



BOURNEMOUTH SCHOOL

# Year 11

## Knowledge Organiser 4

### Spring Term

Name: \_\_\_\_\_ Master 11

Registration Form: - \_\_\_\_\_

✓ Hard Work

✓ Discipline

✓ Smart Appearance

✓ Respect

## Bournemouth School

### Knowledge Organiser: Year 11 Spring Term 4

*'Knowledge is power' by Francis Bacon*

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning journal with you at all times in school and when you need to do your homework at home.
2. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.

#### **a. Look Cover Write Check**

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
- iii. Now COVER this information so you can't read it.
- iv. WRITE out what you can remember word for word in your Homework Learning Journal.
- v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
- vi. Repeat this process until you are confident you can remember everything you need.

**AIM: You should be able to repeat the information by rote**

#### **b. Self or peer quizzing**

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
- iii. If you are working on your own, cover the KO and write a full answer to each question.
- iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
- v. Now uncover the KO and with a green pen correct your work.

**AIM: You should be able to repeat the information by rote but with a good understanding**

#### **c. Playing with words and sentences**

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. You now want to check how well you have learnt the information in your KO.
- iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- iv. Rephrasing – can you rewrite the sentences or explanations in your own words?

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- v. Summary – can you summarise the main points of this section of the KO?
- vi. Synonyms – can you write synonyms for key words and ideas?
- vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

**AIM**

**You should be able to use the information in your KO in a flexible and confident way in your writing.**

**d. Think it, Link it**

- i. This is a technique to use towards the end of the half term when you are revising all of the KO.
- ii. Think of the links or connections between different sections of your KO.
- iii. Write these out in your own words in your Homework Learning Journal.
- iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
- v. Write this out in your Homework Learning Journal.

**AIM**

**You should be able to link your homework and your lessons to show a confident understanding of the work covered.**

**Homework Learning Journal**

1. Always write the subject and the date when you start your homework.
2. Always write the strategy that you are going to use for your homework.
3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
4. Always use a ruler to underline titles and dates.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

**Success Club**

You can attend Success Club every Monday to Thursday in room 53 until 4:30pm. This is a quiet room where you can complete your homework rather than doing it at home. There are also Sixth form helpers and staff who will be there to help you if you need it. You can also choose to work in the Library on a Monday, Tuesday and Thursday until 4:30 and a Friday until 4.

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Assessment Objectives - This is how you are marked for coursework and Exam.  
 There are 24 marks to gain for each AO.  
 60% of your GCSE mark is coursework and 40% is your exam mark.

**A01** EXPLORE  
**DEVELOP**  
**DEVELOP IDEAS**  
 INVESTIGATE & RESEARCH  
 OTHER ARTISTS WORK  
**ANALYSE**  
 ANNOTATE

Artist research pages.

- Visits to exhibitions and galleries.
- Your own responses in the style of the artist.
- Interviews with artists/ photographers.
- Annotate and analyse what you have found out.

**A02** REVIEW  
**REFINE**  
**EXPERIMENT**  
 EXPLORE DIFFERENT IDEAS  
 AND MEDIA  
 A RANGE OF TECHNIQUES  
 & PROCESSES  
 SELECT  
 IMPROVE

Experimenting in response to your chosen artists.

- Use relevant materials and techniques to experiment with
- Experiment with new materials, tools and techniques as well as familiar ones.
- Try out different combinations of media and techniques
- Practise and refine your use of your chosen media, tools and techniques

**A03** EVIDENCE  
**RECORD**  
**PRESENT IDEAS**  
 PRIMARY OBSERVATION  
 DRAWING, PAINTING,  
 PRINTING, PHOTOGRAPHY,  
 WRITING, PHOTPGRAPY...  
 ANNOTATE  
 DIFFERENT MEDIA

Title page.

- Mind Map.
- Mood-boards.
- Bullet points
- Notes
- Longer paragraphs
- Photographs.
- Observational drawings
- Sketches
- Designs
- Diagrams
- Editing on Photoshop

**A04** OUTCOME  
**PRESENT**  
**FINAL IDEAS**  
 DEVELOPED AS PLANNED  
 CLEARLY RESPONDS TO  
 ARTISTS EXPLORED  
 CONNECTION  
 CONCLUSION

Plans and drawings of final piece ideas.

- Mini mock-ups and experiments for final piece.
- Creating an original final piece, that is clearly inspired by your research and creative journey.
- Evaluation of final piece (how does your piece link to the project theme?)

Scan here for more information



Keyword	Learn	✓
Carl Linnaeus	Developed the Linnaean system to classify organisms into groups depending on their structure and characteristics.	
Binomial system	Organisms are named by the binomial system of genus and species.	
Carl Woese	A 'three domain system' developed from evidence from chemical analysis.	
Evolutionary trees	A method used by scientists to show how they believe organisms are related. They use current classification data for living organisms and fossil data for extinct organisms.	

**The five kingdoms are**

- animals (all multicellular animals)
- plants (all green plants)
- fungi (moulds, mushrooms, yeast)
- protists (Amoeba, Chlorella and Plasmodium)
- prokaryotes (bacteria, blue-green algae)

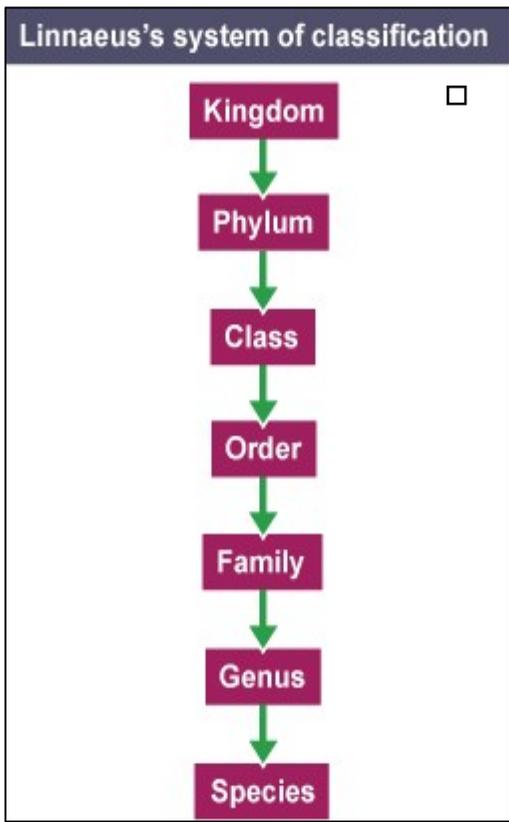
**Binomial system**

Uses Latin words.

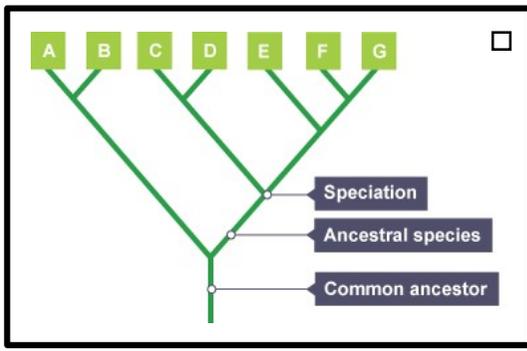
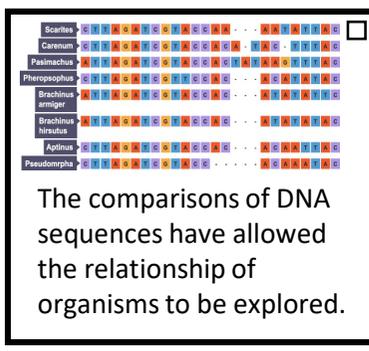
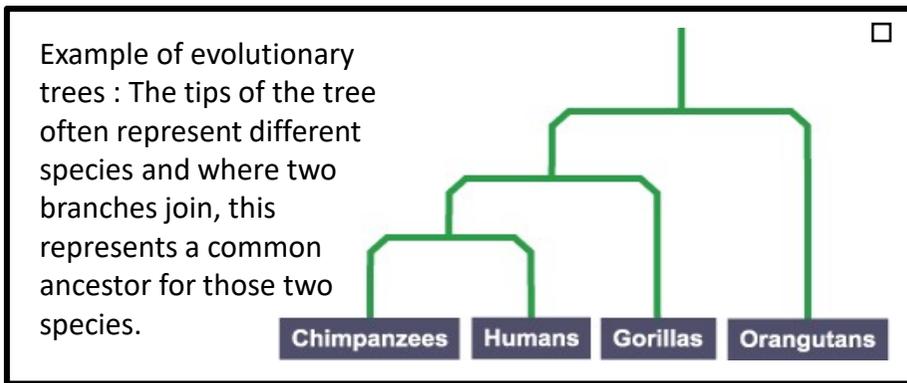
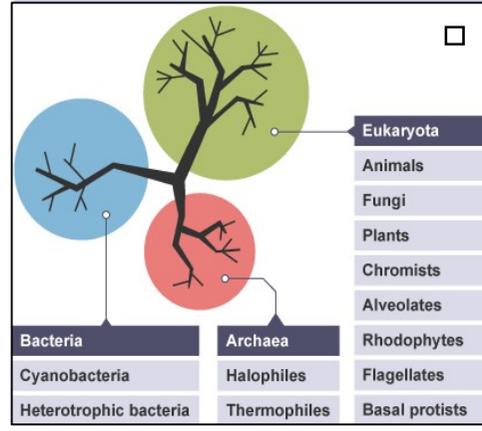
Each name has two parts, the genus and the species.

Human beings belong to the genus Homo, and our species is sapiens - so the scientific name is Homo sapiens.

Year 11 – Biology Topic 6d – Classification



- The 'three domain system'**
1. archaea (primitive bacteria usually living in extreme environments)
  2. bacteria (true bacteria)
  3. eukaryota (which includes protists, fungi, plants and animals)



Definitions		<input checked="" type="checkbox"/>
Income Statement	A summary of the revenue and expenses over an accounting period that lead to a profit or loss position.	
Liability	The amount owed by the business	
Current liabilities	The amount owed by the business that will be paid off within one year	
Cost of goods sold	Raw material costs	
Total expenses	Money spent by the business on items other than raw materials e.g. wages, rent	
Retained profit	An internal source of finance; a portion of the year's profit is kept back to fund projects.	
Assets	Items that the business owns.	
Non-current assets	Items owned by the business that will last for more than one year	
Net current assets	Money available for the day to day operating of the business. Also known as working capital	
Share capital	Money raised by the business through selling shares	
Statement of financial position	Shows the level of assets and liabilities at a specific point in time.	

Purpose of financial statements	<input checked="" type="checkbox"/>
<ol style="list-style-type: none"> <li>Helps assess business performance</li> <li>Shows the sources of capital for a business e.g. mortgages</li> <li>Helps identify the level of liquidity a business has</li> <li>Helps compare performance with competitors</li> <li>Helps attract finance from investors and banks</li> <li>Helps show trends over time</li> </ol>	

Statement of financial position structure		<input checked="" type="checkbox"/>
	£	
Non-current assets	150	
Current assets	20	
Current liabilities	15	
Net current assets	5	
Non-current liabilities	25	
Net assets	130	
Capital employed	130	

Income statement structure		<input checked="" type="checkbox"/>
	£	
Revenue	800	
Cost of goods sold	325	
<b>Gross profit</b>	<b>475</b>	
Total expenses	155	
<b>Net profit/loss</b>	<b>320</b>	

Gross Profit Margin	<input checked="" type="checkbox"/>
Gross profit = sales revenue – cost of goods sold	
Gross profit margin = gross profit / sales revenue x 100	
The business wants a high percentage	
If gross profit is low managers need to look at ways of decreasing the raw material cost e.g. through finding a cheaper supplier	

Net Profit Margin	<input checked="" type="checkbox"/>
Net profit = gross profit – total expenses	
Net profit margin = net profit / sales revenue x 100	
The business wants a high percentage	
If net profit is low managers need to look at ways of decreasing the total expenses such as through redundancies	

What topic do you want to revise?	Link to Independent study booklet	I want to develop my knowledge	I want to develop my skills of application	I want to develop my skills of analysis	I want to develop my skills of evaluation
Business in the real world	Student Resources/GCSE Independent Study/Business in the real world	<ul style="list-style-type: none"> <li>Access your independent study booklet using the link on the left</li> <li>Answer the MCQ's</li> </ul>	<ul style="list-style-type: none"> <li>Using the independent study booklet access the application section, complete the exam questions and refer to the example responses</li> </ul>	<ul style="list-style-type: none"> <li>Complete a chain of analysis for each topic area: A table format will help: choose connectives and different starting points from a variety of topics such as:</li> </ul>	<ul style="list-style-type: none"> <li>Access exam technique resources from Teams, 9 mark and 12 mark questions:</li> </ul>
Human resources	Student Resources/GCSE Independent Study/Human resources	<ul style="list-style-type: none"> <li>Use look, cover, write, check to revise key terms from the glossary</li> <li>Answer the revision questions.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the tasks in boxes such as fill in the gap and 'match it' activities.</li> </ul>	<ul style="list-style-type: none"> <li>Improved motivation</li> <li>Higher quality</li> </ul>	<p>Student Resources/Yr11 Assessment Revision</p> <p>Use the points developed from your analysis chart and add 'depends on points'</p>
Operations	Student Resources/GCSE Independent Study/Operations Student Resources/GCSE Independent Study/Operations	<ul style="list-style-type: none"> <li>Use BBC Bitesize revision notes and videos.</li> </ul>	<ul style="list-style-type: none"> <li>Access the Yr11 KO from the following folder: Student Resources /Yr11/Knowledge Organiser /Yr11 This KO will help with exam technique</li> </ul>	<ul style="list-style-type: none"> <li>A strong USP</li> <li>A cheaper source of finance</li> </ul>	<ul style="list-style-type: none"> <li>Access the 9 and 12 mark exam questions from within the independent study booklet.</li> </ul>
Marketing	Student Resources/GCSE Independent Study/Marketing	<ul style="list-style-type: none"> <li>Test your knowledge further with Bitesize MCQ quiz.</li> <li>Youtube channels: Bizconsesh and Tutor2u have good videos</li> </ul>		<p>From each different starting point you need to analyse the impact, whether it is positive or negative.</p>	<ul style="list-style-type: none"> <li>Consider the feedback from your 12 mark mock exam, practice developing conclusions that are at least equal to your two different arguments.</li> </ul>
External Influences	Student Resources/GCSE Independent Study/External influences	<ul style="list-style-type: none"> <li>Complete the specification checklist in Teams: <a href="https://www.bournemouth-school.org/teams/revision-resources">https://www.bournemouth-school.org/teams/revision-resources</a></li> </ul>		<ul style="list-style-type: none"> <li>Access 6 mark exam technique presentation with exemplars from Teams:</li> </ul>	
Finance	Student Resources/GCSE Independent Study/Finance	<p><b><i>DON'T FORGET TO ACCESS THE WEEK BY WEEK REVISION GUIDE SET AS AN ASSIGNMENT ON TEAMS</i></b></p>		<p>Student Resources/Yr11 Assessment Revision</p>	

# Chapter 10 – Using Resources

Key term	Learn	✓
Finite	A resource that will eventually run out.	
Sustainable development	Sustainable development meets the needs of people today without preventing people in the future from meeting theirs.	
Potable water	Water that is safe to drink- contains low levels of dissolved salts and microbes.	
Phytomining	Uses plants to absorb metal compounds. The plants are then harvested and burned to produce ash that contains the metal compounds.	
Bioleaching	Uses bacteria to produce leachate solutions that contain metal compounds.	
Displacement	Uses scrap iron to obtain copper from solutions of copper compounds.	
Electrolysis	Uses an electric current to separate ions.	
Corrosion	The destruction of materials by chemical reactions with substances in the environment.	
Rust	An example of corrosion. Iron rusts when reacted with oxygen from the air and water.	
Barrier protection	A method of preventing corrosion: greasing, painting or electroplating	
Sacrificial protection	Coating a less reactive metal with a more reactive metal, e.g. zinc is used to galvanise iron to prevent iron from rusting	
NPK fertiliser	A formulation containing nitrogen, phosphorus and potassium that are used to improve agricultural productivity.	

Life cycle assessment (LCA)	Carried out to assess the environmental impact of products	✓
Stages of an LCA	<ol style="list-style-type: none"> <li>1. Extracting and processing raw materials</li> <li>2. Manufacturing and packaging</li> <li>3. Use and operation</li> <li>4. Disposal</li> </ol> <p><i>Transportation and distribution at each stage</i></p>	

Useful material	Learn	✓
Alloy	A metal mixed with small amounts of another element to make it harder	
Bronze	Alloy of copper and tin	
Brass	Alloy of copper and zinc	
Steel	Alloy of iron and specific amounts of carbon and other metals	
Soda-lime glass	Made by heating a mixture of sand, sodium carbonate and limestone	
Borosilicate glass	Made from sand and boron trioxide	
Clay ceramics	Made by shaping wet clay and heating in a furnace	
Poly(ethene)	Can exist as low density and high density poly(ethene) by changing the reaction conditions	
Thermosoftening	Polymer that melts when heated	
Thermosetting	Polymer that does not melt when heated. as it has cross-links between polymer chains	
Composite	Made of 2 materials- a matrix and a reinforcement	

Potable water	Water that is safe to drink- contains low levels of dissolved salts and microbes)	✓
Ground water	<ol style="list-style-type: none"> <li>1. Choose a suitable source of fresh water</li> <li>2. Pass water through filter beds</li> <li>3. Sterilise with chlorine, ozone or UV light</li> </ol>	
Waste water	<ol style="list-style-type: none"> <li>1. Screening and grit removal</li> <li>2. Sedimentation to produce sewage sludge and effluent</li> <li>3. Anaerobic digestion of sewage sludge</li> <li>4. Aerobic biological treatment of effluent</li> </ol>	
Salt water	Desalination by distillation or reverse osmosis.	

## 2.2 Programming Fundamentals



Keyword	Definition / Example	Tick										
<b>Input</b>	Data sent to a computer to be processed. <code>name = input("Please enter your name.")</code>											
<b>Output</b>	Processed information that is sent out from a computer. <code>print("Hello world!")</code>											
<b>Sequence</b>	A set of logical steps carried out in order.											
<b>Selection</b>	Making a decision as the result of a Boolean (true/false) condition.											
<b>Iteration</b>	Repeats a block of code.											
<b>Concatenation</b>	Joining strings (text) together. <code>print("Hello " + name + "!")</code>											
<b>Variable</b>	A label/identifier which is used to identify a memory location used to store a value that <i>can be changed</i> while the program is running.											
<b>Constant</b>	A label/identifier which is used to identify a memory location used to store a value that <i>cannot be changed</i> while the program is running.											
<b>Casting</b>	Convert from one data type to another.											
<b>Data Types</b>	Determines what type of value a variable will hold. <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td><i>Integer</i> – Whole number</td> <td><code>age = 12</code></td> </tr> <tr> <td><i>Real / float</i> – Number that <i>can</i> have a fractional part</td> <td><code>height = 1.52</code></td> </tr> <tr> <td><i>Character</i> – A single letter, symbol or number</td> <td><code>letter = 'a'</code></td> </tr> <tr> <td><i>String</i> – Multiple characters</td> <td><code>name = "Bart"</code></td> </tr> <tr> <td><i>Boolean</i> – Has two values: true or false.</td> <td><code>a = True</code> <code>b = False</code></td> </tr> </tbody> </table>	<i>Integer</i> – Whole number	<code>age = 12</code>	<i>Real / float</i> – Number that <i>can</i> have a fractional part	<code>height = 1.52</code>	<i>Character</i> – A single letter, symbol or number	<code>letter = 'a'</code>	<i>String</i> – Multiple characters	<code>name = "Bart"</code>	<i>Boolean</i> – Has two values: true or false.	<code>a = True</code> <code>b = False</code>	
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<b>Selection (code)</b>	<table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Python</th> <th>OCR Ref.</th> </tr> </thead> <tbody> <tr> <td><code>if value &gt; 50:   print("Over 50") elif value &gt;= 20:   print("20 or over") else:   print("Under 20")</code></td> <td><code>if value &gt; 50 then   print("Over 50") elseif value &gt;= 20 then   print("20 or over") else   print("Under 20") endif</code></td> </tr> </tbody> </table>	Python	OCR Ref.	<code>if value &gt; 50:   print("Over 50") elif value &gt;= 20:   print("20 or over") else:   print("Under 20")</code>	<code>if value &gt; 50 then   print("Over 50") elseif value &gt;= 20 then   print("20 or over") else   print("Under 20") endif</code>																					
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### How to practise at home?

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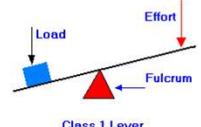
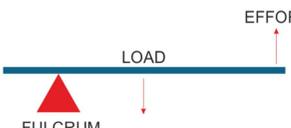
Keyword	Definition / Example	✓		
<b>Iteration</b>	Used to repeat a section of code a number of times.			
<b>Count-controlled iteration</b>	<p>When we know the exact number of iterations we wish to make.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Python</b> #Outputs 1-10 for count in range (1,11,1):     print(count)</td> <td style="width: 50%;"><b>OCR Ref.</b> //Outputs 1-10 for count = 1 to 10 step 1     print(count) next count</td> </tr> </table>	<b>Python</b> #Outputs 1-10 for count in range (1,11,1): print(count)	<b>OCR Ref.</b> //Outputs 1-10 for count = 1 to 10 step 1 print(count) next count	
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<b>Iteration with 1D array</b>	<table border="1" style="width: 100%;"> <tr> <td><b>Python</b> myArray = [1,2,3,4,5] for i in range(5):     print(myArray[i])</td> </tr> </table>	<b>Python</b> myArray = [1,2,3,4,5] for i in range(5): print(myArray[i])		
<b>Python</b> myArray = [1,2,3,4,5] for i in range(5): print(myArray[i])				
<b>Iteration with 2D array</b>	<table border="1" style="width: 100%;"> <tr> <td><b>Python</b> myArray = [[1,2,3,4,5],             [6,7,8,9,10]] for row in range(2):     for column in range(5):         print(myArray[row][column])</td> </tr> </table>	<b>Python</b> myArray = [[1,2,3,4,5], [6,7,8,9,10]] for row in range(2): for column in range(5): print(myArray[row][column])		
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Keyword	Definition / Example	✓	
<b>Subprogram</b>	Small programs that are written within a larger, main program.		
<b>Procedure</b>	<p>A subprogram that performs a specific task.</p> <table border="1" style="width: 100%;"> <tr> <td><b>Python</b> def add(num1, num2):     answer = num1 + num2     print(answer)</td> </tr> </table>	<b>Python</b> def add(num1, num2): answer = num1 + num2 print(answer)	
<b>Python</b> def add(num1, num2): answer = num1 + num2 print(answer)			
<b>Function</b>	<p>A subprogram that performs a specific task and returns a result back to the main program.</p> <table border="1" style="width: 100%;"> <tr> <td><b>Python</b> def add(num1, num2):     answer = num1 + num2     return answer</td> </tr> </table>	<b>Python</b> def add(num1, num2): answer = num1 + num2 return answer	
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<b>Parameter</b>	Variables declared when you define a subprogram.		
<b>Argument:</b>	A value sent to a subprogram when it is called.		
<b>Random</b>	<p>To generate a random number between two values.</p> <table border="1" style="width: 100%;"> <tr> <td><b>Python</b> rand = random.randint(1,10)</td> </tr> </table>	<b>Python</b> rand = random.randint(1,10)	
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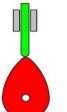
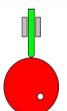
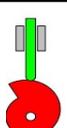
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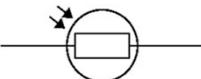
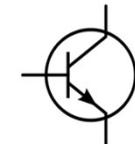
GCSE Design Technology:  
CORE 1.05 part 1 Mechanical devices

Tick	Lever	Order of parts	Uses
	Class 1	Load Fulcrum Effort (L F E)  Class 1 Lever	<ul style="list-style-type: none"> <li>• Pliers</li> <li>• See-saws</li> </ul>
	Class 2	Fulcrum Load Effort (F L E) 	<ul style="list-style-type: none"> <li>• Wheelbarrow</li> <li>• Nut cracker</li> </ul>
	Class 3	Fulcrum Effort Load (F E L) 	<ul style="list-style-type: none"> <li>• Tweezers</li> <li>• Spade</li> </ul>

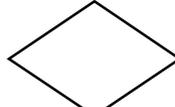
**Cams**

Tick	Cam type	Motion type	Uses
	Pear 	Motionless for half of the cycle then rises and falls in the 2 <sup>nd</sup> half.	Valves in a car engine
	Circular 	A continuous, smooth rise and fall.	Steam engines
	Snail 	A slow rise/stationary with a sudden drop.	Machines needing a sudden drop

GCSE Design Technology:  
CORE 1.06 Electronic components

Tick	Component	Symbol	Function
	LDR (Light Dependent Resistor)		Light on LDR, the resistance changes. More light = less resistance; electricity flows.
	Thermistor		Resistance changes with temperature. Hot = low resistance cold = higher resistance.
	Transistor		Acts as a tiny electronic switch. It is known as a semi conductor. It can amplify small currents.
	Resistor		Changes the resistance to limit the flow of electricity through part of a circuit.
	LED (Light Emitting Diode)		Gives out light when electricity passes through.
	Buzzer		Makes a sound when electricity flows through.
	Switches		Turns the flow of electricity on in a circuit on or off.

GCSE Design Technology:  
 CORE 1.07 Programmable components

Flowchart element	Definition/explanation	Tick
Programme	A set of instructions the system has been given to make the electronic system do what it is supposed to do.	
Flowcharts	Diagrams that are used to set up a programme.	
	Used in flowcharts for the 'start' and 'end' sections only.	
	Used in flowcharts for the instructions only.	
	Used in flowcharts for 'decisions' only. These are followed by yes and no answers.	
Time delay	Sections of a programme which ask it to wait for 'x' amount of time before moving onto the next instruction.	
Count	When a programme is either told to count how many times it gets an input before moving onto the next instruction or it is told to loop an action 'x' amount of times before moving on.	
Feedback loop	When a programme is sent back to an earlier stage in the flowchart, this is usually set by a sensor and will follow from a decision box.	

 GCSE Design Technology:  
 CORE 1.08 Metals

Tick	Non-ferrous metal	Properties	Uses
	Aluminium	<ul style="list-style-type: none"> <li>Corrosion resistant</li> <li>Malleable</li> </ul>	<ul style="list-style-type: none"> <li>Engine parts</li> <li>Drinks cans</li> </ul>
	Copper	<ul style="list-style-type: none"> <li>Ductile</li> <li>Excellent heat/electrical conductor</li> </ul>	<ul style="list-style-type: none"> <li>Electrical wire/components</li> <li>Gas and water pipes</li> </ul>
	Brass	<ul style="list-style-type: none"> <li>Corrosion resistant</li> <li>Easily machined</li> </ul>	<ul style="list-style-type: none"> <li>Plumbing fittings</li> <li>Musical instruments</li> </ul>

Tick	Ferrous metal	Properties	Uses
	Mild steel	<ul style="list-style-type: none"> <li>Malleable</li> <li>High tensile strength</li> </ul>	<ul style="list-style-type: none"> <li>Car body panels</li> <li>General engineering purposes</li> </ul>
	Stainless steel	<ul style="list-style-type: none"> <li>Corrosion resistant</li> <li>Hard</li> </ul>	<ul style="list-style-type: none"> <li>Cutlery</li> <li>Medical equipment</li> </ul>
	Cast iron	<ul style="list-style-type: none"> <li>Hard 'skin' with a soft core</li> <li>Good compression strength</li> </ul>	<ul style="list-style-type: none"> <li>Vices</li> <li>Break discs</li> </ul>



Spr 2 Year 11 Power and Conflict poetry		Themes	Poems – remember, there’s subthemes within these!	✓	Poem-Form and structure
<b>Question structure and assessment aims:</b>				✓	
30 marks. Comparing 2 of the 15 poems that you have learnt in class. One named poem.		Power of Humans	Charge of the Light Brigade, War Photographer, Kamikaze, Emigree, Ozymandius, Prelude, Storm on the Island, Tissue		<b>Remains</b> - <b>Monologue</b> , told in the present tense to convey a flashback (a symptom of PTSD).
Only given a copy of the named poem					<b>Exposure</b> -Rhyme scheme ABBA and hexameter emphasises the monotony. -Pararhymes (“nervous / knife us”) only barely hold the poem together, like the men.
<b>AO1:</b> meaningful comparisons between 2 poems. Be able to use quotations to support your ideas.		Power of Nature	Bayonet Charge, Exposure, Kamikaze, Ozymandius, Prelude, Storm on the Island, Tissue		<b>Poppies</b> - <b>Elegy</b> , a poem of mourning. -No rhyme scheme makes it melancholic -Enjambment gives it an anecdotal tone.-Nearly half the lines have caesura – she is trying to hold it together.
<b>AO2:</b> use subject terminology & analyse the effect of the writer’s techniques		Negative Emotions	Bayonet Charge, Exposure, Remains, War Photographer, Poppies, Prelude, London, Checking Out Me History		<b>COLB</b> - <b>Ballad</b> -Repetition of ‘the six hundred’ at the end of each stanza (epistrophe) emphasises huge loss. -First stanza tightly structured, mirroring the cavalry formation. -Dactylic dimeter-mirrors the horses
<b>AO3:</b> demonstrate knowledge of context and compare contexts between two poems		Loss and Absence	Exposure, Charge of the Light Brigade, Remains, Poppies, Kamikaze, Emigree, My Last Duchess		<b>Bayonet Charge</b> -The poem starts ‘in medias res’: in the middle of the action, to convey shock and pace. -Time stands still in the second stanza to convey the soldier’s bewilderment and reflective thoughts.
<b>Introduction structure</b>	<b>Example</b>			✓	<b>War Photographer</b> -Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding.
Identify the key word in the question and say how both poems explore this.	<i>... is explored in both (named poem -1) and (chosen poem – 2).</i>	Effects of Conflict	Bayonet Charge, Exposure, Charge of the Light Brigade, Remains, War Photographer, Poppies Kamikaze, Emigree, Storm on the Island		<b>The Emigree</b> -Last line of each stanza is the same (epistrophe): “sunlight”: reinforces overriding positivity of the City.
If necessary develop this idea with a second sentence	<i>Both authors...</i>	Memory	Charge of the Light Brigade, Remains, Poppies, Kamikaze, Emigree, Ozymandius, Prelude, My Last Duchess, Checking Out Me History		<b>COMH</b> <b>Dramatic monologue</b> , with a dual structure. -Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics to represent separateness and rebellion). - The lack of punctuation, free verse, irregular rhyme ,use of Creole represents rejection of the rules.
Now say how both poems do this uniquely.	<i>While (Poem 1)..., (Poem 2)...</i>	Internal Conflict	War Photographer, Kamikaze, Emigree, Checking Out Me History, Remains, Poppies, Bayonet Charge, London		<b>Ozymandias</b> - <b>A sonnet</b> but with an unconventional structure... the structure is normal until a turning point (a Volta) at Line 9 (.these words appear). This reflects how human structures can be destroyed or decay. -The iambic pentameter rhyme scheme is also disrupted or decayed.
<b>What to include in a comparative paragraph</b>				✓	<b>MLD</b> - <b>Dramatic Monologue</b> , in iambic pentameter. -It is a speech, pretending to be a conversation. -Enjambment: rambling tone, he’s getting carried away with his anger. He is a little unstable.
Clear point linked to the question		Identify	Remains, Kamikaze, Emigree, Checking Out Me History		<b>Tissues</b> -All stanzas have four lines, except the final stanza which has one line (‘turned into your skin’): this line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary.
Use evidence to support ideas		Individual experiences	Bayonet Charge, Exposure, Remains, War Photographer, Poppies, Kamikaze, Emigree, Ozymandius, Prelude, London, My Last Duchess, Checking Out Me History		<b>Prelude</b> -First person narrative -regular rhythm and enjambment create effect of natural speech and a personal voice.
Identify a technique					<b>Kamikaze</b> -Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. --Only full stop is at the end of Stanza Five: he has made his decision to turn back.
Use subject terminology					<b>London</b> - <b>A dramatic monologue</b> , there is a first-person narrator (‘I) who speaks passionately about what he sees. -Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city.
Analyse the poet’s intentions/messages in using specific techniques		Reality of conflict	Bayonet Charge, Exposure, Charge of the Light Brigade, Remains, War Photographer, Poppies, Emigree		
Link to context					
Use comparative connectives					

Year 11 Language Paper 1 and 2 Revision Question 1-4 only

Language paper 2-Writers' Viewpoints and Perspectives Knowledge Organiser

Question 3-15 mins, 12 marks

<p><b>Language paper 1- Explorations in Reading and Creative-General advice</b></p>	<p>✓ <b>Question 3-10 mins, 8 marks</b></p>	<p>✓</p>	<p>✓</p>
<p>1 hour 45 minutes</p>	<p><b>Question stem:</b> How has the writer structured the text to interest you?</p>	<p>1 hour 45 minutes</p>	<p><b>Question stem:</b> How does the writer use language to...</p>
<p>Start with 5 minutes reading.</p>	<p><b>This is not about language devices or word choice!</b></p> <ul style="list-style-type: none"> <li>It focuses on the tone and atmosphere created through the structural devices.</li> </ul>	<p>Start with 10 minutes reading of <b>two</b> texts</p>	<p>Basic things to look out for: 5 senses, colour, adjectives and verbs, metaphors. Grade 6+: extended metaphors, semantic fields, assonance.</p>
<p>Read the blurb given for the text. Highlight key words which given you clues about text</p>	<p>For a really clear response, structure your answer into clear paragraphs about what the writer focuses your attention on at the <b>beginning, middle and end</b>. Is it similar or different. Then ask <b>WHY?</b></p>	<p>Read the blubs for BOTH sources. What is the GAP? (Genre, audience, purpose – Consider how might this effect how the text is written and the opinion of the writers)</p>	<p>You need to use quotations to support ideas</p>
<p>Read the passage carefully. Take time to make sure you understand it and highlight key methods ideas as you go.</p>	<p>Look for shifts: perspective, hooks, zooming-in and out, time, speaker, settings, character, sentence structure, narrative voice, focus, paragraph length, introduction of speech, questions and the impact they have.</p>	<p>Read BOTH sources and ensure you understand what is going on in each one.</p>	<p>Analysis of why methods create meaning is where the real marks sit.</p>
<p><b>Question 1-5 mins, 4 marks</b></p>	<p>✓</p>	<p><b>Question 1-5 mins, 4 marks</b></p>	<p>✓</p>
<p>List 4 explicit things</p>	<p><b>Useful phrases:</b> <i>The writer opens the text by introducing/using [insert] For instance, this is seen when '...'</i></p>	<p><b>Question stem:</b> Choose 4 statements which are true.</p>	<p><b>Useful Phrases:</b> <i>Firstly, the writer uses [insert language device] in order to... For instance/for example this is seen when... The word/subject term has connotation of ... and therefore creates an atmosphere of... We might feel compelled to...the writer helps us to imagine/realise...</i></p>
<p><b>Question 2-10 mins, 8 marks</b></p>	<p>✓</p>	<p><b>Question 2-10 mins, 8 marks</b></p>	<p>✓</p>
<p><b>Question stem:</b> How does the writer use language to...</p>	<p><b>Question 4-30 mins, 20 marks</b></p>	<p><b>Question stem:</b> Write a summary of the different...</p>	<p><b>Question 4 (20 mins, 16 marks)</b></p>
<p>Basic things to look out for: 5 senses, colour, adjectives and verbs, metaphors</p>	<p><b>Question stem:</b> '[statement about the text]' To what extent do you agree.....</p>	<p>Use Summary, Quotations, Inference x2 to structure this response.</p>	<p><b>Question stem:</b> Compare the writers' viewpoints and perspectives...</p>
<p>Grade 6+: extended metaphors, semantic fields, assonance.</p>	<ul style="list-style-type: none"> <li>Often has two aspects in the statement to engage with. Often only based on part of the text.</li> </ul>	<p>Use comparative connectives like 'however', 'in contrast' etc.</p>	<p>This is a methods question also. It asks you to focus on the different attitudes of each writer and how the writers reveal them.</p>
<p>You need to use quotations to support ideas</p>	<p>This is a question about writer's methods and how they use them to convey ideas. Use subject terminology.</p>	<p><b>Possible sentence starter:</b> <i>In Source A and B, the writers describe different... In Source A... however, in Source B...</i></p>	<p>In each paragraph, aim to use this structure: statement, attitude in text a, quotation, inference, method, effect. Compare with B</p>
<p>Analysis of why methods create meaning is where the real marks sit.</p>	<p>Usually it is best to AGREE with the statement. But consider how far you agree. Is there evidence to argue against this opinion? <b>Create a debate in your answer</b></p>	<p><b>Remember:</b> There are no marks available for using subject terminology or doing language analysis.</p>	<p>Statement = WRITER'S feelings Effect = READER'S feelings</p>
<p>Aim to discuss the effect of multiple methods</p>	<p>3 paragraphs which have a point, evidence and analysis is a general guide.</p>	<p>Grade 7+ = It could also imply that... (Alternative interpretation)</p>	<p><b>Useful phrases:</b> <i>In Source A and B, both writers discuss... However, they have different opinions and use a range of methods to communicate these feelings. The writer uses [insert subject term] to evoke a sense of.../to create... This might make us feel/imagine/realise...</i></p>
<p><b>Useful phrases:</b> <i>The use of ... makes it sound like... The word/phrase/subject term '...' creates an impression of... We might realise/imagine/feel...</i></p>	<p><b>Useful Phrases:</b> <i>To some extent I agree with... I partially agree with...but I would modify the statements because... I certainly agree that...(evidence) However, it could also be argued that... Overall I agree that...</i></p>	<p><b>Useful phrases:</b> <i>In Source A the writer focuses on/describes... For instance/for example-Quotation: From this we can infer... The writer evokes...</i></p>	<p></p>



## Food Security



### What food security means

- Ensuring everyone has available, affordable/accessible and nutritious, safe food.
- Affects local communities, global markets and the environment.

### Factors affecting food security

**Accessibility** – enough food produced and supplied.

**Access** – people are able to buy or obtain food.

**Utilisation** – ability to store, prepare and use food safely

### Technological developments - Fortification



Adding nutrients to foods to improve health.

#### **Advantages**

- Prevents deficiencies e.g. iron/vitamin D
- Improves population health with minimal behaviour change.

#### **Disadvantages**

- Over-reliance may lead to poor dietary choices.
- Cost added to production.

### Use of additives

Used to improve safety, quality and shelf life. Includes:

**Preservatives** – slow spoilage.

**Colourings** – improve appearance.

**Flavourings/sweeteners** – improve taste.

**Emulsifiers/stabilisers/thickeners** – improve texture.

**Antioxidants** – delay rancidity in fats.

### New and emerging foods

**Probiotics** – beneficial live bacteria promoting gut health

**Prebiotics** – fibre feeding gut bacteria

## Food Security – considerations



### Moral and Ethical issues

**Fairtrade** – improves income and conditions for producers; supports sustainable livelihoods.

**GM Foods** – may improve yield and disease resistance, raises ethical and environmental concerns.

### Environmental Issues

**Food waste** – wastes resources, reduces long-term sustainability.

**Carbon footprint** – environment impact of transport, processing, packaging.

**Sustainability of resources** – overfishing, over-farming, soil depletion, water scarcity.

### Global/local impacts

Climate change, conflict, poverty causing unstable supply.

Price increases affecting affordability.

Reliance on imports increases emissions.

### Technological developments – food production

**Safer milk and drinks** – pasteurisation, sterilisation, UHT

**Modified atmosphere packaging/vacuum packing** – longer shelf life, less waste

**Accelerated freeze drying/freezing/chilling** – preserve nutrients, reduce spoilage.

**High-pressure processing/irradiation** – extend shelf life and destroy pathogens without majorly affecting flavour or nutrients.



**Structure of the speaking exam:**

Before the Easter holiday, you will be given a choice of 2 themes for the picture card and general conversation. You will decide which theme you prefer and will need to prepare for this.

When you arrive for your speaking exam, the invigilator will give you:

- 1 x Read aloud card**
- 1 x Role Play card**
- 1 x Picture card**

**You will have 14 minutes to prepare prior to the exam.**

You will not have access to a dictionary or any notes.

You are allowed to annotate the Read Aloud card. You will have lined paper to make notes for the role play and the picture card and you can take your notes with you into the exam.

After the 14 minutes preparation time, you will go into the exam room and the recording will start. You are given 1 minute to practise the read aloud task and this part of the recording will not be marked. During the exam, the teacher is allowed to repeat a question twice (ie you can hear it up to 3 times in total)

**Task 1 – Read aloud.** The task will contain 4 sentences (50-55 words) from a specific theme, allocated by the exam board. Read the text aloud, using your knowledge of French phonics to help you. This is followed by 2 short-answer questions. Be careful to answer in the correct tense.

**Task 2 – the Role Play.** There are 5 bullet points and your teacher will speak first. For Higher, you will need to ask two questions and answer 3 questions. There will always be one bullet point in the future tense. Short answers are sufficient but one word answers will not get full marks.

**Task 3 has 3 parts.**

**1 Picture description.** There is a choice of 2 photos for you to describe, You must include reference to People/Action/Location.

**2 Two unprepared follow-up questions,** one of which will be in the perfect tense (ie the past)

**3 Broader conversation (5 – 5.5 minutes)** on the broader thematic context



- Thematic contexts:
- My personal world
  - Lifestyle and wellbeing
  - My neighbourhood
  - Media and technology
  - Studying and my future
  - Travel and tourism

**Role Play settings**

<b>Cinema / theatre / concert hall</b>	<b>In town</b>
<b>Café or restaurant</b>	<b>Tourist office</b>
<b>Hotel</b>	<b>Sport / leisure centre</b>
<b>Campsite</b>	<b>Shop / market / shopping centre</b>
<b>Doctor's surgery / hospital</b>	<b>Train station</b>

**What do I need to know about the role play?**

- It is the second part of the speaking exam (after **Read aloud**).
- There are **10** possible settings.
- The teacher speaks first.
- You will say something for each of the **five** numbered items.
- Speak in the present tense, or use a conditional like *je voudrais*.
- You will need to ask **two** questions.
- You can choose between using the informal *tu* form or the formal *vous* form (though you don't have to!) to ask your questions.
- You will answer **one question** about something in the **future**.

Settings	Role-play example numbered items	Example questions
<b>Tourist office</b>	Ask a question about transport	Il y a des bus ici? Où est la gare? À quelle heure part le train?
	Ask a question about other activities	Qu'est-ce qu'on peut faire ici? Il y a un château près d'ici?
<b>Cinema</b>	Ask a question about cost	C'est combien? Ça coûte combien?
	Ask the employee about food/drinks	Est-ce que vous vendez de l'eau? Où est-ce que je peux acheter des fruits?
<b>Shopping centre</b>	Ask a question about something else you want to buy	Vous avez une autre couleur? Vous avez une autre taille?
	Ask a question about places to eat and drink	Il y a un restaurant près d'ici? Où est-ce que je peux manger ici?
<b>Sports centre</b>	Ask the employee about buying a drink	Est-ce que je peux acheter de l'eau ici? C'est combien une bouteille d'eau?
	Ask the employee about opening times	Le centre ouvre quand? À quelle heure est-ce que la piscine ferme?
<b>Doctor's surgery</b>	Ask a question about seeing the doctor	Je peux parler à un docteur? Quand est-ce que je peux voir un médecin?
	Ask a question about opening times	À quelle heure est-ce que vous ouvrez? Quand est-ce que vous fermez?
<b>Hotel</b>	Ask about sport facilities in the hotel	Il y a une piscine ici? On peut jouer au tennis à l'hôtel?
	Ask about other facilities	Il y a un restaurant dans l'hôtel? Est-ce que vous avez un magasin?

Puis-je..?	
<b>Puis-je</b>	Can I ?
<b>Puis-je avoir?</b>	Can I have?
<b>Puis-je voir?</b>	Can I see?
<b>Puis-je changer?</b>	Can I change?
<b>Puis-je aller?</b>	Can I go?

Question words	
<b>Pourquoi?</b>	Why?
<b>Quand?</b>	When?
<b>Où?</b>	Where?
<b>Combien (de)?</b>	How much/many?
<b>C'est combien?</b>	How much is it?
<b>Qui?</b>	Who?
<b>Comment?</b>	What? How?
<b>Qu'est-ce que?</b>	What?
<b>Quoi?</b>	What?
<b>Quel/quelle/ quels/quelles?</b>	What?

Est-ce que..	
<b>This is often the easiest way to ask a question. It literally means 'is it that'? Use it before the pronoun and verb.</b>	
<b>Est-ce que..</b>	'is it that'
<b>Est-ce que tu aimes..?</b>	Do you like?
<b>Est-ce que tu veux?</b>	Do you want?
<b>Est-ce que tu as?</b>	Do you have?
<b>Est-ce que vous avez?</b>	Do you have?
<b>Est-ce qu'il y a ..?</b>	Is there..?

Répétez s'il vous  
plaît/ vous pouvez  
répétez la question?

Repeat please

Role plays structures	
<b>Tu aimes..?</b>	Do you like?
<b>Tu fais..?</b>	Do you do?
<b>Tu as..? (Informal)</b>	Do you have?
<b>Avez-vous? (formal)</b>	Do you have?
<b>Où est...?</b>	Where is..?
<b>Où sont...?</b>	Where are..?
<b>C'est combien le billet?</b>	How much is the ticket?
<b>A quelle heure?</b>	What time?
<b>Le film commence à quelle heure?</b>	What time does the film start?
<b>Le film finit à quelle heure?</b>	What time does the film finish?
<b>Le magasin ouvre à quelle heure?</b>	What times does the shop open?
<b>Le magasin ferme à quelle heure?</b>	What time does the shop close?

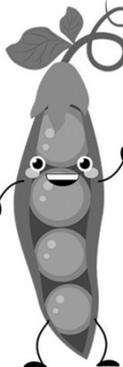
Picture Description - Actions	
<b>In French there is only one present tense, which can be translated as 'I do' and 'I am doing'</b>	
<b>Il est/ils sont</b>	<b>He is/they are</b>
<b>Il fait/ils font</b>	<b>He is /they are doing</b>
<b>Il a /ils ont</b>	<b>They have</b>
<b>Il mange/ils mangent</b>	<b>He is/they are eating</b>
<b>Il regarde/ils regardent</b>	<b>He is/they are watching (tv)</b>
<b>Il porte/ils portent</b>	<b>He is/they are wearing</b>
<b>Il travaille/ils travaillent</b>	<b>He is/they are working</b>
<b>Il lit/ils regardent</b>	<b>He is / they are reading</b>
<b>Il est assis/ils sont assis</b>	<b>He is/they are sitting</b>
<b>Elle est assise/elles sont assises</b>	<b>She/they are sitting</b>
<b>Il rit/ils rient</b>	<b>He is/they are laughing</b>
<b>il parle avec/à</b>	<b>He is talking to</b>
<b>Ils parlent avec/à</b>	<b>They are talking</b>
<b>Il a l'air/ils ont l'air</b>	<b>He looks / they look</b>
<b>Il semble/ils semblent</b>	<b>He seems/they seem</b>

Role plays structures	
<b>Je peux vous aider?</b>	<b>Can I help you?</b>
<b>Pouvez-vous..?</b>	<b>Can you ...?</b>
<b>Tu peux..? (inf)</b>	<b>Can you ...?</b>
<b>Comment trouvez-vous..?</b>	<b>How do you find...?</b>
<b>Comment est-ce que tu trouves..? (inf)</b>	<b>How do you find...?</b>
<b>Où est/sont..?</b>	<b>Where is/are ...?</b>
<b>Où puis-je..?</b>	<b>Where can I ...?</b>
<b>Quelle sorte de ...aimes-tu?</b>	<b>What kind of ... do you like?</b>
<b>Pouvez-vous recommander..?</b>	<b>Can you recommend me ...?</b>
<b>Voulez-vous...</b>	<b>Do you want ?</b>
<b>Tu veux ... (inf)</b>	<b>Do you want?</b>
<b>C'est tout?</b>	<b>Anything else?</b>
<b>Je voudrais</b>	<b>I would like ...</b>
<b>Je veux</b>	<b>I want ...</b>
<b>Je cherche</b>	<b>I'm looking for ...</b>

Picture description	
<b>Autre chose?</b>	Anything to add?
<b>Sur la photo</b>	On the photo
<b>Je peux voir/on peut voir</b>	I can see/you can see
<b>De plus je peux voir</b>	Also I can see
<b>À gauche/à droite</b>	On the left/on the right
<b>À l'arrière plan</b>	In the background
<b>Au gros plan</b>	In the foreground
<b>Il y a</b>	There is/there are
<b>Il est en train de ...</b>	He is in the middle of
<b>Ils sont en train de ...</b>	They are in the middle of
<b>La photo a été prise</b>	The photo was taken
<b>J'imagine que</b>	I imagine that
<b>Ils se trouve/ils se trouvent</b>	It/they are located
<b>Il fait beau/froid/gris</b>	It is nice/cold/grey
<b>Il y a du soleil/des nuages</b>	It is sunny/cloudy
<b>Il neige/il pleut</b>	It's snowing/raining



**Box command word**  
**Underline key terms**  
**Glance back at the question**



**Point Evidence Explain**

Because	This means
Leading to	As a result
Therefore	Therefore

**Assess/Evaluate**



Significantly	Although
Importantly	However
Similarly	Yet
Whereas	Alternatively



2 mark **EXPLAIN** questions – Point, develop  
 4 mark **EXPLAIN** questions – Point, develop, point, develop (unless a landform formation)  
**Suggest** and **Explain** are similar – Explain is a known reason why, suggest is a potential reason why.

Two command words are used for 8 mark questions:  
**ASSESS** – Rank more serious/less serious impacts  
**EVALUATE** – Weighing up arguments or viewpoints.

# ASSESS

- Think of relevant examples you've learned**
- Use case studies and examples
  - Use detail of events or processes
- Analyse, make judgements and conclude**
- Make around 3 points to create your argument using evidence.
  - Analyse or rank these points in order of importance or severity.
  - Pick out evidence to support each point.
  - Write a brief conclusion.

# EVALUATE

- Select relevant points**
- Use case studies and examples
  - Use detail of events or processes
- Analyse the evidence**
- Why are there different views?
  - Why do people's opinions differ?
- Make judgements and reach a conclusion**
- Develop an argument using evidence about three points
  - Weigh up the evidence – does it support or reject the arguments?
  - Pick out evidence to support each point.
  - Write a brief conclusion.

**GENERAL STRUCTURE:**  
**INTRODUCTION** define any key terms, or introduce any ideas.  
**MAIN BODY** 2-3 PEEA/E paragraphs, which utilise connectives and reflective language.  
**CONCLUSION** short summary of your main points, and makes a final judgement.

ASSESSMENT OBJECTIVES FOR 8 MARKERS IN EACH PAPER

Paper 1:	Paper 2:	Paper 3:
AO2 (understanding). AO3 (your interpretation and judgements).	AO3 (your interpretation and judgements). AO4 (your skills and ability to interpret resources).	AO3 (your interpretation and judgements). AO4 (your skills and ability to interpret resources).

**Paper 2 8 mark questions**

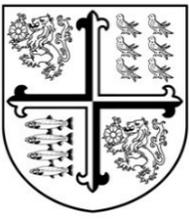
- |                    |  |
|--------------------|--|
| <b>Analyse</b>     | No case study knowledge needed!  |
| <b>Deconstruct</b> | Unpick the data given – 4 marks available <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Similarities/differences</li> <li>• Extremes</li> </ul> |
| <b>Assess</b>      | 3x PEEL<br>P – From deconstruct<br>E – From resource (be specific!)<br>E – Subject knowledge/understanding<br>L – back to question                             |

**Paper 3 tips**

64 marks, 90 minutes – take time to read the resource booklet – around 10 minutes  
 Annotate!!  
 Be specific to the figures where required

**Paper 3 12 mark question**

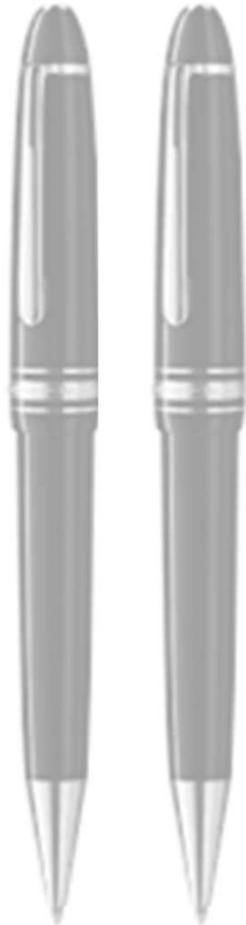
- Pick one option.
- Justify your choice (up to 2 paragraphs)
  - Use whole resource book to support answer
- Limitations of your choice, shows balance and consideration
- Why not the other two options? Explain for both.
- REMEMBER – ANY option is viable, as long as you clearly justify your choice!



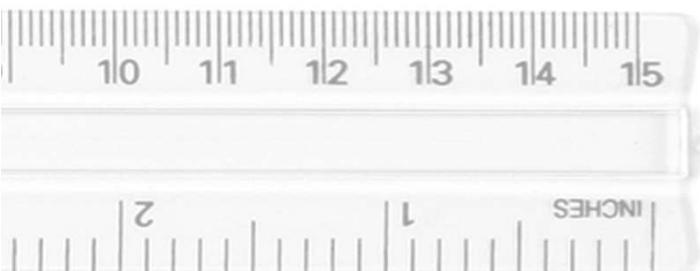
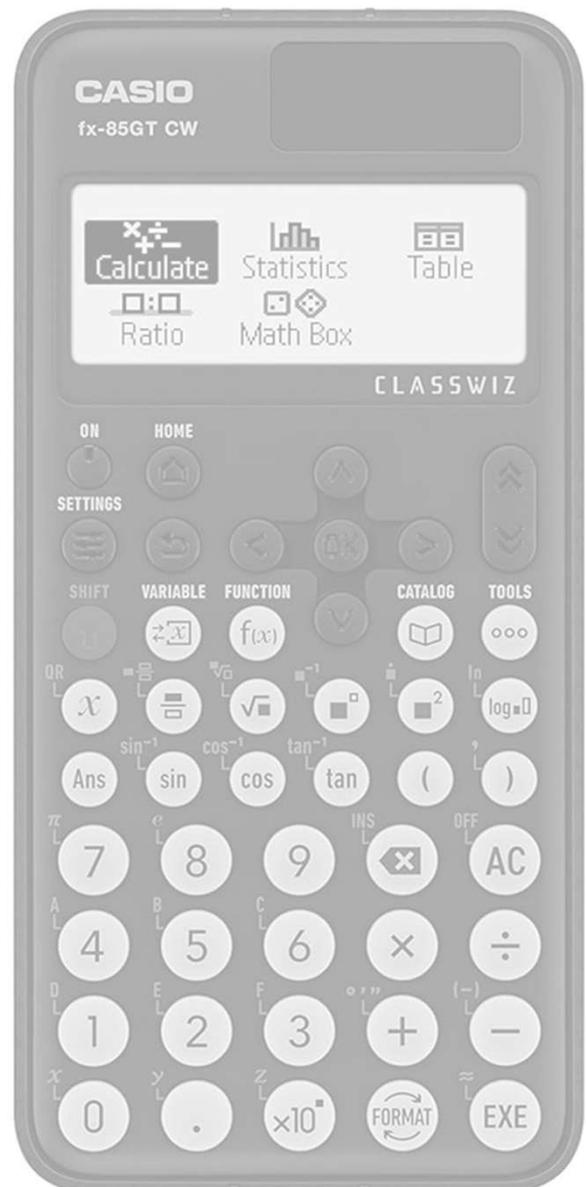
# Equipment



# Check



- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator



**Structure of the speaking exam:**

Before the Easter holiday, you will be given a choice of 2 themes for the picture card and general conversation. You will decide which theme you prefer and will need to prepare for this.

When you arrive for your speaking exam, the invigilator will give you:

- 1 x read aloud card**
- 1 x Role Play card**
- 1 x Picture card**

**You will have 14 minutes to prepare prior to the exam.**

You will not have access to a dictionary or any notes.

You are allowed to annotate the Read Aloud card.

You will have lined paper to make notes for the role play and the picture card and you can take your notes with you into the exam.

After the 14 minutes preparation time, you will go into the exam room and the recording will start. You are given 1 minute to practise the read aloud task and this part of the recording will not be marked. During the exam, the teacher is allowed to repeat a question twice (ie you can hear it up to 3 times in total)

**Task 1 – read aloud.** The task will contain 4 sentences (50-55 words) from a specific theme, allocated by the exam board. Read the text aloud, using your knowledge of French phonics to help you. This is followed by 2 short-answer questions. Be careful to answer in the correct tense.

**Task 2 – the Role Play.** There are 5 bullet points and your teacher will speak first. For Higher, you will need to ask two questions and answer 3 questions. There will always be one bullet point in the future tense. Short answers are sufficient but one word answers will not get full marks.

**Task 3 has 3 parts.**

**1 Picture description.** There is a choice of 2 photos for you to describe, You must include reference to People/Action/Location.

**2 two unprepared follow-up questions,** one of which will be in the perfect tense (ie the past)

**3 broader conversation (5 – 5.5 minutes)** on the broader thematic context



**Thematic contexts:**

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

**Role Play settings**

<b>Cinema / theatre / concert hall</b>	<b>In town</b>
<b>Café or restaurant</b>	<b>Tourist office</b>
<b>Hotel</b>	<b>Sport / leisure centre</b>
<b>Campsite</b>	<b>Shop / market / shopping centre</b>
<b>Doctor's surgery / hospital</b>	<b>Train station</b>

**What do I need to know about the role-play?**

- It is the second part of the speaking exam (after **read aloud**).
- It is worth **ten** marks.
- There are **ten** possible settings.
- The teacher speaks first.
- You will say something for each of the **five** numbered items.
- Speak in the present tense, or use a conditional like *ich möchte* (where appropriate).
- You will need to ask **two** questions.
- You do not need to use *Sie*. You can use the informal *du* (you).
- You will answer **one** question about something in the future.

Settings	Role-play example bullet points	Example questions
<b>Tourist office / In town</b>	Ask a question about transport.	<b>Gibt es</b> hier einen Bahnhof in der Nähe? <b>Um wie viel Uhr</b> fährt der Bus nach Zürich?
	Ask a question about other activities.	<b>Gibt es</b> ein Theater hier in der Nähe? <b>Kann man</b> hier schwimmen gehen?
<b>Cinema / theatre / concert hall</b>	Ask a question about cost.	<b>Was</b> kostet eine Karte, bitte?
	Ask the employee about food/drinks.	<b>Was für</b> Getränke gibt es? <b>Was für</b> Essen gibt es?
	Ask a question about the film.	<b>Wer</b> spielt im Film? <b>Wie lange</b> dauert der Film?
<b>Shop / market / shopping centre</b>	Ask a question about something else you want to buy.	<b>Haben Sie</b> andere T-shirts? <b>Wo</b> kann man Geschenke kaufen?
	Ask a question about places to eat and drink.	<b>Wo</b> liegt das Café? <b>Was für</b> Restaurants gibt es?
<b>Leisure centre</b>	Ask the employee about buying a drink.	<b>Kann man</b> hier Getränke kaufen? <b>Was kostet</b> eine Flasche Wasser?
	Ask the employee about opening times.	<b>Um wie viel Uhr</b> öffnet/schließt das Sportzentrum?
<b>Doctor's surgery / hospital</b>	Ask a question about seeing the doctor.	<b>Wann</b> kann ich einen Arzt sehen?
	Ask a question about opening times.	<b>Was sind</b> die Öffnungszeiten?
<b>Hotel / campsite</b>	Ask about sport facilities in the hotel.	<b>Gibt es</b> ein Fitnessstudio? <b>Kann man hier</b> schwimmen?
	Ask about other facilities.	<b>Gibt es</b> ein Restaurant im Hotel? <b>Was darf man</b> im Hotel (nicht) machen?
<b>Café / restaurant</b>	Ask a question about the menu.	<b>Gibt es</b> etwas für Vegetarier? <b>Was empfehlen</b> Sie?
	Ask about the price of something on the menu.	<b>Was kostet</b> das Eis, bitte?
<b>Train station</b>	Ask a question about the next train.	<b>Wann</b> fährt der nächste Zug nach Berlin, bitte? <b>Wann</b> kommt der nächste Zug an?
	Ask a question about the cost of a ticket.	<b>Was kostet</b> eine Fahrkarte nach Wien, bitte?



Puis-je..?	
Ich möchte	I would like
Ich will	I want
Ich werde	I will
Ich würde	I would
Ich könnte	I could

Question words	
Warum?	Why?
Wann?	When?
Wo?	Where?
Wie viel(e)?	How much/many?
Warum?	Why?
Wer?	Who?
Wie?	How?
Was für?	What kind of?
Wie lange?	How long?
Welch?	Which?

Est-ce que..	
Common phrases	
Bitte	Please
Bitte	You are welcome
Danke	Thank you
Es tut mir leid	I'm sorry
Kein Problem	No problem
Entschuldigung	Sorry

Können Sie bitte die Frage wiederholen?

Repeat the question please?

Role plays structures	
Magst du..?	Do you like?
Machst du..?	Do you do?
Hast du..? (Informal)	Do you have...?
Haben Sie...? (formal)	Do you have...?
Wo ist...?	Where is..?
Wo sind...?	Where are..?
Wie lange dauert der Film?	How long does the film last?
Was darf man...?	What may we....?
Wann beginnt der Film?	What time does the film start?
Wer spielt im Film?	Who plays in the film?
Um wie viel Uhr öffnet das Schwimmbad?	What times does the swimming pool open?
Um wieviel Uhr schliesst das Geschäft?	What time does the shop close?

Picture Description - Actions	
In German there is only one present tense, which can be translated as 'I do' and 'I am doing'	
Er ist/sie sind	He is/they are
Er macht/sie macht	He is/they are doing
Er hat/ sie haben	He has/ They have
He isst/ sie essen	He is/they are eating
Er sieht/ sie sehen	He is/they are watching
Er trägt/ sie tragen	He is/they are wearing
Er arbeitet/ sie arbeiten	He is/they are working
Er liest/ sie lesen	He is/ they are reading
Er sitzt/ sie setzen	He is/they are sitting
Er lacht/ sie lachen	He is/they are laughing
Er plaudert/ sie plaudern	He is chatting to/ they are chatting
Sie sprechen mit	They are talking with
Er sieht aus / sie sehen aus	He looks/ they look
Ich denke, dass	I think that

Role plays structures	
Gibt es...?	Is there...?
Um wie viel Uhr....?	At what time...?
Kann man...?	Can you ...?
Wie findest du...?	How do you find...?
Was sind..?	What are...?
Wo ist/sind..?	Where is/are ...?
Was für....?	What kind of ...?
Was für Musik magst du?	What kind of ... do you like?
Haben Sie noch eine Frage?	Do you have another question...?
Haben Sie...?	Do you have.... ?
Möchtest du ... (inf)	Would you like...?
Was kostet...?	How much is...?
Ich möchte...	I would like ...
Ich will...(inf)	I want ...(inf)
Was empfehlen Sie?	Was do you recommend?

Picture description	
Ist es Alles?	Anything to add?
Auf dem Bild	On the photo
Das Foto zeigt	The photo shows
Ich kann auch....sehen	Also I can see
Wie war es?	What was it like?
Im Hintergrund	In the background
Im, Vordergrund	In the foreground
He gibt	There is/there are
He gibt keine...	There isn't any...
In der Ecke	In the corner
Auf der rechten Seite	On the right side
Auf der linken Seite	On the left side
In der Mitte	In the middle





- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Keyword	Description - key terms associated with the AQA assessment objectives	Tick
Acknowledge	To give credit for, recognise, and highlight something, such as a selected source or the work of others.	
Analyse	To examine in depth, study thoroughly, question, investigate and consider your own opinion or visual investigation of something.	
Apply	To use knowledge, skills and understanding and to employ appropriate techniques when developing and progressing ideas.	
Appropriate	Suitable, relevant, applicable to intention.	
Consider	To think through, review, reflect on and respond to information or a theme, subject or starting point.	
Create	To conceive, make, craft or design something new or invent something.	
Demonstrate	To show, exhibit, prove or express such things as subject specific knowledge, understanding and skills through visual and written work.	
Develop	To take forward, change, improve or build on an idea, theme or starting point.	
Discuss	To deliberate, consider, talk over, debate or examine something, this can be through annotations.	
Explore	To investigate and examine with an open mind about what might be found and developed.	
Evidence	To show, prove, support and make clear or verify something.	
Identify	To recognise links and associations between things such as sources and connections with personal work, accounting for choices and decisions made.	
Investigate	To enquire into, examine in depth, and/or analyse the relevance of a chosen subject and associated sources .	
Present	To give a response to an idea, theme or starting point that shows a personal, meaningful and organised fulfilment of intentions.	
Realise	To achieve, attain and/or accomplish your intentions.	
Record	To document ideas, thoughts, insights and responses to starting points in visual and written annotated form.	
Refine	To improve, enhance and change elements of your work for the better.	
Research	To study in detail, discover and find information about.	
Response	To produce personal work generated by a subject, theme, starting point, or design brief.	
Select	To make an inform choice of what to develop.	



**Exam format:**

Question 1: ‘Give two things you can infer from source A about...’ (4 marks): What I can infer... Details from the source that tell me this... What I can infer... Details from the source that tell me this...

Question 2: ‘Explain why...’ (12 marks) Three PEE points on causation. Slight amendment to examination format to give a choice on this question now.

Question 3 a): ‘How useful are sources B and C for an enquiry into...’ (8 marks) Nature, Origin or Purpose and Knowledge. Not realistic to do it all on both sources, but need to have one aspect of provenance and some knowledge on each source.

Question 3 b): ‘Study interpretations 1 and 2... What is the main difference between their views?’ (4 marks) Keep this answer brief and clear and use quotations from the interpretations to prove your point.

Question 3 c): ‘Suggest one reason why interpretations 1 and 2 give different views on... You may use sources B and C to help explain your answer.’ (4 marks) Keep focus on the question: why the interpretations differ and use the sources to suggest material which they may have based their interpretations on.

Question 3 d): ‘How far do you agree with interpretation 2 about...?’ (16 marks + 4 SPaG marks) Step 1: State the view in interpretation 2, Step 2: Agree with the view in interpretation 2 using own knowledge, Step 3: Disagree with the view in interpretation 2 using interpretation 1, Step 4: Disagree with the view in interpretation 2 using own knowledge, Step 5: final judgement. Be sure to use both interpretations and your factual knowledge.



**Weimar/Nazi Germany 1918-39: Key events:**

Topic 3: Nazi control/ dictatorship: 1933-39:

27<sup>th</sup> February 1933: Reichstag Fire: Marinus van der Lubbe charged with arson,  
 28<sup>th</sup> February 1933: Hitler persuades Hindenburg to sign the Decree for the Protection of People and State,  
 5<sup>th</sup> March 1933: General Elections: NSDAP wins 288 seats in the German Parliament  
 24<sup>th</sup> March 1933: Enabling Act passed: NSDAP able to pass laws without going through Parliament  
 2<sup>nd</sup> May 1933: All trade unions banned  
 30<sup>th</sup> June 1933: Night of the Long Knives  
 14<sup>th</sup> July 1933: Law against the Formation of Parties: only NSDAP allowed  
 20<sup>th</sup> July 1933: Concordat with Catholic Church  
 2<sup>nd</sup> August 1933: Hindenburg dies: Hitler becomes Fuhrer of Germany

Topic 4: Life in Nazi Germany: 1933-39:

1<sup>st</sup> April 1933: Boycott of Jewish Shops  
 June 1933: Law for the Encouragement of Marriage  
 October 1933: First concentration camp for women opened at Moringen  
 1935: Reich Labour Service became compulsory  
 1935: Nuremberg Laws – Citizenship removed for Jews, marriage between Jews and non-Jews made illegal  
 1936: Jews forbidden from professional jobs  
 1936: Membership of Hitler Youth became compulsory  
 1938: Jewish children expelled from schools  
 1938: Kristallnacht – Pogrom against the Jews – 100 killed, 20,000 temporarily sent to camps, 20,000 businesses destroyed. Jews fined for the damage, 250,000 Jews leave

**Weimar/Nazi Germany 1918-39: Key events:**

Topic 1: Weimar Republic: 1918-29:

Nov. 1918: Armistice signed  
 Dec 1918/Jan 1919: Spartacist Uprising  
 June 1919: Treaty of Versailles signed  
 Aug. 1919: Weimar Constitution established  
 March 1920: Kapp Putsch  
 January 1923: French troops invade Ruhr  
 Jan. - Nov. 1923: Hyperinflation  
 August 1923: Stresemann becomes Chancellor  
 August 1924: Dawes Plan: US loan Germany 800 million marks to Germany  
 Oct. 1925: Locarno Pact: Britain, France, Germany & Italy agree existing borders  
 Sept 1926: League of Nations set up  
 July 1927: Unemployment Act introduced to provide benefits for the unemployed  
 Aug. 1929: Young Plan reduces reparations to £1,850 million  
 Oct. 1929: Wall Street Crash

Topic 2: Hitler’s rise to power: 1919-33:

Sept. 1919: Anton Drexler founds DAP  
 Feb. 1920: 25 Point Programme written declaring the main policies of the Nazi Party  
 Nov. 1923: The Munich Putsch  
 April 1924: Hitler sentenced to 5 years in Landsberg Prison (released after only 9 months)  
 1924: Ban on Nazi Party lifted  
 1926: Bamberg Conference  
 1928 Election: Nazis win 12 seats  
 Sept 1930 Election: Nazis win 107 seats  
 1932: Presidential Election: Hindenburg wins, but Hitler polls 13.4m votes  
 July 1932 Election: Nazis win 230 seats  
 Nov. 1932 Election: Nazis win 196 seats  
 30<sup>th</sup> January 1933: Hitler appointed Chancellor of Germany by Hindenburg



**Reminder of exam technique:**

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 'Explain one consequence of...'  
 (2 x 4 marks)  
 State, Explain the first consequence:  
 State, Explain the second consequence:

Question 2:  
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 (8 marks)  
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 Explain key details and why they were important x 2 for each question.



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 1988 – 91: Collapse of Soviet control in Eastern Europe  
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 1990: Germany reunifies  
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 Late 1959: Khrushchev sending weapons to Cuba  
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 1963: Hot Line set up  
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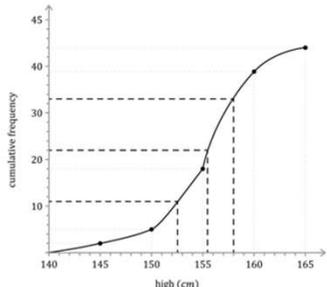


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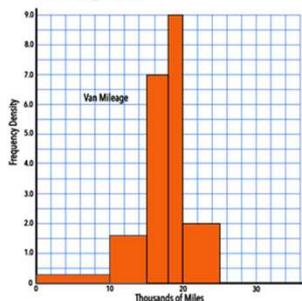
## Statistical Diagrams

### Cumulative Frequency Graph



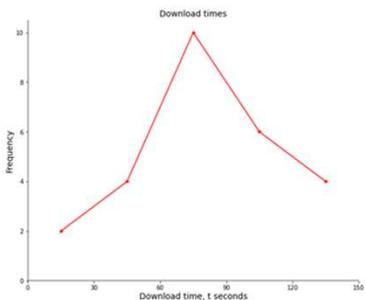
Plot Cumulative Frequency against End Point of each class. Can be used to find Quartiles and Median

### Histogram



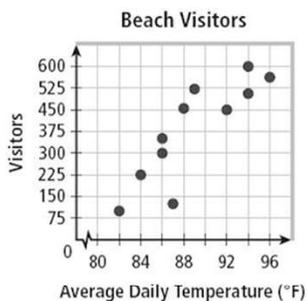
Plot Frequency Density against the class. The area represents Frequency. Can be used to find the Median

### Frequency Polygon



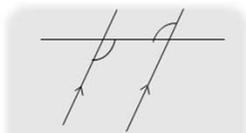
Plot Frequency against Midpoint. Shows the trend in data

### Scatter Graph

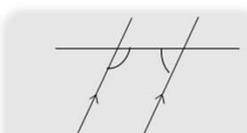


Plot Bivariate data. Can be used to show correlation. Take readings using a Line of Best Fit.

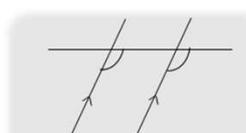
## Angle Rules



Alternate angles are equal



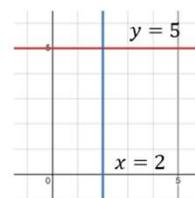
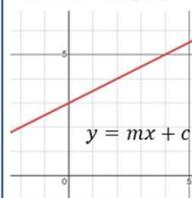
Co-interior angles sum to 180°



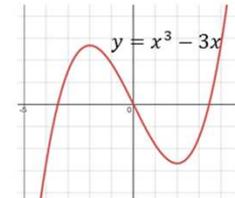
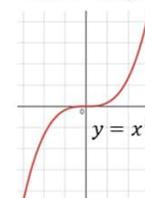
Corresponding angles are equal

## Standard Graphs – Learn and recognise the shapes

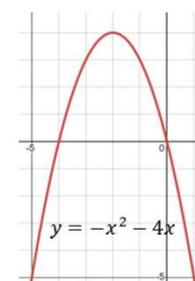
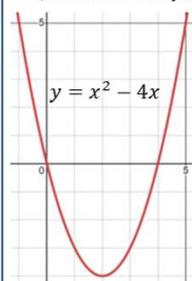
### Linear Graphs



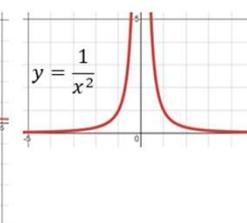
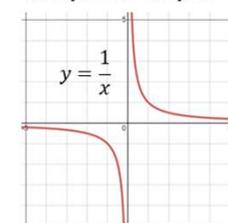
### Cubic Graphs



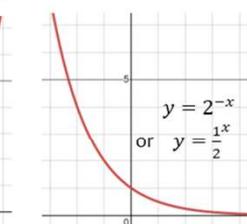
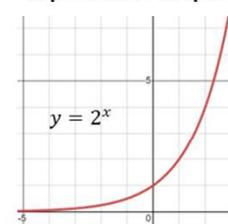
### Quadratic Graphs



### Reciprocal Graphs



### Exponential Graphs



## Quadratics

### Completing the square

Writing  $x^2 + bx + c$   
in the form  $(x + \frac{b}{2})^2 - \frac{b^2}{4} + c$

### Difference of Two Squares

$$a^2 - b^2 = (a + b)(a - b)$$

### The Discriminant - $b^2 - 4ac$

If  $b^2 - 4ac > 0 \rightarrow 2$  real solutions  
If  $b^2 - 4ac = 0 \rightarrow 1$  real solution  
If  $b^2 - 4ac < 0 \rightarrow$  No real solutions

## Exact Angles for Trig

	0°	30°	45°	60°	90°
sin	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
cos	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
tan	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	



## Year 11 Spring Term 2

### Context

**Anthem** song with a strong memorable melody with rousing and uplifting characteristics.

**Classical era** the musical period from ~1750-1820.

**Glam rock** style of rock known for its over the top and glamorous dress sense

**Jukebox musical** a musical in which the score is made up of existing songs, usually all by the same artist or with a strong thematic link

**Music theatre** integrates songs, spoken dialogue, acting and dance within a popular idiom.

**Musicals** are an extended piece of music theatre.

**Patronage** a system where composers earned money from a wealthy individual for writing music.

**Romantic era** the period of musical history from ~1810-1900

**Romanticism** the artistic and intellectual movement behind the Romantic era. Characterised by an emphasis on an individual's expression of emotion and their freedom of imagination, as well as a love of nature. Another common theme was individual rebellion against established social rules and conventions, which led to the rise of the virtuoso heroic soloist in Romantic concertos.

**Stadium rock** rock music intended for larger venues

**Underscore (or Background music)** non-diegetic music adding to the mood of a scene, reinforcing character developments and aspects of character.

**Vaudeville** a form of comic musical theatre from the 1880s

### Dynamics

**Crescendo** gradually getting louder.

**Diminuendo** gradually getting quieter.

**Fortissimo** very loud

**Sforzando (sf or sfz)** an accent showing that a note or chord should be played with greater force than those surrounding it.

### Rhythm

**BPM** beats per minute—an indication of tempo used in popular music

**Colla voce** literally 'with the voice'. Follow the vocalist's tempo and beat (allowing them more freedom).

**Compound metre** a metre in which the beat subdivides into three

**Cross rhythms** rhythms that cross the usual pattern of accented and unaccented beats, creating irregular patterns and syncopated effects.

**Metrical shifting** the downbeat is shifted to a different part of the bar

**Polyrhythmic** two contrasting rhythms which are played simultaneously

**Rit./Ritardando** slowing down.

**Swing rhythm**—often in jazz—rhythm where the first of a pair of quavers is played longer than the second.

**Syncopation** emphasis on the offbeat

**Tempo rubato** (usually just **rubato**) Literally 'robbed time'. The tempo is sped up and slowed down for expressive effect.

### Texture

**Alberti bass** a figuration common in the Classical period, using broken chords as an accompaniment.

**Duet** Music for two players or singers

**Heterophonic** a texture where there is simultaneous variation of a melody

**Homophonic** a texture with a melody and an accompaniment

**Layers** different parts in the texture which can be added or removed at any given time

**Loops** a short repeated pattern, electronically produced

**Monophonic** A single melodic line with no accompaniment

**Ostinato** a short phrase or rhythm which is repeated several times

**Stab Chord** A single detached chord which adds dramatic punctuation to the music

**Unison** more than one part playing the same melody at the same pitch

### Structure

**Bridge passage** another term for transition

**Build** a section in which the layers of the music are built up gradually—more instruments are introduced

**Chorus** a part of a song which is repeated after each verse. Lyrics and music usually the same each time.

**Coda** a section sometimes added at the end of a piece or movement.

**Codetta** a short coda at the end of a section within a piece or movement.

**First subject** the first theme or melody in Sonata form.

**Intro** short for introduction, the opening section of a piece

**Outro** the ending section of a piece—like a coda **Solo** a section featuring a solo instrument

**Second subject** the second theme or melody in sonata form.

**Solo** an extended often improvised melodic line played by an instrument. Usually in the middle of the song.

**Sonata form** a large-scale form developed in the Classical era comprising exposition, development and recapitulation.

**Transition** a linking passage often used to modulate (change the key of the music) in preparation for the second subject in Sonata form.

**Recitative** a section or short piece of music which uses speech rhythms and usually has little accompaniment

**Vamp** a short repeated accompanying phrase

**Verse** A verse is a part of a song that tells the story or moves the action forward. Music is the same each time, but the lyrics change

### Melody

**Appoggiatura** an ornament sometimes referred to as a 'leaning in' note. The appoggiatura leans on the main note, usually taking half its value and starting a step higher.

**Articulation** the manner in which a note or sequence of notes is played—for example staccato, legato, accented etc.

**Chromatic** In melody, ascending or descending in semitones.

**Compound interval** an interval wider than an octave. For example, a compound third could be a tenth or seventeenth.

**Conjunct** movement by step

**Disjunct** movement by leap

**Enharmonic** two identically sounding pitches with different names—for example E<sup>b</sup> and D<sup>#</sup>.

**Legato** played smoothly

**Lyrical** songlike, flowing



This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.



## Year 11 Spring Term 2

**Mordent** an ornament that goes quickly from the main note to the note above (upper mordent) or below (lower or inverted mordent) and back again.

**Motif** a short melodic phrase

**Octave** An interval covering eight diatonic notes.

**Ornament** notes that decorate a melody, shown by small (grace) notes before a note or symbols above it.

**Sequence** repetition of a musical phrase at a higher or lower pitch than the original.

**Staccato** played in a detached manner

**Syllabic** sung with one note per syllable

**Tessitura** the range of the instrument/ voice in which the melody is set

**Vocalisation** wordless singing using a vowel syllable such as 'Ah'

**Word painting** making the music sound like the meaning of the words

### Instrumentation

**Accordion** an instrument where bellows are pumped by squeezing the instrument

**Bodhrán** Irish frame drum played with a double headed stick called a tipper. Pitch can be altered by applying pressure to the drum head

**Drum machine** a device which allows a pre-recorded drum pattern to be repeated on a loop

**Djembe** African goblet shaped hand drum

**EQ** equalization, a production technique that adjusts the volume of specific frequencies in a sound

**Fading** a gradual increase or decrease in the levels of the track

**Flanger** effect with a swirling sound

**Hi-hat** pair of cymbals mounted on a stand so that they can be struck together using a foot pedal

**Hurdy gurdy** a string instrument with a wheel which is turned to rub against the strings to cause the vibration.

**Kick or bass drum** biggest drum on a kit, played with a foot pedal

**Kora** African instrument which is a cross between a harp and a lute

**Distortion** an effect that increases the volume and sustain on an electric guitar as well as making the timbre more 'gritty'. Designed to emulate the effect of overloading the valves on an older amplifier.

**Effects** electronic devices designed to enhance or alter the basic sound.

**Low whistle** a low pitched tin whistle

**Mix** the relative volume of different tracks and their place in the stereo field.

**Multitracking** separate recordings are made of each sound source and then mixed to give a final recording

**Overdrive** a milder form of distortion effect

**Overdubbing** recording a part over previously recorded music

**Pad** a synthesiser sound designed for use in chords, not lead lines

**Panning** giving a track different levels in the left and right speaker

**Pull off** a note played on the guitar by pulling the finger off the fret. Makes the pitch lower

**Range** the distance from the lowest to the highest notes an instrument can play.

**Register** how high or low a piece, or passage, sounds.

**Reverb** an echo effect, creates the impression of a physical space

**Ride** type of cymbal which often has a counter-rhythm to the main beat

**Roll** a rapid succession of drum strokes

**Shaker** maracas like instrument

**Snare** a drum with a series of loose metal wires in contact with the lower skin giving a distinctive buzz or rattle to the sound

**Stereo field** how the sounds are positioned in the left and right speakers

**Synthesiser** an electronic musical instrument that creates sounds by manipulating combinations of waveforms or by modifying existing sounds

**Talking drum** Hourglass shaped African drum where the pitch can be altered by squeezing the ropes which keep the drum head under tension

**Tambourine** frame drum with metal discs in the frame which 'jangle' when the drum is hit.

**Tremolo/tremolando** rapid repetition of the same note to create a wavering, tremulous sound.

**Uilleann pipes** a type of bagpipe used in Celtic music.

**Vibrato** a technique used to cause rapid variations in pitch.

### Tonality

**Aeolian** mode found by playing A-A on the white notes. Sometimes called the natural minor. Can be transposed to start on any note.

**Chromatic** notes and chords that are not diatonic.

**Diatonic** using only notes from within the key.

**Dorian** mode found by playing D-D on the white notes. Can be transposed to start on any note.

**Passing modulation** modulations where the new key on lasts a few bars (or less) before modulating to another key.

**Pentatonic** uses a 5 note scale

### Harmony

**Added notes** notes that are added to the basic triad

**Circle of 5<sup>th</sup>s** chords with their root a 5<sup>th</sup> apart

**Cadential** relating to a progression of chords forming a cadence.

**Consonant** intervals or chords that don't clash—major/minor triads and intervals of a third or sixth are examples

**Diminished seventh** a four-note chord (tetrad) made up entirely of minor thirds.

**Dissonant** intervals or chords that clash—seconds, sevenths and the tritone (augmented fourth or diminished fifth).

**Dominant preparation** a passage focused on the dominant chord to create expectation of a return to the tonic.

**Dominant seventh** chord V with added minor seventh.

**Drone** a continuously sounding note, usually low in pitch

**Harmonic rhythm** the rate at which the chords change.

**Imperfect cadence** a cadence ending on chord V. Sounds incomplete.

**Interrupted cadence** a cadence with chord V followed by chord vi—interrupts an expected perfect cadence.

**Inversion** chords with a note other than the root in the bass.

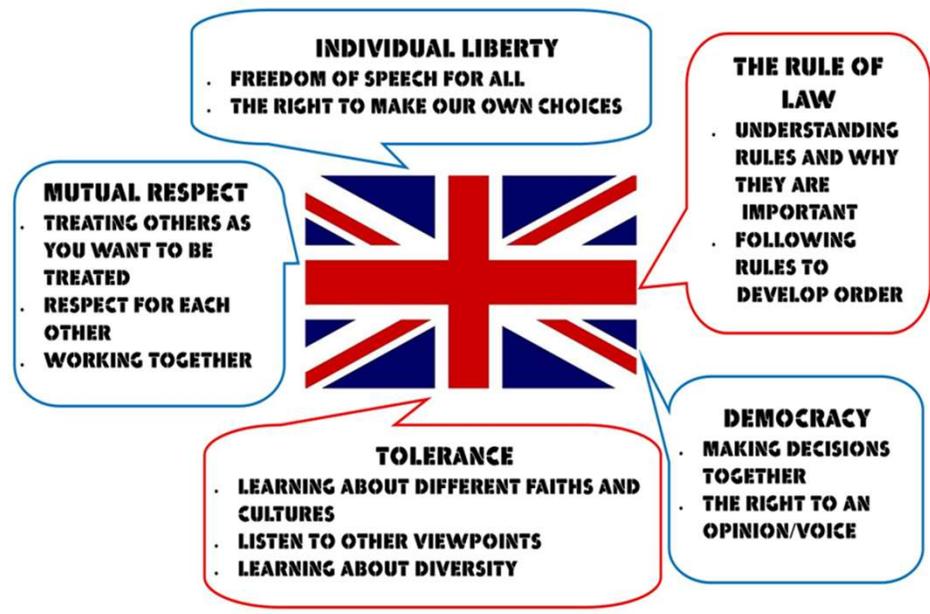
**Pedal** a sustained or repeated note in the bass, while the harmony changes. Usually on the tonic or dominant note of the scale

**Perfect cadence** Chord V followed by chord I at the end of a phrase.

**Static harmony** when the harmony doesn't change for extended periods of time



# BRITISH VALUES



**Humans Rights (this is not a complete or detail statement):**

- All human beings are born free and equal in dignity and rights.
- Everyone has the right to life, liberty and security of person.
- No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- All are equal before the law and are entitled without any discrimination to equal protection of the law.
- Everyone is entitled to a fair and public hearing by an independent and impartial tribunal.
- Everyone has the right to be presumed innocent until proved guilty according to law in a public trial.
- Everyone has the right to freedom of thought, conscience and religion.
- Everyone has the right to freedom of opinion and expression.
- Everyone has the right to education.
- Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family.
- Everyone has the right to take part in the government

**Help & Support:**

Talk to your tutor, head of year or other member of staff

ChildLine: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111

NSPCC [Radicalisation and child protection](#) | [NSPCC Learning](#)

UK Government [Get help for radicalisation concerns - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Keyword	Learn	
Human Rights	basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language, or other status.	
Extremism	holding extreme political or religious views.	
Terrorism	the unlawful use of violence and intimidation to bring about political or social change.	
Radicalisation	is the process through which a person comes to support or be involved in extremist ideologies.	



## Keywords: Issues of Human rights

- Censorship**-the practice of suppressing and limiting access to materials considered obscene, offensive or a threat to security. People may also be restricted in their speech by censorship laws.
- Discrimination**-acts of treating groups of people, or individuals differently, based on prejudice
- Extremism**- believing in and supporting ideas that are very far from what most people consider correct or reasonable.
- Human rights**-the basic entitlements of all human beings, afforded to them simply because they are human.
- Personal Conviction**-something a person strongly feels or believes in
- Prejudice**-pre-judging; judging people to be inferior or superior without cause
- Relative poverty**-a standard of poverty measured in relation to the standards of a society in which a person lives, e.g. living on less than X% of average UK income
- Absolute poverty**-an acute state of deprivation, whereby a person cannot access the most basic of their human needs
- Social justice**-promoting a fair society by challenging injustice and valuing diversity. Ensuring that everyone has equal access to provisions, equal opportunities and rights.

### Human Rights examples-

- All human beings are born free and equal.
- Everyone has the right to life (and to live in freedom and safety)
- Everyone has the right to a fair trial.

## Ways to take part in social justice/use personal conviction

- Pray
- Write a petition
- Protest- placards/marches
- Boycott something
- Teach/make Speeches
- Write about it
- Risk life
- Interviews on radio/tv
- Today social media would count
- Start a campaign or Charity

### When could personal conviction/belief and law conflict?

- Abortion accepted versus religious teachings on sanctity of life
- Euthanasia debated versus law or religious teaching
- Death Penalty in US versus Human rights/religious views

### Why are Human rights important?

- People work for them through social justice
- God giver of life 'Created in image of God' and image Dei
- Human life is sacred and should be respected
- Sin and against laws to take rights away
- Love, compassion and social justice are important beliefs
- Responsibility and duty
- Gemilut Hasadim- Hebrew for act of loving kindness
- Some feel a personal conviction to help others

## Teachings on prejudice and Discrimination: Christianity

- Humans made in image of God
- Jesus shed blood to atone for sins of EVERYONE
- Should be kind and not impact quality of life
- Compassion and unconditional love (agape)
- Jesus was kind to all
- Charity important
- God will judge on how you treat others

### Teachings on prejudice and Discrimination: Judaism

- Humans made in image of God
- Torah teaches 'love thy neighbour as themselves'.
- Justice is key in treatment of all people
- Torah teaches against slander and hatred
- Treat strangers kindly as Jews were once strangers in Egypt
- Covenant unique to Jews but does not mean they are any better than others in terms of treatment

### Human rights

- Universal Declaration was established by UN in 1948
- Global roadmap for equality and peace.
- Not legally binding.
- Contains 30 rights.

## Wealth and poverty: Christianity

- Material wealth is not important because we cannot take it with us when we die.
- The love of money is considered the root of all evil. (1 Timothy 6:10)
- Jesus taught that real treasure is the good actions we do to others (parable of the sheep and goats and the Parable of Lazarus and the Rich Man).
- Many Christians e.g. Methodists believe wealth shouldn't be gained through gambling, as gambling leads to greed, and addiction which leads to poverty.
- Parable of Sheep and Goats shows Judgement will be passed on how generous you were.
- Christians are also commanded to give, rather than lend.

### Wealth and poverty: Judaism

- All possessions belong to God; they are stewards of God's wealth.
- Importance of giving regularly to charity e.g. use of pushkes.
- Root word for charity is 'tzedakah', which means 'righteousness', stressing the importance of giving.
- Maimonides' Eight Levels of Charity e.g. giving anonymously to prevent pride in the giver and dignity of recipient.
- Finding employment for is at the top of Maimonides' ladder, as Jews should not make themselves a financial burden to others
- It is not considered wrong to be rich, but it is important how one uses their wealth.
- Teachings from the Torah e.g. Leviticus 25:14 Farmers and owners of vines were told not to reap the edges of fields or to glean, as this belongs to the poor and strangers.



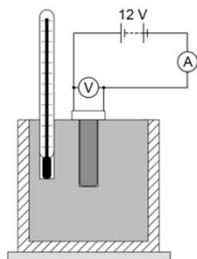
3.1.1.1 The Structure and Functions of the Musculoskeletal System		Red	Amber	Green		Red	Amber	Green		
<b>Skeletal System</b>	- I can identify the bones at the following locations: <i>shoulder/elbow/knee/ankle/hip/shoulder/chest</i> - I can describe how the skeletal system works alongside the muscular system to provide a framework for movement. - I can explain the functions of the skeletal system				<b>Mechanical Advantage</b>	- I can work out the mechanical advantage. - I can label the effort arm and resistance arm on the lever drawings and interpret the mechanical advantage of that lever.				
<b>Muscular System</b>	- I can identify most of the main muscles within the body. - I can explain how the major muscles and muscle groups of the body work antagonistically to produce movement.				<b>Analysis of basic movements in sports.</b>	- I can identify the different types of movements that are performed at the shoulder, elbow, knee and ankle. - I can link each type of movement to a suitable sporting example.				
<b>Types of Joints</b>	- I can identify the types of joints at the elbow, knee, shoulder & ankle. - I can explain what movement is produced at each type of joint - I can identify the key components of the synovial joint - I can explain how a synovial joint can help to prevent injury				<b>3.1.2.2 Planes and Axes of Movement</b>			Red	Amber	Green
					<b>Planes &amp; Axes</b>	- I can define frontal, transverse and sagittal planes. - I can define longitudinal, transverse and sagittal axes. - I can link the three different planes and axes to sporting actions.				
<b>3.1.1.2 The Structure and functions of the cardio-respiratory system</b>		Red	Amber	Green	<b>3.1.3.1 The relationship between health and fitness and the role that exercise plays in both &amp; 3.1.3.2 Components of Fitness</b>			Red	Amber	Green
<b>Pathway of Air</b>	- I can identify the pathway of air <i>from Mouth Cavity to the Alveoli</i> - I can explain how the Gaseous Exchange takes place & provide examples that assist in the process - I can explain how the intercostal muscles, rib cage & diaphragm assist in the mechanics of breathing ( <i>Inhaling/Exhaling</i> )				<b>Health &amp; Fitness</b>	- I can define what health is - I can define what fitness is. - I can explain the relationship between health and fitness.				
<b>The Heart &amp; pathway of blood</b>	- I can identify the main four chambers of the heart - I can explain what diastole and systole is. - I can describe the pathway of the blood and explain how it is converted from deoxygenated blood to oxygenated blood				<b>Components of Fitness</b>	- I can identify the components of fitness. - I can link a range of sports and physical activities to the required component of fitness, justifying why they are needed to each sport and activity.				
<b>Cardiac Output &amp; Stroke Volume</b>	- I can describe what cardiac output and stroke volume is - I know how to work out an individual's Cardiac Output - I can identify where an individual can record their heart rate. - I know how to work out an individual's Maximum Heart Rate				<b>Fitness Testing</b>	- I can link each component of fitness to a test procedure that will measure it. - I can identify the reasons for & limitations of using fitness tests. - I can describe how data is collected to measure progress during fitness tests. - I can explain the difference between quantitative and qualitative data.				
<b>Interpret a spirometer trace</b>	- I can identify different volumes of a spirometer trace - I can describe how the <i>tidal volume, expiratory reserve volume, inspiratory reserve volume and residual volume</i> may change from rest to exercise				<b>3.1.3.3 The principles of training and their application to personal exercise/training programmes</b>			Red	Amber	Green
<b>3.1.1.3 Aerobic and Anaerobic Exercise</b>		Red	Amber	Green	<b>Principles of Training</b>	- I can explain each component of SPORT. - I can identify the key principles of Overload FITT. - I can explain how to use Overload FITT to increase the workload of a training programme to improve fitness.				
<b>Aerobic and Anaerobic Endurance</b>	- I can define aerobic respiration & know the correct equation - I can define anaerobic respiration & know the correct equation - I can link practical sporting examples of sporting situations to aerobic and anaerobic respiration and justify why they are good examples.									
<b>EPOC (aka Oxygen Debt)</b>	- I can define what Excess Post-exercise Oxygen Consumption is - I can explain why EPOC is caused by Anaerobic Respiration - I can explain the effects of EPOC on the muscles.				<b>Types of Training</b>	- I can identify the different types of training methods and the advantages and disadvantages of them - I can explain the differences between each type of training. - I can link each type of training to a sport and recommend why it would improve an athlete's performance.				
<b>Recovery Process</b>	- I can identify & explain the recovery process after vigorous exercise. - I can explain the importance of a cool down, diet, rehydration & massage after vigorous exercise									
<b>3.1.1.4 Short &amp; Long Term Effects of Exercise</b>		Red	Amber	Green	<b>3.1.3.3 Physical Training: How to optimise training and prevent injury</b>			Red	Amber	Green
<b>Effects of Exercise</b>	- I can identify and describe the immediate effects of exercise. - I can identify and describe the short-term effects of exercise. - I can identify and describe the long-term effects of exercise.				<b>Training Intensities</b>	- I can define the training threshold. - I can calculate the aerobic and anaerobic training zone. - I can calculate an individual's Maximum Heart Rate. - I can explain how to increase the intensity of circuit training. - I can explain how many reps and sets should be completed to improve <b>strength/power</b> and <b>muscular endurance</b> .				
<b>3.1.2.1 Lever Systems, examples of their use in activity and the mechanical advantage they provide in movement</b>		Red	Amber	Green	<b>Injury Prevention</b>	- I can explain why the training type should match the training purpose. - I can explain the factors that should be considered to prevent injury.				
<b>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class levers</b>	- I can identify 1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> class lever systems. - I can complete the basic drawings of the three classes of lever to illustrate the positioning of the <b>fulcrum, load (resistance)</b> and <b>effort</b> . - I can link sporting actions which involve flexion, extension, plantar or dorsi-flexion to the correct lever example.						<b>Specific Training tech's</b>	- I can explain why altitude training is used. - I can explain who benefits from completing altitude training		
							<b>3.1.3.5 Physical Training: Effective use of warm up and cool down</b>			Red
AQA GCSE PE – Paper 1 Revision Checklist 3.1 The human body and movement in physical activity and sport					<b>Warming up and cooling down</b>	- I can explain what a warm up should include. - I can explain why a warm up should be done before performance/training. - I can explain the benefits of warming up & cooling down.				



3.2.1.1 Sports Psychology: Classification of Skills		Red	Amber	Green	3.2.2.1 Engagements patterns of different social groups in physical activity and sport			Red	Amber	Green
<b>Skill and Ability</b>	-I can define what skill is. -I can define what ability is.				<b>Social Groupings &amp; Participation Rates</b>	-I can describe why engagement patterns in physical activity & sport can vary between different social groups. -I can identify the <b>five</b> different social groups.				
<b>Classification of Skill</b>	I can define skill classifications: basic/complex, open/closed, self-paced/externally paced & gross/fine. -I can link sporting examples to each classification and justify why they are appropriate.				<b>3.2.2.2 Commercialisation of physical activity and sport</b>			Red	Amber	Green
<b>3.2.1.2 Using goal setting &amp; SMART Targets to improve/optimize performance</b>					Red	Amber	Green			
<b>Types of Goals</b>	-I can define <b>performance goals &amp; outcome goals</b> . -I can link performance & outcome targets to sporting examples.				<b>Sponsorship and the Media</b>	-I know the definitions of Sponsorship and Media and can provide examples for each. -I can explain & justify the positive & negative impact of sponsorship & media on the performer, the sport, officials, spectators & advertising companies.				
<b>Evaluation of setting performance &amp; outcome goals</b>	-I can describe what <b>performance</b> and <b>outcome</b> goals are. -I know the difference between <b>performance &amp; outcome</b> goals. -I can explain the advantages and disadvantages for <b>performance</b> and <b>outcome</b> goals. -I can apply <b>performance</b> and <b>outcome</b> goals to relevant sporting examples				<b>Commercialisation</b>	-I can define what commercialisation is. -I can explain the relationship between sport, sponsorship and the media.				
<b>Use of SMART targets to improve performance</b>	-I can identify what SMART acronym stands for. -I can explain why SMART targets are used for goal setting. -I can apply SMART targets to a sporting example to help improve performance.				<b>Technology in Sport</b>	-I can describe how technology is used in sport. -I can explain and justify the positive and negative impacts of technology on the performer, the sport, officials, spectators and advertising companies.				
<b>3.2.1.3 Basic Information Processing</b>					Red	Amber	Green	<b>3.2.2.3 Ethical and socio-cultural issues in physical activity and sport</b>		
<b>Basic Information processing model</b>	-I know the role & can describe each part information processing model ( <b>input/decision making output &amp; feedback</b> ). -I can apply the basic information processing model to skills from sporting example.				<b>Conduct of performers</b>	-I can define what <b>etiquette, sportsmanship, gamesmanship &amp; contract to compete</b> are. -I can provide sporting examples for all of the above.				
<b>3.2.1.4 Guidance and feedback on performance</b>					Red	Amber	Green			
<b>Types of Guidance in Sport</b>	-I can identify the different types of guidance used for beginners to elite sports performers. -I can choose & justify appropriate types of guidance for beginner sports performers and elite level sport performers,				<b>Prohibited substances and methods in sport</b>	-I can identify the 5 different categories of prohibited substances. -I can explain the positive effects and negative side effects for the prohibited substances. -I can explain how blood doping is performed & the side effects of completing it.				
<b>Types of feedback in Sport</b>	-I can identify the different types of feedback for beginners to elite sports performers. -I can explain what each type of feedback consists of. -I can analyse the advantages and disadvantages of each type of feedback, justifying my answer.				<b>Drugs subject to restrictions</b>	-I can explain what Beta Blockers are & explain why performers opt to take them. -I can identify the side effects of Beta Blockers.				
<b>3.2.1.5 Mental preparation for performance</b>					Red	Amber	Green	<b>3.2.3.1 Physical, emotional and social health, fitness and wellbeing</b>		
<b>Arousal</b>	-I can define what arousal is in sport. -I can provide examples of arousal in sport. -I can link appropriate arousal levels to gross & fine skills in sporting actions. -I can link skills to an appropriate arousal level, fully justifying my answer.				<b>Performance Enhancing Drugs (PEDs)</b>	-I can describe why type of performers would use different types of PED & provide sporting examples for each PED. -I can explain the advantages and disadvantages for a performer taking PED's. -I can explain the disadvantages to the sport when performers take PED's.				
<b>Inverted-U theory</b>	-I can describe what the inverted-U theory is, from a graph. -I can draw an inverted-U theory on a graph, appropriately labelling the X and Y axis. -I can explain the relationship between arousal level and performance level, providing sporting examples.				<b>Spectator Behaviour</b>	-I can identify the positive & Negative influences of spectators at sporting events and the impact it can have on the sport. -I can explain why hooliganism occurs in sport. -I can analyse how hooliganism can be prevented in sport and evaluate the effectiveness of each strategy.				
<b>Arousal &amp; stress management</b>	-I know the different stress management techniques (SMT's) -I can explain how different SMT's are done. -I can analyse how arousal can be controlled before & during a sporting performance.				<b>3.2.3.2 The consequences of a sedentary lifestyle</b>			Red	Amber	Green
<b>Aggression</b>	-I can define what direct and indirect aggression is. -I can fully explain what direct and indirect aggression is & use sporting examples of each type in aggression.				<b>Health, Well-being and Sport</b>	-I can describe why participating in sport, physical activity and exercise can increase one's health, well-being and fitness. -I can explain the benefits of regular exercise on our physical health and well-being, mental health and well-being and social health and well-being. -I can explain the benefits of regular exercise on our fitness				
<b>Personality Types</b>	-I know the two types of personality types in sport. -I can explain the characteristics of the two personality types. -I can provide sporting examples of each personality types.				<b>Sedentary Lifestyle</b>	-I can define & know what the consequences of a sedentary lifestyle are.				
<b>Motivation in Sport</b>	-I can explain the characteristics of the two types of motivation. -I can explain appropriate examples of motivation in sport and link it to sporting examples. -I can analyse the ads/disads of the different types of motivation.				<b>Obesity in Physical Activity and Sport</b>	I can define what obesity is. -I can explain how obesity can affect performance in physical activity and sport ( <b>Physical / Mental / Social</b> )				
					<b>Somatotypes</b>	-I know the three types of somatotypes. -I can identify the most suitable body type for a particular sport & justify why.				
					<b>3.2.3.3 Energy use, diet, nutrition and hydration</b>			Red	Amber	Green
					<b>Energy Use</b>	-I know how energy is measured & where energy is obtained from. -I can explain what factors can impact on the amount of energy that is needed to be consumed per day.				
					<b>Nutrition and Balanced Diets</b>	-I can describe what a balanced diet consists of. -I can explain why it is important to maintain a balanced diet. -I can identify what percentage of each nutrients should be present in a balanced diet & the importance of each.				
					<b>Maintaining Hydration</b>	-I can define what dehydration is and explain how it can be prevented. -I can explain the impact dehydration has on our body & performance in sport				
AQA GCSE PE – Paper 2 Revision Checklist 3.2 Socio-cultural influences and wellbeing in physical activity and sport										

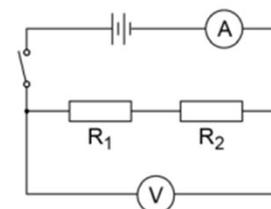
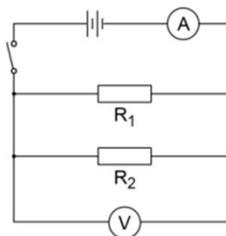
## Paper 1 Required Practicals Summary

### Specific Heat Capacity



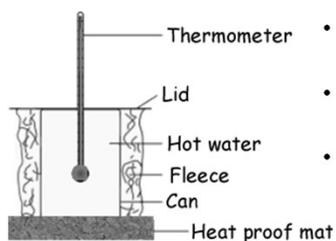
- Measure mass of metal block with a balance
- Heat the block using an electric heater
- Calculate the work done by the heater using  $E=IVt$
- Plot a graph of temperature change (y-axis) against work done (x-axis)
- Use the  $1/\text{gradient}$  for the straight part of graph to calculate the heat capacity of the metal
- Divide the heat capacity by the mass to find the specific heat capacity

### Resistance in Series and Parallel



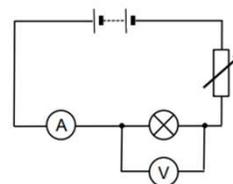
- Use circuits shown
- Only close the switch when taking readings to avoid circuit heating up

### Thermal insulation



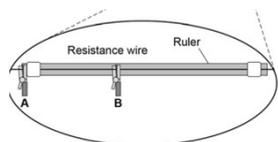
- Wrap different types/thicknesses of insulation around beakers of hot water
- Measure the temperature of the water in each beaker every 2 minutes
- Plot temperature (y-axis) against time (x-axis)
- The best insulator will show the smallest temperature drop

### I-V Characteristics



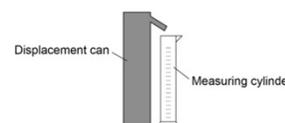
- Construct circuit shown, replacing lamp with a resistor or diode as necessary
- Adjust the variable resistor to change the potential difference (voltage) across the test component
- Reverse the cells to collect negative potential difference readings
- Plot graph of current (y-axis) against potential difference (x-axis)

### How does the length of a wire affect its resistance?



- Set up a circuit to measure current through resistance wire and voltage across the wire
- Ensure that circuit is only complete when taking readings to avoid wire heating up
- Vary the length of resistance wire and use  $V=IR$  to calculate resistance
- Plot a graph of resistance against length

### Density



- Find mass using balance. Subtract the mass of container if finding mass of liquid
- Find volume of regular object using ruler OR
- Find volume of irregular object using displacement can OR
- Find volume of liquid using measuring cylinder
- Use equation  $\rho=m/V$  to calculate density

These are very brief summaries. Written papers will include questions requiring knowledge gained from carrying out these required practicals. Fuller details of all required practicals are here: <https://filestore.aqa.org.uk/resources/physics/AQA-8463-PRACTICALS-HB.PDF> (page 31 onwards). Practise writing full methods including steps to reduce systematic error (e.g. ensure balance is zeroed) and random error (e.g. repeat and average).

**Practical work vocabulary – the words have the same meaning in all three science subjects.**

Vocabulary	Learn	✓
Data	Information, either qualitative or quantitative, that has been collected	
Fair Test	A fair test is one in which only the independent variable has been allowed to affect the dependent variable	
Interval	The quantity between readings	
Reproducible	If the investigation is repeated by another person, or by using different equipment or techniques, and the same results are obtained	
Resolution	This is the smallest change in the quantity that can be measured by the measuring instrument	
Variables	These are physical, chemical or biological quantities or characteristics	
Categoric variables	These have values that are labels, e.g. names of plants or types of material	
Continuous variables	These can have values that can be given a magnitude either by counting or by measurement	
Control variable	This is one which may, in addition to the independent variable, affect the outcome of the investigation and therefore has to be kept constant or at least monitored	
Dependent variable	The variable of which the value is measured for each and every change in the independent variable	
Independent variable	The variable for which values are changed or selected by the investigator	

Vocabulary	Learn	✓
Accuracy	A measurement result is considered accurate if it is judged to be close to the true value	
Measurement error	The difference between a measured value and the true value	
True value	This is the value that would be obtained in an ideal measurement	
Calibration	Marking a scale on a measuring instrument.	
Systematic error	These cause readings to differ from the true value by a consistent amount each time a measurement is made.	
Zero error	Any indication that a measuring system gives a false reading when the true value of a measured quantity is zero, eg the needle on an ammeter failing to return to zero when no current flows.	
Hypothesis	A proposal intended to explain certain facts or observations	
Prediction	A prediction is a statement suggesting what will happen in the future, based on observation, experience or a hypothesis	

Vocabulary	Learn	
Anomalies	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty	
Random Error	These cause readings to be spread about the true value, due to results varying in an unpredictable way from one measurement to the next. Random errors are present when any measurement is made and cannot be corrected. The effect of random errors can be reduced by making more measurements and calculating a new mean	
Range	The maximum and minimum values of the independent or dependent variables; important in ensuring that any pattern is detected.	
Precision	Precise measurements are ones in which there is very little spread about the mean value. Precision depends only on the extent of random errors – it gives no indication of how close results are to the true value	
Repeatable	A measurement is repeatable if the original experimenter repeats the investigation using same method and equipment and obtains the same results.	
Sketch graph	A line graph, not necessarily on a grid, that shows the general shape of the relationship between two variables. It will not have any points plotted and although the axes should be labelled they may not be scaled	

Vocabulary	Learn	✓
Evidence	Data which has been shown to be valid	
Validity	Suitability of the investigative procedure to answer the question being asked	
Valid conclusion	A conclusion supported by valid data, obtained from an appropriate experimental design and based on sound reasoning	

Preparation time (14 + 1 minutes)
<ul style="list-style-type: none"> <li>You will have 14 minutes to prepare the read aloud, role play and photo description cards in the preparation room &amp; 1 minute to practise the read aloud in the exam room</li> <li>You <b>can</b> write on the read aloud card</li> <li>You <b>cannot</b> write on the role play card / photo card</li> <li>Choose one photo to describe</li> <li>Use notes and abbreviations as much as possible</li> </ul>

Task 1 – Read aloud & follow-up questions (12 marks)
<ul style="list-style-type: none"> <li>You will need to read a text aloud in Spanish (8 marks)</li> <li>Read through each word slowly and carefully</li> <li>If you make a mistake, you can go back and correct it</li> <li>If there is an accent on a word (e.g. también), remember you need to stress that syllable</li> <li>After the read aloud, hand in your card</li> <li>You will then answer two follow-up questions in the present tense (2 marks each)</li> <li>Give a short answer for each one, taking care with accuracy</li> </ul>

Key phonics for read aloud	
Spanish	English
e	like "e" in <i>met</i>
i	like "ee" in <i>see</i>
o	like "o" in <i>dot</i>
u	like "oo" in <i>boot</i>
c + e/i	like "th" in <i>think</i>
c + a/o/u	like "k" in <i>cat</i>
g + e/i	a throaty 'h' sound
g + a/o/u	like "g" in <i>go</i>
h	silent
j	a throaty 'h' sound
ll	like "y" in <i>yes</i>
ñ	like "ny" in <i>canyon</i>
qu	like "k" in <i>kite</i>
v	like "b" in <i>bat</i>
z	like "th" in <i>thin</i>
que / qui	like 'ke' and 'ki'

Task 2 – Roleplay (10 marks)
<ul style="list-style-type: none"> <li>Instructions are in English</li> <li>There are five bullet points (2 marks each)</li> <li>You will need to answer three questions and ask two questions</li> <li>One bullet point is in the future tense</li> <li>Write one short sentence for each prompt (but not a single-word answer)</li> <li>Don't over-complicate your answer - focus on accuracy</li> </ul>

Possible role play settings
Cinema / theatre / concert hall
Café or restaurant
Hotel
Campsite
Doctor's surgery / hospital
in town
Tourist office
Sport / leisure centre
Shop / market / shopping centre
Train station

Role play structures	
¿Tienes...?	Do you have...?
¿Puedes...?	Can you ...?
¿Dónde está / están?	Where is/are ...?
¿Dónde se puede...?	Where can you ...?
¿Cuánto cuesta(n)...?	How much does ... cost?
¿Cuándo empieza(n)...?	When do/es ...start?
¿Cuándo termina(n)...?	When do/es ... end?
Me gustaría...	I would like ...
Quiero...	I want ...

Question words	
¿Cuándo?	When?
¿Qué?	What?
¿Cómo?	How?
¿Cuánto?	How much?
¿A qué hora abre...?	What time does ...open?
¿A qué hora cierra...?	What time does ...close?
¿Hay?	Is/Are there?
¿Dónde?	Where?
¿Quién?	Who?

Task 3 – Photo description & follow-up questions (12 marks)
<ul style="list-style-type: none"> <li>Describe one of the two photos</li> <li>You must describe people (who they are, what they are wearing), action (what they are doing – use present continuous) and location (including the weather)</li> <li><b>Check:</b> indefinite articles (un / una / unos / unas) – a / some</li> <li>Definite articles (el / la / los / las) – the</li> <li>Adjective agreements</li> <li>After the photo description, you will answer two follow-up questions, one past tense and one present tense (2 marks each)</li> <li>Give a short answer for each one, taking care with accuracy</li> </ul>

Task 4 – Broader conversation (16 marks)
<ul style="list-style-type: none"> <li>You will have a longer conversation (5 – 5.5 minutes) on the same theme as the photo description</li> <li>You will need to give as much detail as you can for this and be as accurate as you can</li> </ul>

Photo description phrases	
En la foto	In the photo
En la imagen	In the image
Puedo ver / se puede ver	I can see/you can see
A la izquierda / a la derecha	On the left/on the right
En el fondo	In the background
En primer plano	In the foreground
La foto muestra	The photo shows
Hay	There is/There are

Opinion phrases	
Me gustaría + inf.	I would like to...
Lo mejor fue cuando	The best thing was when
Lo peor fue cuando	The worst thing was when
Diría que	I would say that
Mi madre diría que	My mum would say that
Pienso que / creo que	I think that
Piensa que / cree que	He / she thinks that
Me gustó / me gustaron	I liked
A mi amigo le gusta(n)	My friend likes
Me mola(n) / Me chifla(n)	I love

**The present tense**

Take off the 'ar', 'er' or 'ir' from the infinitive and add the endings below

**-ar verb endings present**

-o		-amos	
-as		-áis	
-a		-an	

**-er verb endings present**

-o		-emos	
-es		-éis	
-e		-en	

**-ir verb endings present**

-o		-imos	
-es		-ís	
-e		-en	

**Common irregular verbs**

Voy	I go
Hago	I do
Juego	I play
Salgo	I eat
Es	It is
Son	They are
Tengo	I have
Soy	I am
Suelo + infinitive	I usually _____

**Present continuous**

Use the present continuous to say what someone is doing in a photo.

Use *está / están + present participle (-ando / -iendo)*

For -ar verbs, take off the -ar and add **-ando**  
For -er / -ir verbs, take off the -er / ir and add **-iendo**

Está...	He / she is
Están...	They are

**The preterite (past) tense**

Take off the 'ar', 'er' or 'ir' from the infinitive and add the endings below  
The endings for 'er' and 'ir' verbs are the same

**-ar verb endings preterite**

é		amos	
aste		asteis	
ó		aron	

**-er / ir verb endings preterite**

í		imos	
iste		isteis	
ió		ieron	

**Common irregular verbs (preterite)**

jugué	I played
fui	I went
fue	it was

**The imperfect tense**

The imperfect tense is used to talk about habits in the past and to describe things in the past.

Take off the 'ar', 'er' or 'ir' from the infinitive and add the endings below (the endings for 'er' and 'ir' verbs are the same)

**-ar verb endings imperfect**

-aba		-ábamos	
-abas		-abais	
-aba		-aban	

**-er / -ir verb endings imperfect**

-ía		-íamos	
-ías		-íais	
-ía		-ían	

**Irregular verbs**

era	I was / he / she / it was
iba	I / he / she it used to go
veía	I / he / she used to watch

**The future tense**

The future tense is formed by taking the infinitive and adding the endings seen below.  
The endings are the same for AR, ER and IR verbs

**Infinitive + ending = future tense**  
comer + é = comeré (I will eat)

comer	to eat
comeré	I will eat
comerás	you will eat
comerá	he/she will eat
comeremos	we will eat
comeréis	you all will eat
comerán	they will eat

There are some irregular stems which are not the infinitive. Here are some examples:

haré	I will do
tendré	I will have
podré	I will be able to
saldré	I will go out

**The conditional tense**

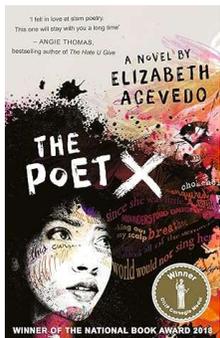
The conditional tense is formed by taking the infinitive and adding the endings seen below.  
The endings are the same for AR, ER and IR verbs

**Infinitive + ending = conditional tense**  
ir + ía = iría (I would go)

ir	to go
iría	I would go
irías	you would go
iría	he/she would go
iríamos	we would go
iríais	you all would go
irían	they would go

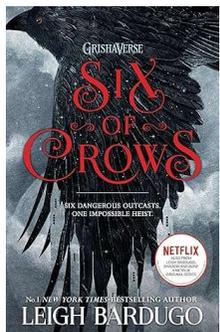
**Wow phrases**

Quando sea mayor	When I am older
Quando era joven	When I was young
Si fuera posible	If it were possible
Lo pasé bomba	I had a great time
Estaba lloviendo	It was raining



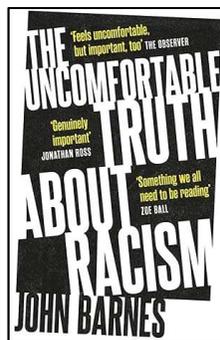
**The Poet X** by Elizabeth Acevedo

Xiomara has always kept her words to herself. When it comes to standing her ground in her Harlem neighbourhood, she lets her fists and her fierceness do the talking. But X has secrets - her feelings for a boy in her bio class, and the notebook full of poems that she keeps under her bed. And a slam poetry club that will pull those secrets into the spotlight. Because in spite of a world that might not want to hear her, Xiomara refuses to stay silent.



**Six of Crows** by Leigh Bardugo

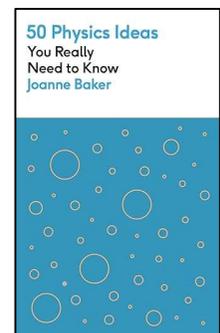
Criminal prodigy Kaz Brekker is offered a chance at a deadly heist that could make him rich beyond his wildest dreams - but he can't pull it off alone. Six dangerous outcasts. One impossible heist. Kaz's crew is the only thing that might stand between the world and destruction - if they don't kill each other first.



**The Uncomfortable Truth About Racism**

by John Barnes

An eloquent and thought-provoking book on racism and prejudice by the Liverpool and England football legend John Barnes.



**50 Ideas You Really Need to Know: Physics**

by Joanne Baker

Uncover the physics all around us, from basic concepts like gravity, light and energy through to the complexities of quantum theory, chaos and dark energy. Featuring short biographies of iconic physicists, explanatory diagrams and timelines showing discoveries within their historical context.



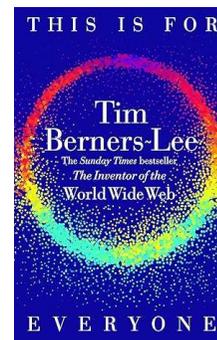
**What They Don't Teach You About Money** by Clear Barrett

A short and indispensable whistle-stop tour through the most efficient financial habits that will get you on your way to financial freedom.



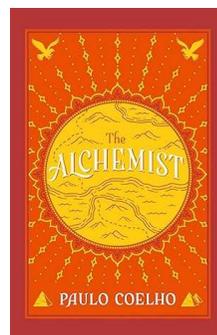
**Better the Devil** by Erik J. Brown

Desperate to escape a family who will never accept him, a runaway borrows the identity of a boy who vanished years ago: Nate Beaumont. But when Nate's family come to take him home, he's trapped in a web of lies. Then he meets Miles - the cute, clever and true-crime obsessed boy next door - who knows more than it seems. Will they find the missing boy . . . or will they find each other?



**This Is for Everyone** by Tim Berners-Lee

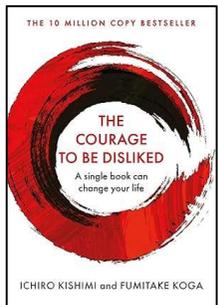
The groundbreaking memoir and call to action from the inventor of the World Wide Web. Berners-Lee tells the story of his iconic invention, exploring how it launched a new era of creativity and collaboration while unleashing a commercial race that today imperils democracies and polarizes public debate.



**The Alchemist** by Paulo Coelho

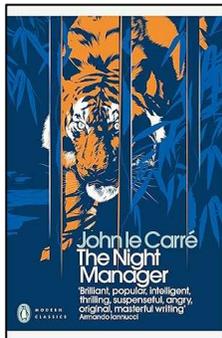
This is an adventure story about a young shepherd boy who learns how to live his dreams. This is a story which has been compared to the works of Richard Bach, and is aimed at the young and old alike.





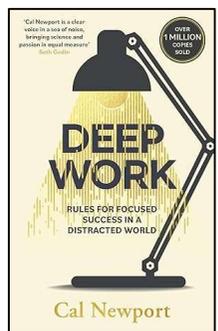
### **The Courage to Be Disliked** by Ichirō Kishimi and Fumitake Koga

The theories of nineteenth century psychologist Alfred Adler are put towards a liberating philosophy for an unshackled life in this set of quirky and enlightening advice towards a healthier attitude.



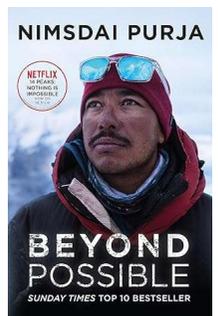
### **The Night Manager** by John le Carré

Pine, night manager of a luxury Swiss hotel, has a secret. He knows that the guest he awaits, billionaire trader Richard Roper, is 'the worst man in the world.' Pine will do whatever it takes to help the Intelligence services bring Roper down - even if it means going deep undercover into a ruthless, lawless world, up against forces more dangerous than he can imagine.



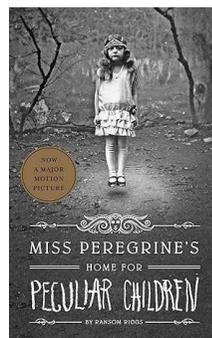
### **Deep Work** by Cal Newport

When Cal Newport coined the term 'deep work' on his popular blog, Study Hacks, in 2012, he found the concept quickly hit a nerve. Most of us, after all, are excruciatingly familiar with shallow work instead - distractedly skimming the surface of our workload and never getting to the important part. Newport began exploring the methods and mindset that foster a practice of distraction-free productivity at work, and now, in this book, he shows how anyone can achieve this elusive state.



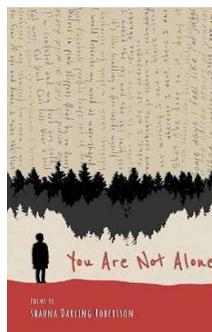
### **Beyond Possible** by Nimsdai Purja

My account of life in the death zone, and how my time in the Gurkhas and Special Boat Service prepared me for a record-breaking conquest of all 14 of the world's 8,000m peaks in under 7 months.



### **Miss Peregrine's Home for Peculiar Children** by Ransom Riggs

16-year-old Jacob has discovered the ruins of Miss Peregrine's Home for Peculiar Children. As Jacob explores the abandoned building, he realises that the children were more than just peculiar - they may have been dangerous. And somehow - impossible though it seems - they may still be alive.



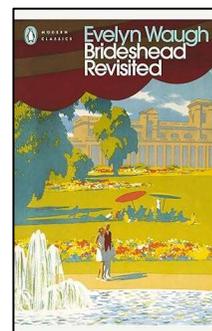
### **You Are Not Alone** by Shauna Darling Robertson

Thought provoking poems which explore mental health issues from a personal sympathetic and empathetic perspective and experience.



### **A Town like Alice** by Nevil Shute

When the Japanese invasion of Malaya begins Jean Paget is captured by the Japanese forces, and along with other women and children is forced to march for miles through the jungle - an experience that leads to the deaths of many. After the war she goes in search of the soldier who was horribly punished after stealing some bread for the women.



### **Brideshead Revisited** by Evelyn Waugh

Written at the end of the World War II, this novel mourns the passing of the aristocratic world which Waugh knew in his youth and recalls the sensuous pleasures denied him by the austerities of war. It tells the story of Charles Ryder's infatuation with the Marchmains and the rapidly disappearing world of privilege they inhabit.









