a masher.
Mechanical raising agent
Whisking, beating, sieving, creaming, rubbing in or folding to trap air into the mixture.
Micro filtered
All bacteria in milk are removed, by forcing it through filtration membranes, then pasteurised and homogenised.
Micronutrients
Nutrients required in small quantities to facilitate a range of physiological functions.
Microorganisms
Tiny forms of life, usually single cell microscopic organisms such as bacteria, moulds and fungi.
Milk sugars (lactose)
A single molecule of glucose linked to a single molecule of galactose to form a carbohydrate, known as lactose.
Milling
Breaking cereal grains (seeds) down and separating the layers, turning grain into flour.
Minerals
Chemical substances found in a wide variety of foods.
Mix
To combine two or more ingredients together to become one.
Monosaccharide
A simple carbohydrate. Mono means one, saccharide means sugar.
Monounsaturated fats
Fats that contain one double bond in the molecule.
Nutrients
The properties found in food and drinks that give nourishment – vital for growth and the maintenance of life. The main nutrients needed by the human body are carbohydrates, proteins, fats, vitamins and minerals.

Nutritional analysis
Nutritional information for different foods, creating a nutritional profile of the specific nutrients in the food.
Oil in water emulsion
Keeping drops of oil or fat suspended in a liquid to prevent them from joining together, for example butter.
Olfactory systems
The receptors found in the back of the nose that are responsible for our sense of smell/aromas.
Oxidation
Substances pick up oxygen from the air; they then oxidise to undergo a chemical reaction, resulting in food losing freshness and colour.
Palatability
Reward provided by foods or fluids that are agreeable with regard to the satisfaction of nutritional, water, or energy needs.
Paired preference
People given two similar samples of food and they have to say which one they prefer.
Paring knife/vegetable knife
A small multi-purpose knife mainly used for slicing and dicing.
Pasteurisation
The process of heating a food to a specific temperature for a specific period of time in order to kill microorganisms that could cause disease, spoilage or undesired fermentation.
Phosphorous
Helps calcium to mineralise the teeth and bones.
Poaching
A method of cooking where food is cooked in a liquid that is just below boiling point. Conduction-convection.
Polysaccharide
A complex carbohydrate: many sugar molecules joined together, they do not taste sweet.
Polyunsaturated fats
Fats that contain several double or even triple bonds in the molecule.
Plasticity
The ability of fat to soften over a range of temperatures to hold its shape, or be shaped and spread.
Preservatives
Used to prevent food from spoilage by microorganisms; increases the shelf life of commodities.
Profiling
People asked to rate the intensity of a food product from 1–5 against a set of sensory descriptors.
Protein
A macronutrient that is essential to building muscle mass.
Protein alternatives
Manufactured protein food products consumed in place of meat or fish.
Proving
The last rising of the bread dough in its final shape before it is baked.
Radiation
A heating process that does not require physical contact between the heat source and the food being cooked. Instead, energy is transferred by waves of heat or light striking the food. Two kinds of radiation heat are used in the kitchen: infra-red and microwave.

Ranking
People asked to rank order samples of food according to a criteria.
Rating
People asked to rate a food sample for a specific characteristic.
Raising agents
An ingredient or process that introduces a gas into a mixture so that it rises when cooked.
Reduction
The process of simmering a liquid over heat until it thickens. It is also the name of the concentrated liquid that forms during this process.
Roasting
Convection-conduction, cooking foods in oil or fat in a hot oven.
Saturated fats
This type of fat is mostly from animal sources; they are normally solid fats. All of the carbon atoms in the fatty acid molecules are linked by single bonds.
Scientific principles
Demonstrates how science of the ingredients are at work in producing, processing, preparing, preserving, and metabolising foods.
Segment
To peel and pull apart, for example an orange.
Sensory properties
Smell, appearance and texture, mouth feel influence what we select to eat.
Sensory testing methods
A way of measuring the sensory qualities of food and is used by chefs, food manufacturers and retailers to analyse a food product.
Shallow frying
A quick method of cooking where a small amount of fat is used to cook food in a frying pan.
Shortening
The ability for fat to shorten the length of the gluten molecules in pastry or shortbread, for example butter, lard or other fat that remains solid at room.
Shred
To slice into long, thin strips.
Simmering
Water that is heated to just below boiling point.
Skewer
A long metal or wooden pin used to secure food on during cooking; to skewer is to hold together pieces of food using a metal or a wooden pin.
Sodium (salt)
Controls the amount of water in the body.
Snip
To cut (usually with a pair of scissors) with a small, quick stroke.
Stabilisers
Help stop substances separating again after they have been mixed stabilise an emulsion.

Starch
A polysaccharide, a complex carbohydrate.
Steaming
A method of cooking where food is cooked in the steam coming from boiling water. Conduction-convection.
Sterilised
Heated in sealed bottles to 110°C for 30 seconds
Stir-frying
A quick method of cooking where small pieces of food are fast-fried in a small amount of oil in a wok.
Taste receptors
Special cells on the tongue that pick up flavours.
Tasting panel
A process of testing foods. The process must be fair and realistic controlled conditions.
Temperature control
Range of temperature for the storage of food correctly.
Temperature probes
Give an accurate reading of the core temperature (centre) of the food. Food probes must be used correctly.
Triangle test
People given three samples of a food product to try. Two samples are identical, the third something is different; they need to discriminate between the samples.
Ultra Heat Treatment (UHT)
Heated very quickly in a heat exchanger to 72°C for 15 seconds cooked rapidly to below 10°c (normally 4°C).
Unsaturated fats
Fats that contain a high ratio of fatty acid molecules with at least one double bond. Unsaturated fats are normally liquid oil.
Vegan
People who do not eat flesh or any animal products. They can eat plant protein soya, TVP, tofu.
Vegetarian
A lacto-vegetarian diet includes dairy products and plants, and a lacto-ovo vegetarian diet includes eggs, dairy products and nuts.
Vitamin B2 (Riboflavin)
Enables energy to be released from carbohydrate, fat and protein in the body found in many foods, such as milk, eggs, rice. Deficiency is rare.
Vitamin B3 (Niacin)
Enables release of Vitamin C (ascorbic acid) needed for absorption of iron, to maintain body cells. Found in citrus fruits, green vegetables.
Vitamin B12
Works with folic acid, found in meat, fish fortified cereals.
Water based
Using liquid to transfer heat via convection.
Water in oil emulsion
Where liquid is suspended in oil or fat and prevents them from separating out, for example mayonnaise.
Water soluble vitamins
Soluble vitamins (the B group and vitamin C) in water of energy in the body. Found in wheat flour, eggs, milk some meats. Deficiency is called pellagra.
Yeasts
A microscopic fungus consisting of single oval cells that reproduce by budding, and capable of converting sugar into alcohol and CO_2 gas. Also ferments in the correct conditions to make bread rise.

What is a Network?

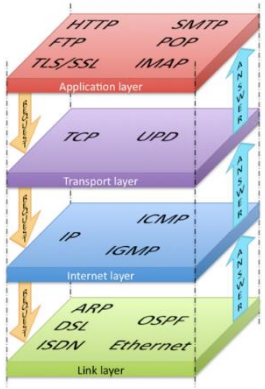
- Connected computers/devices
  - LAN / WAN/WLAN and examples

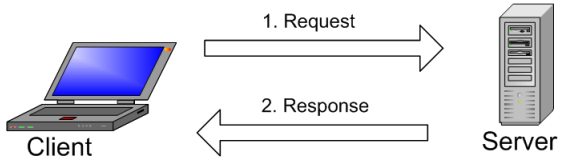
Network hardware

- Network interface card (NIC)
- Cables (*Network media)*
  - Unshielded twisted pair (UTP)
  - Fibre-optic cable
- Hub , Switch
- Wireless access point
- Router

Protocols and Addressing

- Protocols
  - Layered TCP/IP protocol stack
  - Data packets
  - DNS
  - FTP
  - HTTP
  - HTTPS
  - SMTP
  - POP
  - IMAP
- Packet switching
- IP addressing
- MAC addressing





Models of network

- Client-server network
- Peer-to-peer network

Advantages/Disadvantages

The Internet

- The internet vs. World Wide Web
- Hardware: Modem, Router…
- Addressing
  - Uniform Resource Locator (URL)
  - IP address, IPv4, IPv6
  - Domain name System (DNS)
  - Network data speed
  - Network protocols

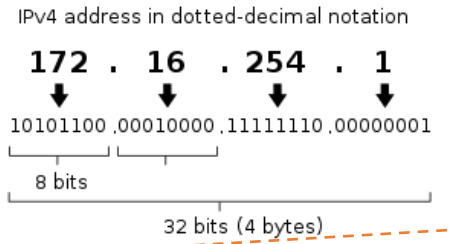
Topologies

Diagram, Advantages and Disadvantages of…

- Bus, Ring, Star, Mesh

Internet file standards

- Meaning and uses for:
  - JPG
  - GIF
  - PDF
  - MP3
  - MPEG
- Compression
  - Lossy
  - Lossless



Quizlet

Use quizlet app or website to learn the definitions associated with this topic.

Forms of attack	Different methods of attacking a computer network
Threats posed to networks	Computer networks, viruses
Social engineering	How are people a weak point in a computer network
Brute force attacks	Trying many passwords or passphrases with the hope of eventually guessing correctly. systematically checks all possible passwords and passphrases until the correct one is found.
Denial of service attacks	A cyber-attack where the perpetrator seeks to make a machine or network resource unavailable.
Data interception and theft	The unauthorized taking or interception of computer-based information.
The concept of SQL injection	SQL injection attacks allow attackers to spoof identity, tamper with existing data, cause repudiation issues such as voiding transactions or changing balances.
Poor network policy.	How poor network policy can result in risks to computer networks.
Penetration testing	Penetration testing is testing a computer system, network or Web application to find vulnerabilities that an attacker could exploit.
Network forensics	Network forensics refers to the monitoring and analysing of data on a computer system.
Network policies	A network security policy, or NSP, is a generic document that outlines rules for computer network access,
Anti-malware software	Antimalware software protects against infections caused by many types of malware, including viruses, worms, Trojan horses, rootkits, spyware, keyloggers, ransomware and adware
Access Levels	Access levels allow network administrators to decide what users can do on the network depending

environmental issues. remote working.	Technology has had an impact on the environment that is both positive and negative. The use of computers affects the environment in different ways, such as energy consumption, technological waste, and the impact of
ethical issues	What information can we consider to be private and who owns data, There are piracy laws protecting the distribution of films and other media.

The Cloud

The remote provision of storage and software resources which can be Accessed from a device. Uses servers and data centers to access such content.

Phishing
Attempting to obtain sensitive information such as usernames, passwords, and credit card details (and, indirectly, money), often for malicious reasons, by disguising as a trustworthy entity in an

Complex passwords
Password consisting of at least 6 characters
letter, numbers and symbols

Encryption
Encoding a message so only authorised people can read it.

Firewalls
Part of a network designed to prevent unauthorised access

Anti-Virus
Software designed to detect, prevent and remove viruses

Ransomware
Malicious software that blocks the victim's data or threatens to publish it unless a ransom is paid.

Failover
Having backup servers/systems in place in case of failure

Malware
Software that is specifically designed to gain access or damage a computer without the knowledge of the owner

Carbon footprint
The amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community.

Pollution
The presence in or introduction into the environment of a substance which has harmful or poisonous effects.

Sensors
A sensor is a device that detects and responds to some type of input from the physical environment. The specific input could be light, heat, motion, moisture, pressure, or any one of a great number of other environmental phenomena.

YEAR 11 – MICHAELMAS TERM – DRAMA – DEVISING LOG

LEARNING - LOVING - LIVING

Devised: Explanation	How is the Devising Log Assessed?
Devising is a way of creating a drama without starting with a script. It usually begins with an idea and a stimulus. Actors and designers research, improvise, develop and shape scenes until they have a drama ready for an audience. The play you create will use either the techniques from a theatre practitioner (e.g. Brecht or Stanislavski) or in the style of a theatre genre (e.g. Physical Theatre or Theatre in Education). You will research your chosen topic, create a performance and document the development in a devising log. The devising log will explain how you created and developed the play and how you will communicate meaning to the audience. You will also analyse and evaluate your personal contribution to the devising process and the final devised piece.	**Section 1:** Response to Stimulus (20 marks) **Section 2**: Development and Collaboration (20 marks) **Section 3**: Analysis and Evaluation (20 marks)

Section 1: Response to Stimulus

In your devising log, you will be asked to write about the stimuli that your teacher presented to you and the stimulus you chose. You will need to explain the following:

- Your first response to the stimuli.
- The different ideas, themes and settings you considered and how and why you reached your final decision.
- What you discovered from your research
- What your own dramatic aims and intentions are (for example, if you are a performer what you want to achieve in your portrayal of your character).
- What the dramatic aims and intentions of the piece were (for example what theme might your piece explore or what message would you deliver?).

Assessment Criteria – Response to Stimulus

- The explanations given in the Devising log evidence excellent skills in creating and developing ideas to communicate meaning.
- There is evidence of a highly developed and highly creative response to the stimulus.
- The explanation is very clear and points are comprehensively explored.
- Precise details are provided throughout.

Section 2: Development and Collaboration

Working with others and developing ideas are a part of the pleasure of drama, but these can also be difficult. Make sure that throughout the process you are contributing and meeting your responsibilities. For your devising log, you need to explain:

- How you developed and refined your ideas and those of others with whom you worked.
- How you developed the piece in rehearsals.
- How you developed AND refined your own theatrical skills (performance or design) during the devising process.
- How you responded to feedback.
- How you used your refined theatrical skills in the final piece.

Assessment Criteria – Development and Collaboration

- The explanations given in the Devising log evidence excellent skills in creating and developing ideas to communicate meaning.
- There is evidence of extensive and highly effective development and refinement of skills and the piece.
- The explanation is very clear and points are comprehensively explored.
- Precise details are provided throughout.

Section 3: Analysis and Evaluation

Section 3 of your devising log provides you with the opportunity to show your skills at analysing and evaluating your devised work.

Key Words
To **'analyse'** is to identify and investigate.
To **'evaluate'** is to assess the different approaches used and formulate judgments. For example "This was successful because... or this could be improved by"

- You need to include:
- How far you developed your theatrical skills.
- The benefits you brought to the pair/group and the way in which you helped to shape the final piece.
- The overall impact you personally had on the devising, rehearsal and performance.

You could also, if appropriate, consider the areas of the devising that didn't go as well as you had hoped or could have been further developed. In order to write concisely about how well you succeeded, you need to be very clear about what you hoped to achieve.

Assessment Criteria – Evaluation

- Response demonstrates highly developed skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed to the devising process and to the final devised piece (analysis).
- Response demonstrates highly developed skills in assessing the merit of different approaches and formulating judgements about the overall impact they had as an individual (evaluation).
- Response is critical and insightful. Points are comprehensively explored and supported in depth with thorough exemplification.

Struggling for ideas about what to write in your Devising Log? Turn over the page to check your progress and be inspired with writing ideas.

Devising Log - Guidance

Use the information on this side of the Devising Log Knowledge organiser to help you to write your devising log.

Starter Sentences

Sometimes it can be tricky deciding how best to start your sentences. Use these starter sentences below to help you.

To Introduce

- My devised play focused on...
- The key aspect of my devised play was...
- The central theme to my devised performance was...
- In my devised performance I wanted to emphasise...
- The issue that we focused on in our devised piece was...
- My intentions for my character was...
- The overall intensions for our piece is...

To conclude

- In summary, my play...
- To conclude, I am pleased that my play...
- In conclusion, we successfully...
- In short, my play...
- It has been shown that my play...
- Hence...
- To sum up...
- To review my ideas...

Connectives

Connectives can be used to link ideas within sentences, between sentences and between paragraphs. Improve the sentence structure of your Devising Log. Why not develop your ideas more effectively by using connectives to show how your ideas are linked.

Adding
And...
Also...
As well as...
Moreover...
Too...

Cause and Effect
Because...
So...
Therefore...
Thus...
Consequently...

Emphasising
Above all...
In particular...
Especially...
Significantly...
Indeed...
Notably...

Comparing
Equally...
In the same way...
Similarly...
Likewise...
As with..
Alike...

Qualifying
However...
Although...
Unless...
Except...
If...
As long as...
Apart from...
Yet...

Illustrating
For example...
Such as...
For instance...
As revealed by...
In the case of...

Contrasting
Whereas...
Instead of...
Alternatively...
Otherwise...
Unlike...
On the other hand...
Despite...

Speculative
It would seem...
One could say...
One wonders...
It could appear that...

Theatrical Terminology

Have you been using the key words? Check as this will increase your grades.

General

Antagonist
Anti-climax
Aside
Blackout
Character
Character Interaction
Charter Motivation
Chorus
Climax
Communal Voice
Costume
Mood and Atmosphere
Cross Cutting
Flashbacks
Forth Wall
Forum Theatre
Freeze Frame
Genre
Improvisation
Narration
Props
Protagonist
Split Screen
Structure
Sub-Text

Genre

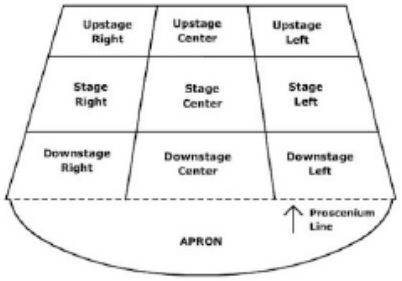
Documentary Theatre
Naturalism (Stanislavski)
Non Naturalism (Brecht)
Physical Theatre
Theatre in Education

Rehearsal Techniques

Bigger Bigger Bigger
Conscience Corridor
Hot-Seating
Inner Thoughts
Role on the Wall

Stage Types

End on
In the round
Arena
Thrust
Traverse
Promenade
Proscenium Arch



Devising Log Checklist

As you are preparing your devising log, keep checking it against the following checklist:

- ☐ **Have I written three sections with appropriate headings?**
- ☐ **Are the sections roughly the same length?**
- ☐ **Have I stayed within the final word count?**
- ☐ **Have I provided evidence of research?**
- ☐ **Have I stated my dramatic aims AND intentions?**
- ☐ **Have I shown how I developed and refined my ideas?**
- ☐ **Have I explained how I helped the group?**
- ☐ **Have I shown how I responded to feedback?**
- ☐ **Have I demonstrated that I have developed my theatrical skills?**
- ☐ **Have I explained how I positively shaped the final piece?**
- ☐ **Have I used correct theatrical terms to explain my thoughts?**
- ☐ **Have I given specific examples to back up my points?**
- ☐ **Have I analysed and evaluated my work?**

MR TIGHTS	Features	KEYWORDS
Melody	• Use of **nonsense** lyrics. • **Syllabic** main verse; some spoken parts. • Short phrases; repetitive. • Limited range for the female vocal (6^{th}). The male has a more extended range of a 13^{th}; Vocal **samples**. • Sense of **improvisation** from opening female vocals • Use of **glissando** and **ornamentation**. • Use of **reverb** is very obvious for the whole track.	**1- Nonsense lyrics** – non-sensical words (no meaning). **2- Syllabic** - when one note is sung per syllable. **3- Sample** – a pre-recroded segment of sound, often manipulated in some way. **4- Improvisation** – making something up 'on the spot', within given parameters. **5- Glissando** – a continuous slide upwards or downwards between two notes. **6- Ornament** – notes that decorate a melody.
Rhythm (incl. tempo & metre)	• **Free time** at the start; Steady tempo established at 50" – 100 bpm. • Simple quadruple metre. • Slightly swung semiquavers. • **Syncopation.** • **Triplets** and **Sextuplets.** • Rhythmic **ostinato** with use of **loops** and **riffs.** • Short rhythmic phrases.	**7- Acciaccatura (grace note)** – a very quick preceeding note. **8- Reverb** - an effect, which creates the impression of being in a physical space. **9- Free time** – no set pulse **10- Swung rhythm** – often used in jazz, the first of a pair of quavers is given a slightly longer duration, giving a 'skipping' feel. **11- Syncopation** - a temporary displacement of the regular metrical accent in music caused typically by stressing the weak beat.
Texture	• Main texture is homophonic • Heterophonic texture (during outro) • Polyphonic texture. • Constantly changing • Use of layering and loops.	**12- Triplet** – three notes should be played in the space of two, highlighted by a square bracket with a '3'. **13- Sextuplet** – six notes played in the space of four, highlighted by a square bracket with a '6'.
Instrument (sonority)	**African forces**: kora, talking drum **Celtic forces**: hurdy-gurdy, uilleann pipes, bodhrán, fiddle, whistle, accordion **Western (dance) forces**: male vox, female vox, synthesisers (including string pad, soft pad, bells, string bass), breath samples, drum machine, electric piano, shaker and tambourine. Much of the piece is made from **looping**. Playing techniques include: glissando, ornamentation, double stopping, open and closed hi-hat.	**14- Ostinato** – a persistent phrase or motif repeated over several bars or more. **15- Loop** – a short repeated passage, often involving electronic drums. **16- Riff** – a short passage of music that is repeated. **17- Homophonic** - a texture comprising a melody part and an accompaniment.
Genre	**Afro Celt Sound System** was originally formed by guitarist Simon Emmerson in 1995 and has featured a number of guest artists over the years. Their music is a fusion of African, Celtic and electronic dance music. The album ***Volume 2: Release*** was put on hold until Sinéad O'Connor stepped in and wrote the lyrics to a track that became '**Release**'. The album was released on 25 January 1999.	**18- Heterophonic** – a texture where two or more instruments are playing the same melody simultaneously, with each embellishing it in a slightly different way. **19- Polyphonic** - Multiple melodies playing together. **20- Layering** – combining multiple parts simultaneously.
Harmony	• Diatonic • Chord sequences are repetitive • Hint of chromaticism • Use of extended chords (7th, 9th) • Slow harmonic pulse • Use of drone.	**21- Fusion** – the blending of two or more musical styles, usually from different cultures. **22- Diatonic** - using only notes from the key. **23- Chromatic** - Relating to or using notes not belonging to the diatonic scale of the key in which a passage is written. **24- Extended chords** – a chord with at least one added note, such as a ninth.
Tonality	• Key of C minor • Modal	**25- Drone** – a continuously held or repeated note, usually low in pitch.
Structure	There is a distinct **verse** form. It contains an **intro**, **solos**, **breaks** and an **outro**. There are no choruses in this piece and the piece contains three verses. Intro-V1-V2-Solos-V3-Build-Outro	**26- Modal** –using modes (precursor to scales) for melodic and/or harmonic material (not major/minor).

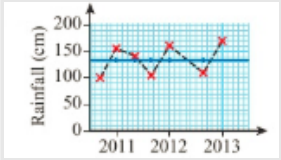
MR TIGHTS	Features	KEYWORDS
Melody	• The words are set **syllabically**. • Two main melodies, heard separately at first, and then combined: • **Verse 1 (A)** - An eight-bar idea repeated with a different ending: o rising **arpeggio** shape; 1st/2nd note of each phrase descends in a long **downward sequence**; moves mostly by **leaps** of a **3rd** and occasionally a **7th**; phrases span a 7th, develops through rhythmic & melodic changes. • **Verse 2 (B)** - A 16-bar idea repeated with a different ending: o **conjunct;** descent to **leading note,** answered by a rising and falling idea; sequences.	**1- Syllabic** - when one note is sung per syllable. **2- Arpeggio** - the chord is spread, normally from the bottom note to the top. **3- Sequence** - the repetition of a musical phrase at a higher or lower pitch than the original. **4- Conjunct** - movement by step. **5- Leading note** – the seventh note of a scale, usually raised in a minor key. **6- Free time** – no set pulse.
Rhythm (incl. tempo & metre)	• **Very free** – b.1–3 bars, difficult to recognise a strong pulse and returns at b.114 • Slow tempo & **rubato** - Verse 1. • **Bossa nova** tempo - b.19, the tempo almost doubles. **Bossa nova-type rhythm** - (bars 6, 9, 10, 14 and 17) of bass part. 'Standard' bossa nova rhythm in b. 23. • **4/4, quadruple** time. • **Complex rhythms** - vocal melody v1, although never syncopated enough to lose the sense of beat: **Triplets** and **rests** - effectively separate most of the phrases here. • **Syncopated rhythms** - bass part in verse 1; vocal line in V2 – longer note values start off beat. • **Syncopated and un-syncopated passages** - guitar adds to rhythmic interest. Vocal rhythms of v2 are less syncopated.	**7- Rubato** - is a **musical**term referring to expressive and rhythmic freedom by a slight speeding up and then slowing down of the tempo of a piece at the discretion of the soloist or the conductor. **8- Bossa Nova** - a union of samba & cool jazz. The music is in syncopated $^2/_4$ time, with a dotted crotchet & quaver rhythmic pairing. Instrumentation is simple, limited to a few rhythm instruments. In vocalized passages the musical background becomes more subdued to allow the singer greater range for improvisation. **9- Triplet** – three notes should be played in the space of two, highlighted by a square bracket with a '3'. **10- Syncopation** - a temporary displacement of the regular metrical accent in music caused typically by stressing the weak beat.
Texture	• **Monophonic** – introduction, apart from **double-stops.** • Mostly **homophonic** - but the bass part at times becomes almost melodic enough to be a melody in its own right. • **Polyphonic** – b.89–104, as two melodies of the piece are combined.	**11- Monophonic** - a texture comprising a single line/part. **12- Homophonic** - a texture comprising a melody part and an accompaniment. **13- Polyphonic** – a texture comprising multiple melodies playing together.
Instrument (sonority)	• **Female voice, acoustic guitar** and **acoustic bass guitar**. 2nd acoustic guitar appears in solo. • **Low female range** using **chest register**. • It covers a range of a minor tenth. • Active **bass part** - more than playing the root notes. • **Virtuosic** bass solo in intro - **double stops**, wide leaps, rapid semiquaver passages, **mordent harmonic**. • **Acoustic guitar** - virtuosic **solo**. • Guitar accompaniment: plucked chords; small melodic passages; imitation of vocal part.	**14- Chest register** - the lower ranges of the voice in speaking or singing. **15- Virtuosic** - characterized by exceptional technical skill. **16- Double-stops** - the technique of playing two or more notes simultaneously on a bowed stringed instrument. **17- Mordent** (upper and lower) – Played quickly, Upper = note-note above-note; Lower= note, note below-note. **18- Harmonic** - the overtones that are present with any fundamental tone. **19- Tonal** - based around a key-note and its scale. **20- Extended chords** – a chord with at least one added note, such as a ninth.
Genre	• '**Samba em Preludio**', written in 1962, is a **bossa nova**. 'Bossa nova' means 'new trend' in Brazilian, and was one of the most popular musical styles of the late 1950s and early 1960s. The style mixes elements of Brazilian samba with jazz.	**21- Diminished 7th** - a diminished seventh is an interval produced by narrowing a minor seventh by a chromatic semitone. A diminished seventh chord is a four note chord that comprises a diminished triad plus the interval of a diminished seventh.
Harmony	• The harmonies are essentially **tonal**. **Chord roots** still based around chords **I, II, IV** and **V**. • **Complex** - influence of **jazz** and **American popular song**: **chord extensions**; **diminished seventh; flattened fifth chord; Chromatic chords**. • **Cadences** - not used classically: ends of sections tend to land on either chord V or the tonic with a more conventional V–I perfect cadence. • **Descending chromatic** movement in the bass line – created by chord progressions.	**22- Flattened fifth chord** – a chord where the 5th is flattened. **23- Chromatic** - Relating to or using notes not belonging to the diatonic scale of the key in which a passage is written. **24- Perfect cadence** - a cadence comprising two chords. A perfect cadence is chord V followed by chord I.
Tonality	• The **key** of the piece is **B minor**. Many **bossa novas** use minor keys. • Despite the complexity of some of the harmony, the music does not **modulate.**	**25- Modulation** - Change from one key to another.
Structure	• Introduction – V1 (A) – Link – V2 (B) – Guitar solo – Voice & Bass duet – Coda.	**26- Coda** – a passage that brings a piece to an end.

Important Ideas

Time series graphs are useful for studying the trend and seasonal variation
Trend lines can be used to predict future values.
You can find estimates of a probability by repeating an experiment many times
You can use a variety of diagrams to represent all the different outcomes possible of events

Vocabulary

Time series	Graphs which show variation over time
Trend	The overall behaviour over time
Trend line	Shows the tend of data over time ignoring any seasonal variation
Moving average	A sequence of averages that smooths out variations in data. Used to show trends.
Expected (relative) frequency	How often we expect something to happen based on trials.
Risk	The probability of loss
Two-way table	A way of presenting data with two variables
Sample space diagram	A table showing all possible outcomes of two combined events
Tree diagram	A diagram with branches used to work out probabilities of combined events
Venn diagram	A diagram using circles to represent sets. The position and overlap of the circles indicates the relationships between the sets.

Question	Answer
Time series	
<table><tr><td></td><td colspan="3">2011</td></tr><tr><td>Rainfall (cm)</td><td>102</td><td>156</td><td>142</td></tr><tr><td>3-point moving average</td><td></td><td>133</td><td>135</td></tr><tr><td></td><td colspan="3">2012</td></tr><tr><td>Rainfall (cm)</td><td>106</td><td>157</td><td>135</td></tr><tr><td>3-point moving average</td><td>135</td><td>133</td><td>134</td></tr><tr><td></td><td colspan="2">2013</td><td></td></tr><tr><td>Rainfall (cm)</td><td>110</td><td>169</td><td></td></tr><tr><td>3-point moving average</td><td>138</td><td></td><td></td></tr></table>	
Plot the time series Plot the moving averages Draw the trend line Describe the trend	The trend is flat
Experimental probability	
Sami spins a coin 250 times. He gets 110 heads (a) Work out the experimental probability of getting a head (b) Write down the experimental probability of getting a tail	(a) 110/250 (b) 140/250
Risk	
<table><tr><td></td><td>Football</td><td>Hockey</td><td>Rugby</td></tr><tr><td>Injuries</td><td>8</td><td>5</td><td>13</td></tr><tr><td>Games</td><td>50</td><td>60</td><td>40</td></tr></table>	
Work out the risk of a knee injury in each sport Estimate the number of knee injuries next season, which has 35 games	Football 0.16 Hockey 0.083 Rugby 0.325 3 (rounded from 2.9)

Key Facts & Formula

Moving averages	
Expected (relative) frequency	Uses trials to estimate the probability of something happening next.
Equation of a trend line	**$Y = ax + b$** where ***b*** is the intercept on the y-axis and ***a*** is the gradient of the line.
Experimental probability	**Number of times the event happens ÷ total number of trials**
Estimate	**Total number of trials x probability** The more times an experiment is repeated the more accurate the estimate will be. Increasing sample size leads to better estimates
Risk	**Risk of a fault x number of items sold**

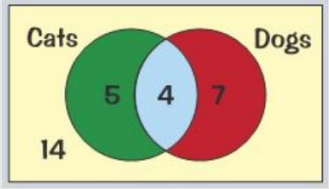
Important Ideas

Index numbers are often used to compare price changes over time.

The probability of one event may affect the probability of another.

Vocabulary

Independent events	Events are independent if the outcome of one does not affects the probability of another occurring.
Conditional probability	When the probability of a second event depends on the first.
Index numbers	A way of tracking changes in value through time.
Weighted index numbers	A measure of how a set of items changes in value.
Retail price index (RPI)	Shows changes in the cost of living. Used to set interest rates for student loans.
Consumer price index (CPI)	Shows changes in the cost of living (not including mortgage payments). Used to index benefits, tax credits and pensions in the UK
Gross domestic product (GDP)	The main measure of economic output based on the value of goods and services produced by a country or region.
Crude rates	A simple way to compare population statistics such as births, deaths and employment levels
Standardised rates	Enables valid comparisons between distributions

Question	Answer
Conditional probability	
 Using the Venn diagram above, find the probability that a randomly chosen household does not own a dog, given the household owns a cat.	$P(\text{no dog} \mid \text{cat})$ $= \frac{\text{Number of households with cats but no dog}}{\text{Number of households with cats}}$ $= \frac{5}{9}$
Index numbers	
<table><tr><td>Year</td><td>2013</td><td>2014</td><td>2015</td></tr><tr><td>Index Number</td><td>100</td><td>85</td><td>109</td></tr></table> The index numbers in the table show the average monthly rent for a flat, using 2013 as the base year. a) In which year did the average monthly rent decrease? b) The average monthly ret in 2013 was £530 Calculate the average monthly rent for the years 2014 and 2015.	(a) Average monthly rate decreased in 2014 (85 < 100) (b) 2014: $85 = \frac{\text{price in 2014}}{£530} \times 100$ $\Rightarrow \text{price in 2014} = £450.50$ 2015: $109 = \frac{\text{price in 2015}}{£530} \times 100$ $\Rightarrow \text{price in 2015} = £577.70$

Key Facts & Formula

Independent events	$P(A \text{ and } B) = P(A) \times P(B)$
Conditional probability	$P(A \text{ and } B) = P(A) \times P(B\mid A)$
Index number	$\frac{\text{value}}{\text{value in base year}} \times 100$
Weighted index numbers	$\frac{\sum(\text{index number} \times \text{weight})}{\sum \text{weights}}$
Chain base index number	$\frac{\text{value this year}}{\text{value last year}} \times 100$

M1 Semaine 1

Les pays	Countries		
le Danemark	*Denmark*	la Belgique	*Belgium*
le Pakistan	*Pakistan*	l'Espagne	*Spain*
le pays de Galles	*Wales*	l'Italie	*Italy*
le Royaume-Uni	*the UK*	la Pologne	*Poland*
l'Algérie	*Algeria*	la Russie	*Russia*
l'Allemagne	*Germany*	la Suisse	*Switzerland*
l'Angleterre	*England*	les États-Unis	*the USA*
l'Autriche	*Austria*	les Pays-Bas	*the Netherlands*

Les vacances	Holidays		
Où vas-tu en vacances?	*Where do you go on holiday?*	une auberge de jeunesse	*a youth hostel*
Je vais …	*I go …*	une caravane	*a caravan*
en France	*to France*	Avec qui pars-tu en vacances?	*Who do you go on holiday with?*
au pays de Galles	*to Wales*	Je pars …	*I go …*
aux États-Unis	*to the USA*	avec ma famille	*with my family*
Comment voyages-tu?	*How do you travel?*	avec mes copains/copines	*with my friends*
Je voyage …	*I travel …*	avec mes grands-parents	*with my grandparents*
en avion/en bateau	*by plane/by boat*	seul(e)	*alone*
en car/en train	*by coach/by train*	C'est comment?	*What's it like?*
en voiture	*by car*	C'est …	*It's …*
à vélo	*by bike*	extra/formidable	*amazing/great*
Où loges-tu?	*Where do you stay?*	bien	*good*
Je loge dans …	*I stay in/on …*	ennuyeux/nul	*boring/rubbish*
un camping	*a campsite*	Ce n'est pas mal.	*It's not bad.*
un hôtel	*a hotel*		

M1 Semaine 2

Les hôtels	Hotels		
un hôtel	*a hotel*	un balcon	*a balcony*
des chambres d'hôtes	*guest rooms (i.e. in a B&B/ guest house)*	la climatisation	*air conditioning*
		Nous avons aussi …	*We also have …*
Nous proposons des chambres avec …	*We offer rooms with …*	une aire de jeux	*a games area*
un grand lit	*a double bed*	un parking	*a car park*
un lit simple	*a single bed*	une piscine	*a swimming pool*
une salle de bains	*a bathroom*	un restaurant	*a restaurant*
une douche	*a shower*	le Wi-Fi	*Wi-Fi*
un micro-ondes	*a microwave*	Nos chambres sont bien équipées.	*Our rooms are well equipped.*
une télévision à écran plat	*a flat-screen TV*	Le petit-déjeuner est inclus/compris.	*Breakfast is included.*
une vue sur la mer	*a sea view*	Notre hôtel est situé/se trouve …	*Our hotel is located …*

Réserver une chambre	Booking a room		
Nous voulons/Je voudrais réserver une chambre …	*We want/I would like to book a room …*	Votre chambre est …	*Your room is …*
pour une/deux personne(s)	*for one person/two people*	au rez-de-chaussée	*on the ground floor*
avec un lit simple/un grand lit	*with a single/double bed*	au premier étage	*on the first floor*
pour une nuit/deux nuits	*for one night/two nights*	au deuxième étage	*on the second floor*
Est-ce que vous avez …	*Do you have …*	Je voudrais payer avec ma carte bancaire.	*I would like to pay with my debit/ credit card.*
une piscine?	*a swimming pool?*		
la climatisation?	*air conditioning?*		

M1 Semaine 3

Voyager	Travelling		
l'aéroport (m)	*airport*	l'autoroute (f)	*motorway*
le billet	*ticket*	la ceinture de sécurité	*seatbelt*
le conducteur/la conductrice	*driver*	la circulation	*traffic*
le contrôle des passeports	*passport control*	la douane	*customs*
le guichet	*ticket office/counter*	la gare	*station*
le/la pilote	*pilot*	la route	*road*
le quai	*platform*	les bagages	*luggage*

Au guichet	At the ticket counter		
Je peux vous aider?	*Can I help you?*	C'est quel quai?	*Which platform is it?*
Je voudrais un aller simple/ un aller-retour pour (Lyon), s'il vous plaît.	*I would like a single/a return to (Lyon), please.*	Le train part à quelle heure?	*What time does the train leave?*
		Le voyage dure combien de temps?	*How long does the journey last?*
		Est-ce qu'il faut changer?	*Do I/we have to change?*
En quelle classe?	*In which class?*	C'est un train direct.	*The train is direct.*
En première/deuxième classe.	*In first/second class.*		

M1 Semaine 4

Moyens de transports préférés et raisons	Favourite means of transport and reasons		
Je voyage toujours (en train, etc.) parce que c'est …	*I always travel (by train, etc.) because it's …*	plus aventureux	*more adventurous*
plus rapide/plus confortable	*faster/more comfortable*	mieux pour la planète	*better for the planet*
plus pratique/plus vert	*more practical/greener*	moins ennuyeux/fatigant	*less boring/tiring*
		moins cher	*less expensive*

Les activités en vacances	Holiday activities		
Je fais de la planche à voile.	*I go windsurfing.*	Je joue à la pétanque.	*I play French bowls.*
Je fais de la voile.	*I go sailing.*	Je me baigne.	*I swim (in the sea).*
Je fais de l'accrobranche.	*I do a tree-top adventure.*	Je me promène.	*I go for a walk.*
Je fais du ski.	*I go skiing.*	Je me repose.	*I rest.*
Je visite les musées.	*I visit the museums.*	Je me lève (tôt/tard).	*I get up (early/late).*
Je visite les monuments.	*I visit the monuments.*	Je m'habille.	*I get dressed.*
Je vais à la pêche.	*I go fishing.*	Je ne m'ennuie pas.	*I don't get bored.*
Je vais à la plage.	*I go to the beach.*	Je sors au restaurant.	*I go out to a restaurant.*

M1 Semaine 5

Au restaurant	At the restaurant		
Voici la carte.	*Here is the menu.*	Qu'est-ce que vous avez comme desserts?	*What desserts do you have?*
Le plat du jour, c'est …	*The daily special is …*		
Vous avez fait votre choix?	*Have you made your choice?*	Vous avez besoin d'autre chose?	*Do you need anything else?*
Pour commencer, je vais prendre …	*To start, I am going to have …*	On a besoin de l'addition.	*We need the bill.*
Comme plat principal, je voudrais …	*As a main course, I would like …*	J'ai faim.	*I am hungry.*
Je vais prendre le menu (à 30 euros).	*I am going to have the (30 euro) set menu.*	J'ai soif.	*I am thirsty.*
		J'ai envie d'un dessert.	*I want a dessert.*
Et comme boisson?	*And to drink?*		

Les plats	Dishes		
les entrées	*starters*	le poulet basquaise	*Basque-style chicken*
les brochettes de crevettes	*prawn skewers*	le rôti de veau	*roast veal*
les escargots	*snails*	les desserts	*desserts*
la soupe à la tomate	*tomato soup*	la crème brûlée	*crème brûlée*
la tarte à l'oignon	*onion tart*	la mousse au chocolat	*chocolate mousse*
les plats principaux	*main dishes*	le roulé au chocolat	*chocolate roll*
l'épaule d'agneau	*shoulder of lamb*	le sorbet	*sorbet*
la cuisse de canard	*duck leg*	la tarte au citron	*lemon tart*
les lasagnes végétariennes	*vegetarian lasagne*	la tarte aux pommes	*apple tart*
le loup de mer	*sea bass*	l'eau gazeuse	*sparkling water*

M1 Semaine 6

Critiques	Reviews		
J'y suis allé(e) pour le déjeuner/ le dîner.	*I went there for lunch/dinner.*	C'était … délicieux/bien cuit.	*It was … delicious/well cooked.*
Le service était lent/exceptionnel.	*The service was slow/exceptional.*	La nourriture était froide/trop salée.	*The food was cold/too salty.*
Le serveur/La serveuse était/ n'était pas (très) poli(e).	*The waiter/waitress was/wasn't … (very) polite.*	La nourriture n'était pas cuite.	*The food wasn't cooked.*
		Je recommande/Je ne recommande pas ce restaurant.	*I recommend/I don't recommend this restaurant.*

Des vacances catastrophiques	Catastrophic holidays		
J'ai oublié mon passeport.	*I forgot my passport.*	J'ai perdu mes photos.	*I lost my photos.*
J'ai pris un coup de soleil.	*I got sunburnt.*	J'ai vomi.	*I vomited.*
J'ai cassé mon appareil photo.	*I broke my camera.*	J'ai dû aller au commissariat.	*I had to go to the police station.*
J'ai été malade.	*I got sick.*	Il n'y avait rien à faire.	*There was nothing to do.*
On m'a volé mon sac.	*Someone stole my handbag.*	On a dû chercher un autre hôtel.	*We had to look for another hotel.*
Il a plu tous les jours.	*It rained every day.*	La prochaine fois, je vais …	*Next time, I am going …*
Il y avait des cafards dans notre chambre.	*There were cockroaches in our room.*	faire plus attention	*to be more careful*
		mettre de la crème solaire	*to put on sun cream*
J'ai raté l'avion.	*I missed the plane.*	loger dans un camping	*to stay on a campsite*
J'ai dû aller chez le médecin.	*I had to go to the doctor.*		

M1 Semaine 7

Les mots essentiels	High-frequency words		
d'habitude	*usually*	un peu	*a bit*
normalement	*normally*	plutôt	*rather, quite*
tous les ans	*every year*	enfin	*finally*
le lendemain	*the next day*	évidemment	*obviously*
à l'avenir	*in future*	malheureusement	*unfortunately*
toujours	*always/still*	y	*there*
parfois	*sometimes*	gratuit	*free*

Each test is made of 20 questions.
Previous week vocabulary can be used.

M2 Semaine 1

Les matières	School subjects		
le commerce	*business studies*	l'anglais (m)	*English*
le dessin	*art*	l'art dramatique (m)/le théâtre	*drama*
le français	*French*	l'EPS (f)/le sport	*PE*
la biologie	*biology*	l'espagnol (m)	*Spanish*
la chimie	*chemistry*	l'étude des médias (f)	*media studies*
la géographie	*geography*	l'histoire (f)	*history*
la musique	*music*	l'informatique (f)	*ICT*
la physique	*physics*	l'instruction civique (f)	*citizenship*
la religion	*religious studies*	les arts ménagers	*home technology*
la technologie	*technology*	les maths	*maths*
l'allemand (m)	*German*		

L'emploi du temps	The timetable		
à neuf heures	*at nine o'clock*	vendredi	*(on) Friday(s)*
à neuf heures dix	*at ten past nine*	la récré(ation)	*break time*
à neuf heures et quart	*at a quarter past nine*	l'heure du déjeuner	*lunchtime*
à neuf heures et demie	*at half past nine*	Lundi à neuf heures, j'ai … histoire/maths.	*On Monday at nine o'clock, I have .. history/maths.*
à dix heures moins vingt	*at twenty to ten*	Vendredi, j'ai deux heures de français.	*I have two French lessons on Fridays.*
à dix heures moins le quart	*at a quarter to ten*	La récré commence à …	*Break time starts at …*
lundi/mardi	*(on) Monday(s)/Tuesday(s)*		
mercredi/jeudi	*(on) Wednesday(s)/Thursday(s)*		

M2 Semaine 2

Ce que j'aime et ce que je n'aime pas	What I like and what I don't like		
Ma matière préférée est …	*My favourite subject is …*	intéressant/ennuyeux	*interesting/boring*
Je suis fort(e) en …	*I am good at …*	fascinant/passionnant	*fascinating/exciting*
Je suis faible en …	*I am weak at …*	Le/La prof est …	*The teacher is …*
Je (ne) suis (pas) doué(e) en …	*I (don't) have a talent for …*	bon(ne)/marrant(e)	*good/funny*
C'est …	*It's …*	sympa/gentil(le)	*nice/kind*
facile/difficile	*easy/difficult*	sévère/impatient(e)	*strict/impatient*
utile/inutile	*useful/useless*	On a trop de devoirs.	*We have too much homework.*

Une école bien équipée	A well-equipped school		
le gymnase	*sports hall*	la cour de récréation	*playground*
le hall	*(assembly) hall/auditorium*	la piscine	*swimming pool*
le terrain de basket	*basketball court*	la salle de sport	*gym*
le terrain de sport	*sports ground*	les labos de science	*science labs*
la bibliothèque	*library*	les salles de classe	*classrooms*
la cantine	*canteen*	les vestiaires	*changing rooms*

M2 Semaine 3

Mon collège	My school		
Comment s'appelle ton école?	*What is your school called?*	La journée commence à (8h30) et finit à (16h ou à 17h).	*The school day starts at (8.30 a.m.) and finishes at (4 or 5 p.m.).*
Mon école s'appelle …	*My school is called …*	Il y a combien de cours par jour?	*How many lessons are there per day?*
C'est quelle sorte d'école?	*What sort of school is it?*		
C'est …	*It's …*	Il y a (huit) cours par jour.	*There are (eight) lessons per day.*
une école mixte	*a mixed school*	Comment sont les professeurs?	*What are the teachers like?*
une école publique	*a state school*	En général, les profs sont gentils/un peu sévères.	*In general, the teachers are kind/a bit strict.*
une école privée	*a private school*	Qu'est-ce que tu penses de ton collège?	*What do you think of your school?*
une école pour filles/garçons	*a school for girls/boys*		
pour les élèves de 11 à 16 ans	*for pupils aged 11 to 16*	Je pense que les journées sont longues et qu'on a trop de contrôles.	*I think the days are long and we have too many tests.*
Il y a combien d'élèves?	*How many pupils are there?*		
Il y a (750) élèves et (45) professeurs.	*There are (750) pupils and (45) teachers.*		
Quels sont les horaires?	*What are the school hours?*		

M2 Semaine 4

Le règlement scolaire	School rules
Il faut être à l'heure.	*You must be on time.*
Il faut faire ses devoirs.	*You have to do your homework.*
Il faut porter l'uniforme scolaire.	*You have to wear school uniform.*
Il est interdit de mâcher du chewing-gum.	*It is forbidden to chew chewing gum.*
Il est interdit d'utiliser son portable en classe.	*It is forbidden to use your mobile phone in class.*
Il est interdit de porter des bijoux, des piercings ou trop de maquillage.	*It is forbidden to wear jewellery, piercings or too much make-up.*
Il est interdit de sortir de l'école pendant l'heure du déjeuner.	*It is forbidden to leave school at lunchtime.*
Il est interdit de manquer les cours.	*It is forbidden to skip lessons.*

Je trouve ça …	*I think that's …*
juste/logique	*fair/logical*
raisonnable/frustrant	*reasonable/frustrating*
injuste/ridicule	*unfair/ridiculous*
parce que/car …	*because …*
c'est/ce n'est pas dangereux	*it is/isn't dangerous*
c'est/ce n'est pas important	*it is/isn't important*
on n'est pas des bébés	*we aren't babies*
il faut respecter les autres	*you have to respect other people*
la mode/la religion n'a pas de place à l'école	*fashion/religion doesn't have any place in school*
l'école, c'est pour apprendre	*school is for learning*

L'uniforme scolaire	School uniform
Je porte …	*I wear …*
un pantalon/un polo	*trousers/a polo shirt*
un sweat/une chemise	*a sweatshirt/a shirt*
une cravate/une jupe	*a tie/a skirt*
une veste	*a blazer/jacket*
mes propres vêtements	*my own clothes*

La mode n'a pas de place à l'école.	*Fashion has no place in school.*
L'uniforme coûte cher.	*Uniform is expensive.*
Tout le monde se ressemble.	*Everyone looks the same/alike.*
C'est démodé et embarrassant.	*It's old-fashioned and embarrassing.*
C'est pratique et confortable.	*It's practical and comfortable.*

M2 Semaine 5

À l'école primaire et maintenant	At primary school and now
J'avais …	*I had/used to have …*
J'ai …	*I have …*
beaucoup de temps libre	*lots of free time*
beaucoup d'amis	*lots of friends*
trop de devoirs	*too much homework*
J'allais …	*I used to go …*
Je vais …	*I go …*
au ciné-club	*to film club*
au club d'échecs	*to chess club*
au zoo	*to the zoo*
à la piscine	*to the swimming pool*
J'étais …	*I was/used to be …*
Je suis …	*I am …*
dans une chorale	*in a choir*
délégué(e) de classe	*class representative*
membre de l'équipe de basket	*a member of the basketball team*
timide	*shy*

Je faisais …	*I used to do/go …*
Je fais …	*I do/go …*
du judo/du karaté	*judo/karate*
du yoga/de la danse	*yoga/dancing*
de la natation	*swimming*
Je jouais …	*I used to play …*
Je joue …	*I play …*
à cache-cache	*hide and seek*
au foot/au hand	*football/handball*
au ping-pong	*ping pong/table tennis*
au rugby	*rugby*
Je participais …	*I used to participate/take part …*
Je participe …	*I participate/take part …*
au spectacle de Noël	*in the Christmas play*
Je chantais …	*I sang …*
Je chante …	*I sing …*
dans la chorale	*in the choir*

M2 Semaine 6

Les succès au collège	Successes at school
Je suis fier/fière de moi.	*I am proud of myself.*
Je joue dans l'orchestre.	*I play in the orchestra.*
Je suis membre du club informatique.	*I'm a member of the IT club.*
Je suis membre du conseil d'administration.	*I'm a member of the school council.*
Je vais jouer dans l'équipe de hockey.	*I'm going to play in the hockey team.*
Je vais participer à un échange scolaire.	*I'm going to take part in a school exchange.*
J'ai gagné …	*I won …*
un prix pour mes efforts en classe	*a prize for my efforts in class*
le championnat de foot/basket	*the football/basketball championship*
un concours de slam/danse	*a slam/dance competition*

J'ai participé à …	*I participated/took part in …*
un spectacle	*a show*
un échange scolaire	*a school exchange*
une sortie scolaire	*a school trip*
J'ai organisé …	*I organised …*
un concert	*a concert*
un concours de chant	*a singing competition*
J'ai récolté de l'argent pour une association caritative.	*I raised money for a charity.*
Les sorties scolaires sont une bonne/mauvaise idée parce que/qu' …	*School trips are a good/bad idea because …*
on se fait de nouveaux amis	*you make new friends*
on s'amuse ensemble	*you have a laugh together*
c'est trop cher/ennuyeux	*it's too expensive/boring*

Les mots essentiels	High-frequency words
maintenant	*now*
malheureusement	*unfortunately*
meilleur(e)(s)	*best*
pendant	*during*
propre(s)	*own/clean*
Je porte mes **propres** vêtements.	*I wear my **own** clothes.*
Les toilettes sont **propres**.	*The toilets are **clean**.*

trop (de)	*too (much/many)*
plein de	*lots of*
tout(e)/tous/toutes	*all*
tout(e) seul(e)	*all alone*
toute l'école	*the whole school*
tous les vendredis	*every Friday*

Each test is made of 20 questions.
Previous week vocabulary can be used.

Key term	Definition
1. Democracy	a system of government which allows citizens (18+) to vote and take part in how the country is run.
2. Tolerance	the ability or willingness to accept the existence of opinions or behaviour that one dislikes or disagrees with.
3. Liberty	the state of being free within society from harsh restrictions imposed by authority on one's way of life, behaviour, or political views.
4. Law	Rules made by Parliament and enforced by the courts.
5. Respect	Treating a person or their feelings with consideration.
6. Golden rule	Treat others as you would like to be treated.
7. Nationalism	A strong feeling or belief in the rightness of ones country.
8. House of Commons	The more powerful of the two parts of the British Parliament. The members are elected by the public.
9. Bill	A proposal to change something into law.
10. Social Cohesion	Shared sense of belonging for all groups in society.

Why do you need to Know British Values?

Understanding British values are the key values that are believed to be fundamental to being a British citizen and for life in modern British society. There are 5 fundamental British Values. The UK government have been promoting British Values, especially in schools, for over 10 years. The goal is through understanding the British values of **Democracy, the Rule of Law, Individual Liberty, Mutual Respect, and Acceptance** for those with different faiths and beliefs, all citizens will develop self-knowledge, be better able to make the right choices and make contributions to the school and the wider community creating **social cohesion**.

Democracy

In the United Kingdom we vote (age 18 +) for the people we want to run our **councils** and Government. We vote for Members of Parliament (MP's). Elections take place at least once every 5 years. In our democracy there are **political** parties. At the time of writing the political party who has the majority of MP's in Parliament is the Conservative Party. Labour are currently the opposition Party. MP's debate in the Palace of Westminster, in the **House of Commons**. On the opposite side of the Building is the House of Lords. The House of Lords (unelected members) **ratify** law and **policies** put forward by parliament.

Where can I see British Values at School? Democracy – Student voice and prefects.

11. council	a body of people elected to manage the affairs of a city, county, or other municipal district	13. policies	a course or principle of action adopted or proposed by an organization or individual
12. ratify	sign or give formal consent to (a treaty, contract, or agreement), making it officially valid	14. political	relating to the government or public affairs of a country

MICHAELMAS TERM- PSHE - BRITISH VALUES

Key term	Definition
15. consequences	a result or effect, typically one that is unwelcome or unpleasant.
16. principle	a rule or belief governing one's behaviour
17. accountable	required or expected to justify actions or decisions; responsible
18. institution	an organization founded for a religious, educational, professional, or social purpose
19. reconciled	restore friendly relations between
20. extremist	a person who holds extreme political or religious views, especially one who advocates illegal, violent, or other extreme action
21. discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
22. dignity	the state or quality of being worthy of honour or respect
23. reciprocated	respond to (a gesture or action) by making a corresponding one
24. radicalised	advocating or based on thorough or complete political or social change; representing or supporting an extreme or progressive section of a political party
25. ethnicity	the fact or state of belonging to a social group that has a common national or cultural tradition

The rule of law

In the UK, we have laws which determine what is legal and illegal. You are expected to know the difference between right and wrong. There are **consequences** for making the wrong choice or taking illegal actions. We all take responsibility for our actions. The rule of law is a principle that individuals and **institutions** are subject and **accountable** to, which is fairly applied and enforced.

Where can I see British Values at School? Rule of Law – Our Behaviour Systems and Behaviour Policy. We have agreed rules and expectations so that our school is a safe and happy place where all differences are **reconciled** peacefully and learning can take place.

Individual liberty
In the UK you are free to have an opinion (unless it is **extremist**) and believe in what you want without **discrimination**.

Where can I see British Values at School? Mutual Respect – Our school ethos of being outstanding Trinitarians encourages us to show respect, anti-bullying and assemblies. Boundaries are used to ensure you are safe.

The acceptance and tolerance of those with different faiths and beliefs and for those without faith.
Mutual Respect and Tolerance are the proper regard for an individuals' **dignity**, which is **reciprocated**, and a fair, respectful and polite attitude is shown to those who may be different to ourselves. We are to protect one another and to tackle 'extremist' views and prevent people from being **radicalised**. Differences in terms of faith, **ethnicity**, gender, sexuality, age, young carers and disability, are differences that should be respected, tolerated and celebrated.

Where can I see British Values at School? Acceptance of differences – Assemblies, RE, Citizenship and PSHE Lessons. As a Christian school we following the teaches of Jesus who said we should 'love thy neighbours' We give you messages of tolerance and respect for others no matter what their ethnicity, beliefs, sexuality, gender or disability.