BOURNEMOUTH SCHOOL

# Year 11

# Knowledge Organiser 2

## Autumn Term

Name: Master 11

Registration Form: -

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

# Year 11 - Autumn Term 2

Welcome back year 11.

- **Please try and spend time on independent study every evening.**
- **Use different learning strategies for different topics but "Think it, Link it" will help with the breadth of knowledge you will need for the exams.**
- **Involve friends or parents where possible to test your knowledge and understanding.**
- **Start using knowledge organisers if you have not already done so. It is not too late.**
- **Use knowledge organisers to learn the key information for the topics you are currently studying.**
- **Remember that knowledge organisers provide the core knowledge you need, but they are only a starting point.**
- **Supplement the information in your knowledge organisers with your own revision and independent study at home.**
- **Please remember that the mock exams taking place before Christmas are significant and will come around quickly, so it is important to begin your preparation well in advance.**

Your Knowledge Organiser is the best way of learning important subject material and you will be given lots of advice and support as the year goes on.

Mr Robjohns

*Director of Learning – Year 10 and 11*

## What is a knowledge organiser (KO)?

Below is a reminder of how to use your knowledge organiser. There are videos of examples on the school website. Search "Knowledge Organisers".

## The 4 learning strategies

There are 4 strategies that you can use to revise. They are progressively more challenging, so always start with the first in the list:

1. **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.

2. **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 Learning Journal.
III. If you are working on your own, cover the KO and write a full answer to each question. If you are working with a partner, swap books and copy down their questions and have a go at answering them.
IV. Now uncover the KO and use a green pen to tick or correct your work.

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

3. **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. You now want to check how well you have learnt the information in your KO.
II. Definitions – look at words that are used in this section. Can you write a definition in your own words?
III. Rephrasing – can you rewrite the sentences or explanations in your own words?
IV. Summary – can you summarise the main points of this section of the KO?
V. Synonyms – can you write synonyms for key words and ideas?
VI. 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.

4. **Think it, Link it**

This is a technique to use towards the end of the half term when you are revising all of the KO.

I. Think of the links or connections between different sections of your KO.
II. Write these out in your own words in your Learning Journal.
III. 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?
IV. Write this out in your Learning Journal.

**AIM**: You should be able to link your home learning and your lessons to show a confident understanding of the work covered.

**How to present work in your Learning Journal**

1. Always write the subject and the date when you start your home learning.
2. Always write the strategy that you are going to use for your home learning.
3. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to write, or a pencil if you need to draw. Drawing should never be done in pen.
5. Use a green pen to complete corrections of your work.
6. You are expected to complete half a side of your Learning Journal each evening as a minimum.
7. You can work every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your home learning rather than doing it at home.

**Checking**: Your teachers will check your Learning Journal at least once a cycle. If they are concerned that you aren't doing your home learning thoroughly, they will log a home learning referral on Arbor, and offer you support and guidance. If you don't respond to this guidance, you will be issued with an After-school Detention where you will be expected to complete your home learning.

**Do Now tasks**: At the start of every lesson, you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt in lessons so far.

**Maths**: Your teacher will set you tasks to complete on Dr Frost Maths.

# Rewards at Bournemouth School

At Bournemouth School, we want to recognise the many different ways that students contribute and succeed. Rewards are not just about getting the highest marks. They recognise **achievement, effort, progress, excellent behaviour, attendance and contribution to our school community**.

There are two main ways your success is recognised: the **Bournemouth School 100** and **Achievement Points**.

## The Bournemouth School 100

Every term, you will receive a **Bournemouth School 100 score**. This gives you a score out of 100 based on five areas of school life.
Each area is worth up to **20 points**:

| Area | What counts? | Maximum |
|---|---|---|
| **Behaviour** | Consistently meeting our expectations and avoiding Behaviour Points | 20 |
| **Achievement** | The Achievement Points you earn in lessons and through wider school activities | 20 |
| **Progress** | The progress you are making across your subjects | 20 |
| **Attendance** | Attending school regularly – 97% or above earns the maximum score | 20 |
| **Community** | Leadership, volunteering, peer support and getting involved in school life | 20 |
| **TOTAL** | | **100** |

This means there are lots of ways to build a strong score. You don't have to be the highest-attaining student in your year: excellent behaviour, strong progress, good attendance and making a positive contribution all count.

## Keep track of your score

You will receive an update at the end of each half term so that you can see how you are doing and where you could improve.
The full scoring charts for each category will be published in your **Knowledge Organiser** at the start of each half term.
Your Bournemouth School 100 score will also be included in your termly report to parents/carers.

### Can you make the top 25%?

At the end of the year, we will calculate your average Bournemouth School 100 score across all three terms.
If your score places you in the **top 25% of your year group**, you will receive a **Bournemouth School 100 badge** to wear during the following academic year.
The challenge is to perform consistently across the whole year and across all five areas.

## Achievement Points

Staff award **Achievement Points (APs)** throughout the year to recognise excellent work, effort, improvement and positive contributions to school life.

Your points build up across the year, allowing you to work towards three reward stages.

### 🥉 Bronze — 230 Achievement Points

You will receive:

- a **Bronze certificate** from your tutor
- **one entry into the school raffle**

### 🥈 Silver — 280 Achievement Points

You will receive:

- a **Silver certificate** from your Director of Learning
- **another entry into the school raffle**

### 🥇 Gold — 350 Achievement Points

You will receive:

- a **Gold certificate** from SLT
- **a third entry into the school raffle**
- an **early lunch served by SLT**
- entry into the **Achievement Points Leaderboard**

## Reached Gold? Keep going.

Gold isn't the end of the challenge.
Once you reach **350 Achievement Points**, you will compete to finish among the highest Achievement Point earners in your year group.
The **top 30** will be displayed and updated each week.

At the end of the year:

**1st place**
🏆 **Achievement Cup** for your year group + **gift card**

**2nd–10th place**
⭐ **Framed certificate + gift card**

**11th–30th place**
⭐ **Framed certificate**

# What should you aim for?

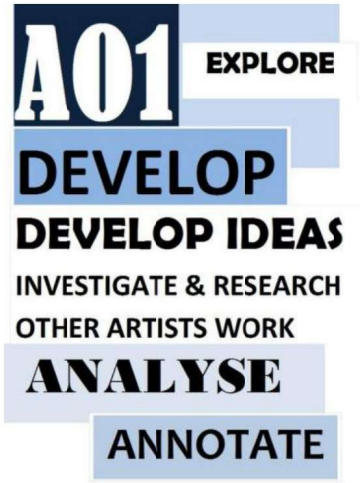
There isn't just one way to be successful at Bournemouth School.

**Work hard. Make progress. Meet our expectations. Attend regularly. Get involved. Contribute positively.**

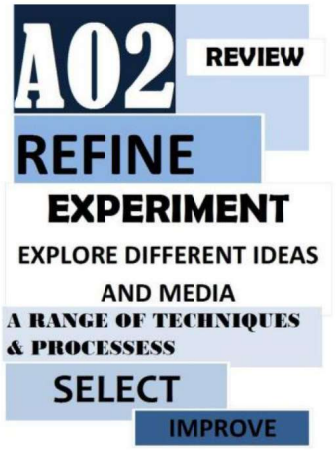
**Remember our core values: Hard work, discipline, smart appearance, and respect.**

Having these aims at the forefront of your mind everyday in school will help you earn recognition — and gives you something to aim for throughout the year.

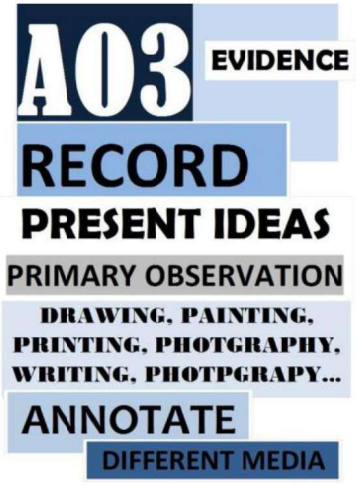
Assessment Objectives - This is how you are marked for coursework and Exam.
There are 24 marks to gain for each AO.
60% of your GCSE mark is coursework and 40% is your exam mark.




- ❑ 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.




- ❑ 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




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




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



© 2026 Bournemouth School • www.bournemouth-school.org

| Keyword | Learn | ✓ |
|---|---|---|
| Species | A group of organisms that are able to interbreed and produce fertile offspring. | |
| Variation | Differences in the characteristics of individuals in a population of a species. This may be due to<br>• the genes they have inherited (genetic causes)<br>• the conditions in which they have developed (environmental causes)<br>• a combination of genes and the environment. | |
| Evolution | A change in the inherited characteristics of a population over time through a process of natural selection. | |
| The theory of evolution by natural selection states that… | All species of living things have evolved from simple life forms that first developed more than three billion years ago.<br>This evolution occurs through natural selection of variants that give rise to phenotypes best suited to their environment. | |
| Selective breeding | The process by which humans breed plants and animals for particular characteristics. | |
| Genetic engineering | Genes from the chromosomes of humans and other organisms can be 'cut out' and transferred to cells of other organisms. | |

## Learn the stages of genetic engineering.

1. The required gene is identified.
2. Enzymes are used to isolate the required gene.
3. This gene is inserted into a vector, usually a bacterial plasmid or a virus
4. The vector is used to insert the gene into the required cells
5. The genes are transferred to the cells of animals, plants or microorganisms at an early stage in their development so that they develop with the desired characteristics.

## Learn the stages of selective breeding. Learn the advantages and disadvantages.

1. Choose parents with the desired characteristic from a mixed population.
2. They are bred together.
3. From the offspring those with the desired characteristic are bred together.
4. This continues over many generations until all the offspring show the desired characteristic.

| Advantages of selective breeding. | Disadvantages of selective breeding. |
|---|---|
| • Disease resistance in food crops.<br>• Animals which produce more meat or milk.<br>• Domestic dogs with a gentle nature.<br>• Large or unusual flowers. | 'inbreeding' where some breeds are particularly prone to disease or inherited defects. |

Uses of genetic engineering.

1. Plant crops - to be resistant to diseases, insect attacks or herbicides.
2. Plant crops to produce bigger or better fruits.
3. Bacterial cells have been genetically engineered to produce useful substances such as human insulin to treat diabetes.

# GCSE BUSINESS *Influences on business* Topic 3.2.3/4 The economic climate & Globalisation

Peer & self assessment

| Definitions | |
|---|---|
| Interest rates | The rate charged for borrowing money or the reward for saving money. |
| Unemployment | The percentage of the population of working age that are unemployed but looking for a job. |
| Consumer spending | The money spent by households on goods and services to satisfy their needs and wants. |
| Globalisation | Operating on a worldwide scale; money, goods and services can be transferred across national borders. |
| Exchange rates | The price of one currency based on another |
| Exports | Goods/services sold to a customer in another country |
| imports | Goods/services bought from a supplier in another country |
| SPICED | Strong pound, imports cheaper, exports dearer |

Think it, link it

| Impact of interest rates | |
|---|---|
| Impact of increased interest rates | • Savers – consumers are more likely to save their money as they receive a higher return, decreasing spending<br>• Loans – businesses and consumers will have less money to spend as the cost of their loans will increase. |
| Impact of decreased interest rates | • Savers – consumers are less likely to save their money as they receive a lower return, increasing spending<br>• Loans – businesses & consumers will be encouraged to take out more loans and overdrafts as the cost of these will decrease. |

| Impact of high unemployment on businesses | |
|---|---|
| Positive impacts | 1. Potential workers will be looking for jobs and so recruitment should be easier<br>2. Wages can be reduced as lots of potential workers are available<br>3. Grants given by the government to businesses setting up in areas of high unemployment |
| Negative impacts | 1. Individuals have less money to spend resulting in a lack of demand for products<br>2. Workers may lose key skills if they have been unemployed for a long period of time and so the business will need to retrain them |

| Impact of changing income on businesses | |
|---|---|
| Impact of increased incomes | 1. As incomes increase demand for products & services increase as consumer spending increases<br>2. Low cost businesses (e.g. Poundland) will suffer from decreased sales as individuals switch to more expensive alternatives |
| Impact of decreased incomes | 1. Individuals will spend the majority of their income on needs and so businesses selling wants will suffer from decreased demand<br>2. Low cost businesses (e.g. Poundland) will benefit from increased sales as individuals reducing spending |

Playing with words & sentences

| Is globalisation a good thing for UK businesses? | |
|---|---|
| Benefits | 1. Larger market to sell to – increased sales and profit<br>2. Access to cheaper labour when setting up abroad<br>3. Larger market to buy supplies – can access cheaper raw materials<br>4. Easier to set up factories abroad reducing delivery costs and avoiding import taxes |
| Drawbacks | 1. Higher wages in the UK mean UK business struggle to compete<br>2. Bad publicity has been gained by businesses setting up abroad to exploit workers<br>3. The cost of exchanging money into different currencies is significant |

Look, cover, write, check

| What is the impact of a changing currency on UK businesses? | | |
|---|---|---|
| If the pound becomes weaker: | 1. Ability to buy less currency (e.g. dollars) for the same price as before<br>2. Raw materials imported are now more expensive so production costs increase<br>3. Becomes more expensive for foreign businesses to sell products in the UK & imports decrease<br>4. UK exports become cheaper & sales & profit for these businesses increase | 1. |
| If the pound becomes stronger: | 1. Able to buy more currency (e.g. dollars) for the same price<br>2. Raw materials imported from abroad are now cheaper reducing production costs<br>3. Becomes cheaper for foreign businesses to sell products in the UK & imports increase<br>4. UK exports become more expensive & sales & profit for these businesses decrease | |

| How can UK businesses compete internationally? |
|---|
| 1. Better designs<br>2. Benefit from economies of scale<br>3. Maintain lower prices than overseas competitors<br>4. Produce better quality products |

| Exchange rates |
|---|
| If a business imports a product from abroad they have to pay for the item in the currency of the country it was made in which means you have to exchange pounds for another currency. |

Bournemouth School – Knowledge Organiser – Year 11

BUSINESS STUDIES

© 2026 Bournemouth School • www.bournemouth-school.org

| Definitions | | ✓ |
|---|---|---|
| Equality act | Protects people from discrimination in the workplace and in wider society. It sets out the different ways in which it is unlawful to treat someone. | |
| Health and Safety at Work Act (1974) | Sets out the duties and responsibilities of both employers and employees for health and safety in the workplace. | |
| National minimum wage | The lowest hourly rate that can legally be paid by an employer to an employee. | |
| Living wage | A wage that is high enough to maintain a normal standard of living. Paid to over 25 year olds. | |
| Consumer law | Laws designed to ensure that businesses make products that are safe and of good quality, and that they deal with customers honestly and fairly. | |
| Employment law | Rulings that relate to the rights and responsibilities of people who work for a business; they affect the recruitment and selection process and how the business deals with its workers. | |
| Trade descriptions | Protecting customers from false or misleading descriptions about products or their prices. | |

## Health & Safety in the workplace

Peer & self assessment

Health and Safety at Work Act impacts:

1. All employees and employers take responsibility for H&S
1. Businesses have to carry out a risk assessment to reduce risks
2. All staff must be trained on H&S
3. Fewer accidents – less staff days will be lost due to absence
4. High costs to the business
5. Compensation paid to anyone who's injured

## Employment and the law

Businesses have to follow laws including:

1. Minimum amount staff are paid (national minimum wage/living wage)
2. No discrimination in recruitment (religion, gender, race, age, sexual orientation, disability)
3. Equality – all employees must be paid the same if they do the same job at a business

## What is the impact of legislation on businesses?

Think it, link it

1. Increased costs to comply (health and safety)
2. Increased training needs (understand consumer laws)
3. Recruitment policy (ensure there is no discrimination)
4. Consequences of failing to follow legislation (fines, negative image, business closure

## Consumer Law

Playing with words & sentences

Consumer Rights Act means all goods have to meet the following criteria:

- The product should be fit for purpose
- The product should match its description
- The product should be of satisfactory quality



© 2026 Bournemouth School • www.bournemouth-school.org

Look, cover, write, check

| Definitions | | ✓ |
|---|---|---|
| Market | Where those wishing to buy goods/services make contact with those who have them to sell. | |
| Competition | The rivalry between businesses looking to sell their goods/services in the same market. | |
| Growth | A business' increase in size. Methods of measurement include: asset value, employees, market share, markets, profits and sales. | |
| Outsourcing | Contracting another business to carry out some of the business' activities, often to reduce costs. | |
| Product differentiation | Developing the features that set a product apart from others in the market (such as benefits, style, price) and using that as part of advertising and promotion. | |
| Profit maximisation | A business' ability to make maximum profit with low operating expenses. | |
| Risk | The possibility that the return on investment will be lower than expected. | |
| Competitive market | One where there are a large number of producers selling to a large number of consumers. | |
| Unique selling point (USP) | The key benefit of a good/service; it differentiates the product from others and will be the focus of advertising and promotion. | |

| Actions a business can use to minimise risk | | ✓ |
|---|---|---|
| Business planning – have a 'plan B' in place | Market research – complete regular market research | |

Think it, link it

| Impacts of competition on a business | | ✓ |
|---|---|---|
| Prices have to be competitive | Customer service and after sales service become very important | |
| Businesses have to spend money to develop new products | Businesses struggle to earn large profits as prices are often driven down | |
| Businesses spend large amounts promoting their products | | |

Peer & self assessment

| Risks businesses face | | ✓ |
|---|---|---|
| Starting a business | Businesses will often lose money | |
| Economic Changes | Levels of unemployment, interest rates & exchange rates | |
| Competitor actions | If a competitor increases promotion or develops a new product | |

| Situations where businesses face minimal or no competition | ✓ |
|---|---|
| • Markets where there are high set up costs (e.g. aeroplane manufacturers)<br>• Businesses selling very specialist products (e.g. thatched roof)<br>• Businesses offering a brand new product | |



© 2026 Bournemouth School • www.bournemouth-school.org

# Chapter 9 – Chemistry of the Atmosphere

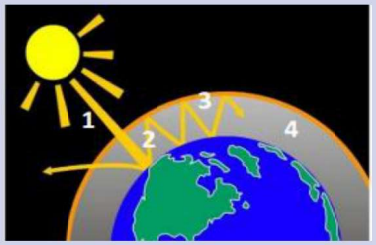
| Proportions of gases in current atmosphere | | ✓ |
|---|---|---|
| Nitrogen | 78 % | |
| Oxygen | 21 % | |
| Other gases: argon, carbon dioxide, water vapour | 1 % | |

| Earth's early atmosphere | ✓ |
|---|---|
| intense volcanic activity released gases, mainly $CO_2$, that formed the early atmosphere and water vapour that condensed to form the oceans. | |
| Volcanoes produced nitrogen and small proportions of methane and ammonia | |
| When oceans formed, $CO_2$ dissolved in the water and carbonates were precipitated as sediments, reducing $CO_2$ in the atmosphere | |

| How did oxygen increase? | ✓ |
|---|---|
| Algae and plants produced the oxygen that is now in the atmosphere by photosynthesis | |
| $6\ CO_2 + 6\ H_2O \rightarrow C_6H_{12}O_6 + 6\ O_2$<br>carbon dioxide + water → glucose + oxygen | |

| How did carbon dioxide decrease? | ✓ |
|---|---|
| Algae and plants decreased the percentage of carbon dioxide in the atmosphere by photosynthesis | |
| Carbon dioxide was decreased by the formation of sedimentary rock and fossil fuels that contain carbon. | |

| Greenhouse gases | | ✓ |
|---|---|---|
| Name | How do humans increase the amount? | |
| Carbon dioxide ($CO_2$) | burning fossil fuels and burning trees as part of deforestation | |
| Methane ($CH_4$) | farming cattle and using landfill sites<br>(methane is released by decaying rubbish) | |

| The enhanced greenhouse effect | ✓ |
|---|---|
|  | 1. Short wavelength UV radiation from the sun penetrates the atmosphere. |
| | 2. Earth absorbs energy and re-emits radiation as longer wavelength infrared radiation |
| | 3. Greenhouse gases absorb infrared radiation. |
| | 4. Atmosphere maintains more heat; temperature remains higher than it would otherwise be. |

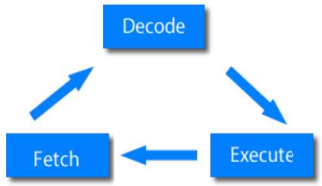
| Global climate change | | ✓ |
|---|---|---|
| Cause | Increased global temperature | |
| Effect | Melting ice caps<br>More severe storm<br>Desertification<br>Rising sea levels<br>Disruption to migrations patterns<br>Spread of tropical diseases | |

| Common atmospheric pollutants | | | ✓ |
|---|---|---|---|
| *Name* | *How is it produced?* | *Effect* | |
| Carbon dioxide | Complete combustion of fuel | Global warming | |
| Carbon monoxide | Incomplete combustion of fuel | Toxic | |
| Sulfur dioxide | Sulfur is an impurity in fuel that reacts with oxygen when fuel is burned | Acid rain | |
| Particulates | Unburnt hydrocarbons and other solids (soot) | Global dimming | |
| Nitrogen oxides | Nitrogen in the air reacting with oxygen at high temp | Acid rain, smog, respiratory problems | |



© 2026 Bournemouth School • www.bournemouth-school.org

## 1.1 Systems Architecture

| Keyword | Definition | Tick |
|---|---|---|
| **Hardware** | The physical components that make up a computer system. | |
| **Software** | The computer code, programs and algorithms that give instructions to the hardware. | |
| **Central Processing Unit (CPU)** | The CPU's job is execute instructions and perform calculations by performing the FE cycle. | |
| **Control Unit (CU)** | Controls the flow of data in and out of the CPU. Manages the fetching, decoding and execution of instructions. | |
| **Arithmetic Logic Unit (ALU)** | Performs the calculations and logical operations required by programs. | |
| **Von Neumann Architecture** | A design for a computer system where data and instructions are both stored in memory. | |
| **Program Counter (PC)** | Stores the memory location (address) of the next instruction in a program to be executed. | |
| **Accumulator (ACC)** | Stores the results of calculations made by the ALU. | |
| **Memory Address Register (MAR)** | Stores the memory location (address) for data that needs to be fetched from memory or stored into memory. | |
| **Memory Data Register (MDR)** | Stores data that has been fetched from or is waiting to be sent to memory. | |
| **Fetch Execute Cycle (FE Cycle)** |  | |

## 1.2.1/1.2.2 Primary & Secondary Storage

| Keyword | Definition | ✓ |
|---|---|---|
| **Primary storage** | Memory that the CPU can access quickly. | |
| **Secondary storage** | Non-volatile storage where programs and data are kept permanently. | |
| **Volatile** | Power is required for the component to retain data. | |
| **Non-volatile** | Retains data without power. | |
| **Random Access Memory (RAM)** | Volatile primary storage that holds the programs and data currently running on the computer. | |
| **Read Only Memory (ROM)** | Non-volatile, read only primary storage that hold the firmware such as BIOS. | |
| **BIOS** | Used to boot up the computer system after it is turned on. Initialises and tests the hardware for error before loading the operating system. | |
| **Magnetic storage** | Uses different patterns of magnetisation to store data, e.g., hard disk Drive (HDD). | |
| **Optical storage** | User lasers to read/write data from optical disks, e.g., CDs & DVDs. | |
| **Solid State Storage** | Contains no moving parts like RAM but is non-volatile. Includes solid-state drives (SSDs) and USB memory sticks. | |



© 2026-27 Bournemouth School • www.bournemouth-school.org

## 1.2.4 Data Storage

| Keyword | Definition | ✓ |
|---|---|---|
| **Denary** | Base 10 – 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 | |
| **Binary** | Base 2 – 0, 1 | |
| **Hexadecimal** | Base 16 - 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F | |
| **Character set** | Every character the computer can understand. Each character is represented by a **unique** number. | |
| **ASCII** | Originally used 7 bits to represent each character so could represent 128 different characters (0-127).<br>Later upgraded to use 8 bits to represent 256 characters (0-255) | |
| **Unicode** | Uses multiple bytes for each character and can represent millions of characters from every language. | |
| **Bitmap** | A type of image made up of lots of tiny dots, called pixels. | |
| **Resolution** | The **concentration** of pixels in an image. | |
| **Colour depth** | The number of bits used to represent each pixel. Represents the numbers of **unique** colours an image can display. | |
| **Metadata** | Data about data. | |
| **Sample rate** | The number of audio samples taken per second. | |
| **Bit depth** | The number of bits used to store each sampled value. | |

## 1.3.1 Networks & Topologies

| Keyword | Definition | ✓ |
|---|---|---|
| **Network** | Where two or more computer devices are connected together. | |
| **LAN** | Local Area Network<br>• A computer network located within a small geographic area.<br>• The hardware is owned and maintained by the organisation that uses it. | |
| **WAN** | Wide Area Network<br>• Covers a large geographical area..<br>• The infrastructure is provided by a large telecommunications company. | |
| **Transmission media** | The medium the data is sent through. | |
| **Bandwidth** | How much data can be transferred over a network in a given time. | |
| **Latency** | How much time it takes for a packet of data to travel across the network. | |
| **Client-server** | A network where one computer (server) provides data and services for many other computers (clients). | |
| **Peer-to-peer** | A network where all of the computers have equal status. | |
| **Switch** | Hardware that allows devices to connect together to form a wired network in a LAN.. | |
| **WAP** | Hardware that connects Wi-Fi devices to a wired network. | |
| **Router** | Hardware that connects different networks together. | |
| **URL** | Uniform Resource Locator<br>• Human-readable address used to locate a resource on a network. | |
| **IP Address** | Internet Protocol Address<br>• A numerical value that is used by computers to identify a device on a network. | |
| **DNS** | Domain Name System<br>• The system that translates human-readable domain names into numerical IP addresses | |



© 2026-27 Bournemouth School • www.bournemouth-school.org

| Tick | Hardwood | Uses | Properties |
|---|---|---|---|
| | Oak | • High quality furniture<br>• Whisky barrels | • Compressive strength<br>• Hard |
| | Mahogany | • Window frames<br>• Jewellery boxes | • Fairly easy to work with<br>• Finishes well |
| | Beech | • Toys<br>• Tools | • Tough<br>• Hard |
| | Balsa | • Modelling<br>• Surf boards | • Extremely easy to work with/soft<br>• Lightweight |

| Tick | Manmade board | Uses | Properties |
|---|---|---|---|
| | Plywood | • Building and construction<br>• Flooring | • Strong<br>• Resistant to warping and cracking |
| | MDF | • Inside of cabinets and storage units<br>• Insides of flat pack furniture | • Very easy to machine and cut<br>• Smooth surface (ideal for painting) |

| Tick | Softwood | Uses | Properties |
|---|---|---|---|
| | Cedar | • Sheds<br>• Boats | • Natural oils make it resistant to water and fungal growth<br>• Low density |
| | Pine | • Construction<br>• Inexpensive furniture | • Easy to work with<br>• Lightweight |

| Tick | Facts |
|---|---|
| | Softwood<br>• Originates from coniferous/evergreen trees<br>• Trees grow all year round<br>• Have needle like leaves<br>• Tend to be cheaper then HWs as they grow all year round and are readily available<br>• Take around 30-50 years to mature<br>• Grow in cooler or temperate climates |
| | Hardwood<br>• Originates from deciduous trees<br>• Trees grow ½ the year (Summer and Spring)<br>• Have broad leaves<br>• Tend to be more expensive as they are less available<br>• Take 100s of years to mature<br>• Grow in temperate or tropical climates |
| | Manmade board<br>• A.k.a. manufactured boards<br>• Are not naturally grown<br>• Made into large sheets/boards<br>• Mostly made from scrap/waste wood so can be seen as more environmentally friendly |



© 2026 Bournemouth School • www.bournemouth-school.org

# GCSE Design Technology: CORE 1.13 Materials Properties

*What is a mechanical property?*
Elements of a material that resist deformation from external forces in a particular way.

| Tick | Property | Definition |
|---|---|---|
| | Strength | Withstands forces by squashing (compressive strength) or stretching (tensile strength). |
| | Elasticity | Can return to its original shape once the deforming force has been removed. |
| | Plasticity | (plastics only) Ability to permanently deform without breaking when heated. |
| | Malleability | (metals only) Ability to deform in all directions without fracture. |
| | Ductility | To be drawn out, bent or twisted without fracture. |
| | Hardness | Resists deformation, indentation or penetration. |
| | Toughness | Withstands sudden shock or stress. |
| | Brittleness | Inability to withstand sudden shock or stress. |
| | Durability | Withstands deterioration over a long period of time. |
| | Stability | Resists changes in shape over time. |
| | Stiffness | Resists bending. |

# GCSE Design Technology: CORE 1.14 Influences in designing and making

| Tick | Criteria | Definition/ description |
|---|---|---|
| | Fairtrade Foundation | Tackles poverty and injustice across the world. It ensures farmers are paid a fair price and has better working conditions and tries to prevent child labour. |
| | Carbon Offsetting scheme | When companies or individuals reduce their carbon footprint through ways such as planting trees, encouraging staff to cycle to work, car sharing etc. |
| | Product disassembly | When a product an be taken apart so that individual parts can be recycled or reused. |
| | Disposal of waste | This is governed by laws at international, European, national and local levels to ensure that collection, transportation and disposal of waste has the least amount of impact on the environment. |
| | Human capabilities | When a design meets the needs of the user and operates within their capabilities. |
| | Cost of materials | Refers to all aspects i.e. the initial cost of the raw material, the costs of maintenance, transportation, recycling and disposal. |
| | Manufacturing capability | Considers the machinery/equipment available to manufacture and then the costings available to actually make the product. |
| | Modular | A design featuring parts of standard sizes so that they can be constructed in different ways. |
| | Consideration of 'green designs' | Global warming and rising energy costs have led to designers thinking about environmental factors when designing products without compromising function, quality or performance. |



© 2025 Bournemouth School • www.bournemouth-school.org

Bournemouth School

# Year 11 • Language Paper 1

AQA 8700/1 1 hour 45 minutes 80 marks Tick each box when you can apply the skill independently.

**Suggested timing: read source/questions 15 min; Q1 5 min; Q2 10 min; Q3 10 min; Q4 20 min; Q5 45 min, including planning and checking.**

## Q1 Multiple choice • 4 marks • 5 min

- ☐ Read only the lines specified. Check each option against the text.
- ☐ Choose ONE answer for each part. Shade the circle as instructed on the paper.

## Q2 Language • 8 marks • 10 min

- ☐ Use the printed extract. Select short quotations that directly address the question.
- ☐ Explore precise words, method or sentence forms. Use correct terminology.
- ☐ Explain the associations and implications of your evidence, then link them to the question.
- ☐ Develop 3-4 thoughtful points. Quality of analysis matters more than a fixed paragraph count.

## Q3 Structure • 8 marks • 10 min

- ☐ Consider the whole source. Track how the effect named in the question develops.
- ☐ Explore the opening, significant shifts and ending. Ask: why this information, and why now?
- ☐ Use brief quotations or precise references to locate each structural choice.
- ☐ Explain how the order, focus or pace shapes what the reader knows, expects or feels.

## Q4 Evaluation • 20 marks • 20 min

- ☐ Use the specified section. Identify every part of the statement you need to address.
- ☐ Establish a clear judgement: how far do you agree and/or disagree? Keep it focused.
- ☐ Select a range of precise details that support your interpretation of the statement.
- ☐ Explore how the writer's choices shape your impressions. Explain what makes your reading convincing.
- ☐ Develop each judgement through evidence and analysis. Return to the statement throughout.
- ☐ Explore a different reading where the evidence supports it. You do not have to argue both sides.

### OMQAR can help organise a point ☐

Opinion about the statement; method; quotation; analysis; reader's response. Use flexibly to develop your judgement.

### Choose the right kind of analysis ☐

**Language**: words, imagery, connotations, sentence forms.
**Structure**: shifts in time, place or focus; contrasts; withheld information; recurring details; pace; opening and ending.
Always explain the specific effect in this text.

## Q5 Creative writing • 40 marks • 45 min

- ☐ Use the 'contained narrative' plan:
- ☐ 1. Describe the setting in detail – colours, sensory language, imagery, pathetic fallacy etc.. Create the tone you want to set.
- ☐ 2. Shift to your character. What are they doing? Show the reader; don't tell. Introduce the character's problem. Experiment with a motif – it should be symbolic.
- ☐ 3. Shift: use a shift in time as a powerful structural technique.
- ☐ 4. Return to your character, and resolve the story. Experiment with a cyclical structure.
- ☐ Show feelings through actions and details. Keep characters and dialogue purposeful.
- ☐ Create atmosphere through precise details, sensory imagery and carefully chosen vocabulary.
- ☐ Vary sentence lengths and openings for a reason. Use punctuation accurately, not just for variety.
- ☐ Check sentence boundaries, tense, agreement, spelling, apostrophes and any speech punctuation.

### Marks and a practical writing split ☐

24 content/organisation + 16 accuracy.
Plan 5 min; write 35 min; check 5 min.

Revision: practise one skill on an unfamiliar extract, then tick only when you can use it without prompts. Past papers accessible on Teams – Student Resources

Bournemouth School – Knowledge Organiser – Year 11

ENGLISH

Bournemouth School

# Year 11 • Literature Paper 1

AQA 8702/1 1 hour 45 minutes 64 marks Closed book: answer on Macbeth AND Jekyll and Hyde.

**Suggested split: 50 minutes per text, including planning; 5 minutes to check. Tick when you can recall the quotation, explain a method and apply the idea.**

## Macbeth • themes, ideas and quotations • 30 + 4 marks

| Idea to develop | Evidence to learn | |
|---|---|---|
| **Ambition:** Unchecked ambition overrides conscience and duty. | "I have no spur to prick the sides of my intent, but only vaulting ambition" Macbeth, 1.7 | ☐ |
| **Loyalty and betrayal:** Regicide violates political loyalty and sacred kingship. | "Most sacrilegious murder hath broke ope The Lord's anointed temple" Macduff, 2.3 | ☐ |
| **Violence:** Honour in battle becomes tyranny; violence breeds retaliation. | "blood will have blood" Macbeth, 3.4 | ☐ |
| **Masculinity:** Lady Macbeth equates manhood with violence to manipulate him. | "When you durst do it, then you were a man" Lady Macbeth, 1.7 | ☐ |
| **Femininity:** Lady Macbeth rejects expected feminine compassion in pursuit of power. | "unsex me here" Lady Macbeth, 1.5 | ☐ |
| **Kingship and tyranny:** Macbeth's rule brings suffering rather than protection. | "This tyrant, whose sole name blisters our tongues" Malcolm, 4.3 | ☐ |
| **The supernatural:** The witches tempt through deceptive truths; Banquo warns of danger. | "instruments of darkness tell us truths…to betray us In deepest consequence" Banquo, 1.3 | ☐ |
| **Fate and choice:** Prophecy raises hopes, but Macbeth chooses whether to act. | "chance may crown me / Without my stir" Macbeth, 1.3 | ☐ |
| **Guilt and punishment:** Disturbed minds expose the psychological cost of wrongdoing. | "full of scorpions is my mind" Macbeth, 3.2 | ☐ |

## Jekyll and Hyde • characters and quotations • 30 marks

| Idea to develop | Evidence to learn | |
|---|---|---|
| **Gabriel Utterson:** A parody of restraint. His investigation exposes tensions between truth and protecting reputations. | "austere with himself…drank gin…to mortify a taste for vintages" Ch. 1 • Repression and reputation | ☐ |
| **Richard Enfield:** A respectable man whose unexplained night-time activity hints at hidden lives. | "some place at the end of the world" Ch. 1 • Secrecy and respectability | ☐ |
| **Dr Henry Jekyll:** Divides his identity to indulge hidden desires; his experiment undermines his control. | "man is not truly one, but truly two" Ch. 10 • Duality and responsibility | ☐ |
| **Mr Edward Hyde:** Embodies cruelty and unchecked desire. Animal imagery challenges the appearance of civilisation. | "with ape-like fury" "My devil had been long caged" Chs. 4 and 10 • Violence and repression | ☐ |
| **Dr Hastie Lanyon:** Defends conventional science. Witnessing the transformation destroys his certainties. | "unscientific balderdash" Ch. 2 • Science and its limits | ☐ |
| **Sir Danvers Carew:** His dignity and apparent innocence intensify the horror of Hyde's unprovoked violence. | "an aged beautiful gentleman with white hair" Ch. 4 • Innocence and violence | ☐ |

## In BOTH essays: build an argument about the writer's presentation of the question's theme or character.

- ☐ Focus: Develop a clear argument instead of retelling the plot.
- ☐ Evidence: Analyse the extract closely and connect it to relevant moments elsewhere in the text.
- ☐ Methods: Explain how language, form or structure creates meaning. Remember, characterisation, setting, symbols and structure.,
- ☐ Context: Link relevant beliefs or conditions to your interpretation. Avoid detached historical facts.

Macbeth: 4 extra marks for spelling, punctuation and grammar. Revise quotations through recall, explanation and application. Sources and teacher notes are in the slide notes.

## Energy needs, macronutrients and Eatwell Guide

**BMR (Basal metabolic rate):** Minimum energy required at rest for vital life functions.
**PAL (physical activity level):** Additional energy used for daily movements and exercise.
**Total daily expenditure = BMR x PAL**
**Energy balance:** Energy intake matching energy expenditure maintains body weight.

**Macronutrient Energy distribution (% Daily Energy)**
**Carbohydrates:** 50% daily energy.
Free sugars <5%
**Fats:** Total intake max 35%.
Saturated fat <10%
**Protein**: 15%

**The Eatwell Guidelines**
Eat at least 5 portions of a variety of fruit and vegetables a day.
Base meals on starchy carbohydrates, choosing higher fibre or wholegrain versions.
Have some dairy or dairy alternatives (choose lower fat and lower sugar options).
Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish, 1 oily a week).
Choose unsaturated oils and spreads, eaten in small amounts.
Drink 6-8 glasses of fluid daily.
Limit foods/drinks high in fat, salt (max 6g/day), and sugar.

## Early life and growth (infants and children)

**Infants 0-1 years**
Rapid growth and high metabolic rate
Weaning generally occurs at 6 months.
Vitamin D and vitamin A drops are recommended for breastfed infants to aid bone mineralisation and immune health.
Honey is not recommended due to risk of botulism.
**Salt**: <2g/day

**Children 2-11 years**
Energy needs rise significantly due to rapid growth and high PAL. Energy should come from starchy carbohydrates rather than refined sugars.
Protein for growth
**Calcium, phosphorous and vitamin D** are crucial for building dense, strong bone and developing healthy teeth.
**Salt**: <3g/day (4-6yrs)

**Key health risks in childhood:**
Rickets – caused by vitamin D deficiency leading to soft, weak and deformed bones.
Childhood obesity and dental caries: driven by excessive consumption of free sugars and foods high in energy density.
Iron deficiency anaemia can occur in picky eaters who lack dark green leafy vegetables or lean meats.

## Adolescence and adulthood

Puberty brings rapid growth, muscular development, and physiological change, leading to peak lifetime daily energy requirements.
High requirement for HBV protein to support rapid muscle growth during growth spurts and tissue development.
Calcium and vitamin D are crucial to build peak bone mass, reducing the risk of osteoporosis in later life.
Teenage girls have increase iron requirements to replace blood losses during menstruation. Vitamin C must be consumed alongside to aid non-haem iron absorption.

## Older adults

Lower energy requirements due to a decrease in BMR.
Calcium and vitamin D to slow down bone density loss and prevent osteoporosis.
Older adults may spend less time outdoors and have lower vitamin D levels.
Aging gut motility increases constipation and diverticulitis risk. High fibre (NSP) together with good hydration is essential.
Adequate protein is needed to minimise muscle wasting and maintain mobility.
Absorption of vitamin B12 and iron declines due to reduced stomach acid secretion; deficiency can cause anaemia and fatigue.



© 2026 Bournemouth School • www.bournemouth-school.org

## Medical diets and allergies

**Lactose intolerance**

Inability to digest lactose (disaccharide found in milk) due to lack of the lactase enzyme.

Alternatives include: soya, oat, almond milk drinks and lactose-free dairy products.

Consideration should be made for organic alternatives that may not be fortified with calcium and vitamin D.

**Coeliac Disease**

Autoimmune disease where gluten causes severe damage to the GI tract.

Gluten containing cereals; wheat, barely, rye must be replaced with gluten free alternatives e.g. rice, corn, tapioca, buckwheat.

Oats do not contain gluten but are high risk for cross-contamination during harvesting and processing.

**Food allergies**

Immune system response that can severe or life-threatening reactions (anaphylaxis). The 14 major allergens should be labelled in bold or italic on ingredient lists.

## Diet-related health issues

**Coronary heart disease (CHD):** Reduction in saturated fats – saturated fats are linked to increases in LDL cholesterol which can cause atherosclerosis (narrowing/blocking arteries).

**Hypertension:** Reduce salt intake in line with guidelines to aid reduction in blood pressure.

**Obesity and type 2 diabetes:** Reduce consumption of energy dense foods e.g. high fat and high sugar foods to aid weight loss.

Increase fibre intake to help with blood glucose control and satiety.

**Diverticulitis:** Increase dietary fibre (NSP) Maintain adequate fluid intake

**Bone health – Osteoporosis:** Ensure adequate intake of calcium and vitamin D alongside weight bearing exercise.

**Iron deficiency anaemia:** Prevented by consuming red meat (haem iron), dark leafy greens, or pulses (non-haem iron). Non-haem is less easily absorbed.

**Dental caries:** Bacterial in plaque feed on free sugars to produce acid, which dissolves tooth enamel.

## Vegetarian and plant based diets

Types of vegetarianism:

**Lacto-ovo**: no meat/fish. Eats dairy and eggs.

**Lacto**: No meat/fish/eggs. Eats dairy.

**Vegan**: Excludes all animal products inc honey

**Key motivations**: ethical/animal welfare, environmental impact, health benefits, religious beliefs and economical.

**Nutritional considerations**: vegans must ensure adequate protein though protein complementation (to achieve HBV equivalent), in addition to focus on vitamin B12, iron and calcium.

## Pregnancy and lactation

Increased requirements for most vitamins and minerals.

**Energy requirements** only increase in 3rd trimester (extra 200kcal/day).

**Lactation energy requirements**: extra 450-500kcal/day for milk production.

**Vitamin B9/Folate**: essential before and in early pregnancy to prevent neural tube defects e.g. spina bifida. Sources include: green leafy vegetables and fortified cereals.

**Iron and vitamin C**: Increased requirements due to increase in maternal blood volume. Vitamin C aids iron absorption.

**Calcium and protein:** Calcium for baby's skeletal development. Protein for tissue growth.



© 2025 Bournemouth School • www.bournemouth-school.org

## To form the passé composé of these verbs, we use ETRE instead of AVOIR :

| | |
|---|---|
| je **suis**<br>tu **es**<br>il/elle **est**<br>nous **sommes**<br>vous **êtes**<br>ils/elles **sont** | + past participle |

| To form the past participle | |
|---|---|
| remove & | add |
| -er | -é |
| -ir | -i |
| -re | -u |

**M**onter
**R**ester
**S**ortir

**V**enir*
**A**ller
**N**aître*
**D**escendre
**E**ntrer
**R**entrer
**T**omber
**R**etourner
**A**rriver
**M**ourir*
**P**artir

*Irregular past participles: venu/né/mort

| Role play at the train station – à la gare | | |
|---|---|---|
| un billet | *A ticket* | |
| un aller | *A single* | |
| un aller-retour | *A return* | |
| je voudrais | *I would like* | |
| c'est combien? | *How much is it?* | |
| le prochain train part à quelle heure? | *What time does the next train leave?* | |
| le train arrive à quelle heure | *What time does the train arrive?* | |
| le train part de quel quai? | *What platform does the train leave from?* | |

| ETRE verbs in the perfect tense | | |
|---|---|---|
| Je suis allé(e) | *I went* | |
| Je suis resté(e) | *I stayed* | |
| Je suis arrive(e) | *I arrived* | |
| Je suis sorti(e) | *I went out* | |
| Je suis parti(e) | *I left* | |
| Nous sommes allés | *We went* | |
| Nous sommes restés | *We stayed* | |
| Nous sommes arrivés | *We arrived* | |
| Nous sommes sortis | *We went out* | |
| Je me suis bien amuse(e) | *I had fun* | |
| Nous nous sommes bien amusés | *We had fun* | |
| Ce que j'ai aimé le plus était. | *What I liked most was..* | |

| Future plans – mes projets | | |
|---|---|---|
| la mode | *Fashion* | |
| je voudrais aider les autres | *I would like to help others* | |
| je voudrais travailler avec des gens | *I would like to work with people* | |
| gagner un bon salaire | *To earn a good salary* | |
| fidèle | *Loyal* | |
| travailler seul | *To work alone* | |
| mon point fort | *My strong point* | |
| un métier/un emploi/ un travail | *A job/career* | |
| faire quelque chose d'intéressant | *To do something interesting* | |
| ma passion, c'est.. | *My passion is..* | |
| ce qui m'intéresse le plus, c'est.. | *What I am most interested in is..* | |

Etre verbs have to agree
Add 'e' for feminine
Add 's' for plural
Add 'es' for fem plural

Reflexive verbs also use être in the perfect tense.

For example:
Je me suis bien levé
Nous nous sommes couchés

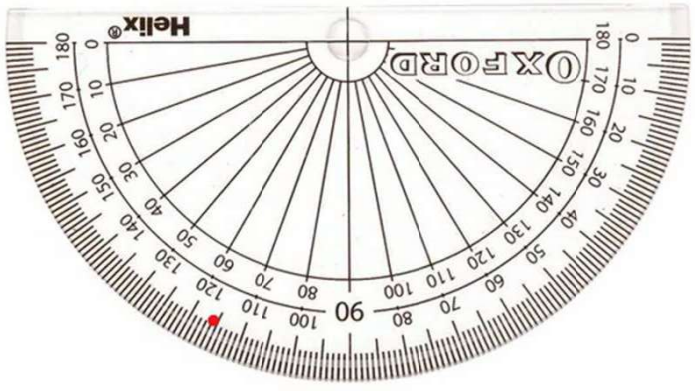
| Les métiers/les emplois - jobs | | |
|---|---|---|
| directeur/directrice | *boss* | |
| mécanicien(ne) | *mechanic* | |
| infirmier/infirmière | *nurse* | |
| professeur | *teacher* | |
| serveur/serveuse | *waiter/waitress* | |
| médecin(e) | *doctor* | |
| chanteur/euse | *singer* | |
| électricien(ne) | *electrician* | |
| au chômage | *unemployed* | |
| acteur/actrice | *actor/actress* | |
| joueur/joueuse de tennis | *tennis player* | |
| policier/policière | *police officer* | |
| chef/cheffe de cuisine | *chef/cook* | |
| le patron/la patronne | *the boss* | |

For jobs, drop the article
Eg je suis professeur
Je voudrais être médecin

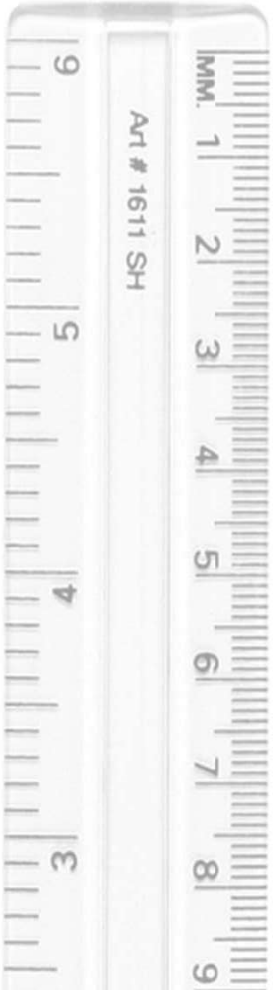


© 2025 Bournemouth School • www.bournemouth-school.org

# Equipment




**ID Card**





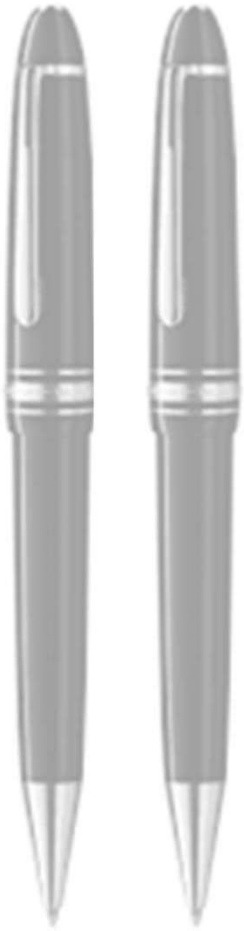






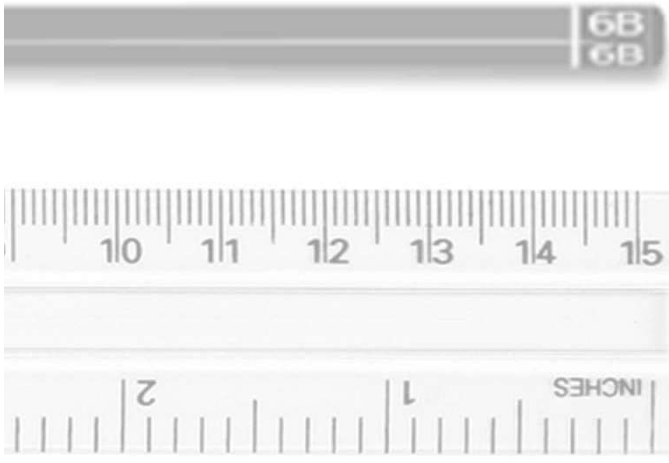


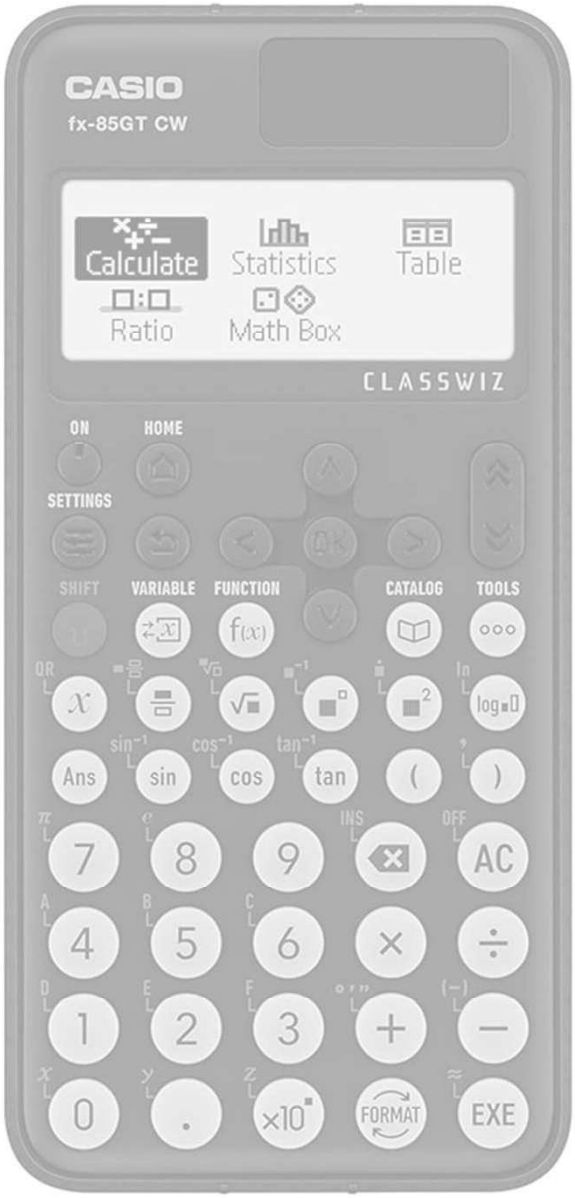

# Check



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

Whiteboard Rubber



| Mes passions et mon avenir | | |
|---|---|---|
| qu'est-ce que tu veux faire à l'avenir | *what do you want to do in the future?* | |
| avant de/d'… | *before…* | |
| avoir des enfants | *having children* | |
| me marier | *getting married* | |
| trouver un bon travail | *finding a good job* | |
| après avoir… | *after having..* | |
| réussi mes examens | *passed my exams* | |
| fini mes études | *finished my studies* | |
| voyagé à l'étranger | *travelled abroad* | |

| Future plans | | |
|---|---|---|
| j'aimerais | *I would like* | |
| j'espère | *I hope* | |
| j'ai envie de/d'… | *I want* | |
| j'ai l'intention de/d'… | *I intend* | |
| mon but est de/d'… | *My goal is..* | |
| mon amibition est de/d' | *My ambition is ..* | |
| je (ne) veux (pas).. | *I (don't) want..* | |
| aller à l'université | *to go to university* | |
| suivre une formation professionnelle | *to do professional training* | |
| La formation | *training* | |
| trouver un emploi | *find a job* | |
| gagner beaucoup d'argent | *to earn lots of money* | |
| avoir ma propre entreprise | *to have my own business* | |
| j'aurai des enfants | *I will have children* | |
| je chercherai un emploi | *I will find a job* | |
| j'irai à l'université | *I will go to university* | |
| je visiterai d'autres pays | *I will visit other countries* | |

| Express mondial | | |
|---|---|---|
| partir | *To leave* | |
| d'abord | *Firstly* | |
| une nuit | *One night* | |
| une voiture | *A car* | |
| ils/elles ont pris | *They took* | |
| dormir | *To sleep* | |
| j'ai dormi | *I slept* | |
| une boulangerie | *A bakery* | |
| gagner | *To earn/to win* | |
| gagner 10 euros de l'heure | *To earn 10 euros per hour* | |

| Picture description | | |
|---|---|---|
| Sur la photo | On the photo | |
| Je peux voir | I can see | |
| On peut voir | You can see | |
| Il y a | There is | |
| À gauche/à droite | On the left/on the right | |
| À l'arrière plan | In the background | |
| Au premier plan | In the foreground | |
| Il est en train de … | He is in the middle of | |
| Ils sont en train de … | They are in the middle of | |
| La photo a été prise | The photo was taken | |

| Opinion structures | | |
|---|---|---|
| D'après-moi | In my opinion | |
| Selon moi | According to me | |
| Selon mes amis | According to my friends | |
| Je dirais que | I would say that | |
| J'imagine que | I imagine that | |
| Je pense que | I think that | |
| Je crois que | I believe that | |
| Mes amis pensent que | My friends think that | |
| Mes parents disent que | My parents say that | |

| Simple future essentials | | |
|---|---|---|
| ce sera | It will be | |
| il y aura | There will be | |
| je serai | I will be | |
| je ferai | I will do | |
| j'irai | I will go | |
| je jouerai | I will play | |
| je regarderai | I will watch | |
| je visiterai | I will visit | |
| je mangerai | I will eat | |
| nous mangerons | We will eat | |
| nous irons | We will go | |

| To form negatives the ne ..pas goes around the conjugated verb. For near future + perfect tense it goes around the form of aller/ avoir/etre | | |
|---|---|---|
| ne…pas | not any | |
| ne ….jamais | never | |
| ne…rien | nothing | |
| ne…que | only | |
| ne…aucun | not any, none | |
| ne…personne | no-one | |
| ne..ni..ni | neither…nor… | |
| ne…plus | not any more | |

| Modal verb common structures | | |
|---|---|---|
| Modal verbs are followed by an **infinitive** | | |
| Il faut | You must | |
| Il ne faut pas | You must not | |
| On doit | You/we must | |
| On peut | You/we can | |
| On devrait | You/we should | |
| On pourrait | You/we could | |
| Je devrais | I should/ought to | |
| Nous devrions | We should | |
| Nous pourrions | We could | |



© 2026 Bournemouth School • www.bournemouth-school.org

# London Case Study



## 5.6 Improving quality of life.

**Stratford** has also undergone regeneration through the **Olympics**. This has changed people's perception of the area 'rebranding' and is attracting people from into the area.
Where the 2012 Olympic Venues now stand was once London's most derelict land. Prior to its decline in the 1970s, the area had been one of the biggest industrial areas in Europe. Clearing the abandoned buildings and derelict land was one on London's biggest regeneration projects.
Advantages
✓ The stadiums were made of at least 25% recycled materials.
✓ The Lower Lea Valley had poor soil conditions, but the soil was cleaned up on site.
✓ Sustainable and biodiverse vegetation that is suited for an urban environment was used.
Disadvantages:
x The games produced 3.3 million tons of $CO_2$.
x Many of the materials used for construction came from overseas rather than local businesses.

The current cost of living in London may drive people away, especially as housing demand drives up both buying and renting costs. The pandemic changed peoples' views of London, as 48% of London's employees worked from home – is it necessary to have expensive office spaces?

**Sustainable Development** is the ability to provide for current generations without compromising the ability of future generations to meet their own needs.
**Sustainable development of London can be achieved if the following areas are focused on:**
- Transport
- Employment
- Affordable housing
- Energy efficiency
- Green spaces
- Recycling.

## 5.7 Rural connections.

Terling is a traditional-looking English village, near Chelmsford in Essex.
Services in many villages are struggling.

In Terling:
- shops fight for survival
- the doctors' surgery has recently closed and been taken over by a cafe,
- the bus runs twice a week
- the pub has closed

Dairy farms around Terling no longer provide jobs, as cows were sold when milk prices fell, and farm workers were sacked.
DESPITE THIS… Property prices are booming, and the village primary school is full!

**Terling is VERY ACCESSIBLE!**
- Railway station is 5 minutes drive away, with trains taking 45 minutes to London.
- A 5 minute drive away is the A12, which links London and Colchester.
- Chelmsford is 7 miles away.
- It has supermarkets, shops and services (which led to the reductions in services in Terling)

The movement of people from central London to places like Terling (counter-urbanisation) has been continuous.
Terling and Chelmsford in Essex are a part of a bigger area surrounding London – **the rural-urban fringe**.
This lies beyond the suburbs and is predominantly rural, but depends on London for work and services.
London itself does not have enough people to work within the city, so this codependency works for both London and its surrounding region.
Settlements in the rural-urban fringe become **dormitory** towns and villages.

## 5.8 Rural areas have opportunities and challenges.

CORNWALL
- Population of 570,000.
- In August, around 4 million tourists visit the area.
- 700km of coastline with sandy beaches, small fishing harbours and isolated coves.
- A strong image- Poldark, pasties, clotted cream, seafood….
- It has one of the fastest growing populations.

Cornwall's biggest problem is employment.

The decline of traditional **primary employment** (farming, fishing, china clay quarrying and tin mining) has left the country with few full-time, permanent jobs.

West Cornwall is one of the UK's most deprived areas. Not only does it have the UK's lowest average incomes and a high percentage of elderly people, it also has few services.

RURAL DIVERSIFICATION – finding a wider range of activities in rural areas to enable farms and other rural businesses to survive.
-Tourist attractions – think Eden Project, an old quarry that is now a big tourist attraction in Cornwall.
-Farm shops
-Tourist accommodation
    -Many farms now supplement their income with that from tourism.
    -These include:
        -Barn conversions – turning farm buildings into holiday cottages
        -Campsites
        -Spa retreats



© 2026 Bournemouth School • www.bournemouth-school.org

| Wie sieht die Zukunft aus?-What does the future look like? | | |
|---|---|---|
| Ich will helfen | *I want to help* | |
| I habe vor,… | *I intend* | |
| Ich plane | *I plan* | |
| Ich hoffe,…. | *I hope* | |
| Ich habe mich entscheiden, … | *I have decided…* | |
| Ich bin bereit, … | *I am ready* | |
| Im Sommer | *in summer* | |
| nächstes Jahr | *next year* | |
| später | *later (on)* | |
| nach den Prüfungen | *after the exams* | |
| In der Zukunft | *In the future* | |
| nach der Schule | *after school* | |

| Was ist dein Traumberuf?- What is your dream job? | | |
|---|---|---|
| Möchtest du später mit…arbeiten | ***Later on, would you like to work with…*** | |
| Möchtest du in der Zukunft (als)…arbeiten | ***In the future would you like to work (as).*** | |
| Das würde mir viel Spass machen. | ***That would be a lot of fun.*** | |
| Das kann ich mir gut vorstellen. | ***I can well imagine that.*** | |
| Das wäre eine Möglichkeit | ***That would be a possibility.*** | |
| Das würde ich lieber nicht machen. | ***I would rather not do that.*** | |
| Das würde auf keinen Fall machen. | ***There is no way I would do that.*** | |
| Das wäre dein Traumberuf? | ***What would your dream job be?*** | |
| Mein Traumberuf wäre, etwas für die Umwelt zu tun | ***My dream job would be to do something for the environment.*** | |

| Was wirst du nach den Prüfungen machen?- What will you do after the exams? | | |
|---|---|---|
| Nach meinem Schulabschluss… | ***After my school-leaving qualifications*** | |
| möchte ich | ***I would like…*** | |
| werde ich… | ***I will..*** | |
| auf die Universität gehen. | ***go to university*** | |
| eine Ausbildung machen. | ***to do an apprenticeshio*** | |
| (eine) Arbeit/einen Job finden. | ***to find a job*** | |
| Habe ich vor… | ***I intend…*** | |
| Plane ich… | ***I plan…*** | |
| (Lehrer) zu werden | ***to become a teacher*** | |
| I weiss noch nicht, … | ***I don't know yet…*** | |
| Ich bin mir noch nicht sicher,… | ***I'm not sure yet…*** | |
| was ich später machen möchte | ***what I would like to do later.*** | |
| was ich studiere werde. | ***what I will study*** | |
| Ich werde…. | ***I will…*** | |
| viel schlafen, … | ***sleep a lot.*** | |
| nichts tun, … | ***do nothing…*** | |
| weil ich mich entspannen muss/möchte. | ***because I need to / would like to relax.*** | |
| in die Oberstufe gehen,… | ***go to Sixth Form college*** | |
| mein Abitur machen, … | ***do my A-levels*** | |
| weil ich mich für… interessiere. | ***because I'm interested in…*** | |
| an meiner Schule bleiben, | ***stay at my school…*** | |
| eine Arbeit suchen,… | ***Look for work…*** | |
| weil ich Geld verdienen möchte. | ***Because I would like to earn money.*** | |
| nach…fahren | ***Travel to…*** | |
| weil ich etwas Praktisches machen möchte. | ***Because I would like to do sth practical.*** | |

| Using werden in the simple future | | |
|---|---|---|
| **Ich werde** | I will be | |
| **Du wirst** | You will | |
| **Er wird** | He will | |
| **Sie wird** | She will | |
| **Wir werden** | We will | |
| **Sie werden** | They will | |
| **Sie werden** | You will (polite) | |

***To talk about actions in the past use the perfect tense. A part of haben or sein plus a past participle***

| | |
|---|---|
| ***Ich habe/er, sie hat/wir haben*** | *I/he, she/we* |
| ***gespielt/gemacht/ gehört/gekauft/ bestellt/gegessen/ getrunken/geschlafen*** | *played/did/ listened/bought/ ordered/ate/ drank/slept* |
| ***Ich bin/er, sie ist/wir sind*** | *I/he, she/we* |
| ***gefahren/gegangen/ geflogen/gekommen geschwommen/geblieben*** | *travelled/went/ flew/came/ swam/stayed* |

***Important imperfect tense verbs:***
***ich war, er/sie/es war*** – *I was, /he/she//it was*
***wir waren*** – *we were*
***Ich hatte, wir hatten*** – *I had, we had*
***es gab*** – *there was*

| Subordonate conjunctions | | |
|---|---|---|
| **bevor** | before | |
| **nachdem** | after | |
| **ob** | Whether, if | |
| **seitdem** | Since then, since | |
| **sobald** | As soon as | |
| **während** | During, while | |



© 2026 Bournemouth School • www.bournemouth-school.org

| Meine Traume für die Zukunkt-My dreams for the future | | |
|---|---|---|
| der Beruf | *occupation* | |
| der Garten | *garden* | |
| der Nachteil | *disadvantage* | |
| der Plan | *plan* | |
| der Vorteil | *advantage* | |
| die Arbeit | *employment, work* | |
| die Welt | *world* | |
| die Zeit | *time* | |
| die Zukunft | *future* | |
| das Abitur | *A-level equivalent* | |
| das Einkommen | *income, pay* | |
| das Geld | *money* | |
| das Haus | *house* | |
| das Kind | *child* | |
| das Leben | *life* | |

| Meine Traume für die Zukunkt-My dreams for the future | | |
|---|---|---|
| seit ich klein war | *Since I was young…* | |
| allein | *alone* | |
| eigen | *own* | |
| erfolgreich | *Successful* | |
| genug | *Enough* | |
| glücklich | *happy* | |
| künstlich | *artificial* | |
| ob | *if* | |
| persönlich | *personal* | |
| schön | *nice, beautiful* | |
| später | *later* | |
| nicht unbedingt | *not necessary* | |
| wichtig | *important* | |
| das Kind | *child* | |
| das Leben | *life* | |

| Was sind deine Stärken?-What are your strengths? | | |
|---|---|---|
| Die Fähigkeit | *Skill* | |
| Die Stärke | *Strength* | |
| Ich kann gut… | *I am good at…* | |
| zuhören. | *Listening.* | |
| erklären. | *Explaining.* | |
| organisieren. | *Organise.* | |
| Ich kann mich gut konzentrieren. | *I can concentrate well.* | |
| Ich kann andere Menschen… | *I can … other people* | |
| überzeugen. | *Convince.* | |
| begeistern. | *Inspire.* | |
| Ich kann unabhägig arbeiten. | *I can work independently.* | |
| Ich mag Verantwortung. | *I like responsibility* | |
| Ich arbeite gut in einem Team. | *I work well in a team.* | |
| Ich zeige Initiative. | *I show initiative.* | |
| Ich kann körperlich viel leisten. | *I can achieve a lot physically.* | |
| Ich habe… | *I have…* | |
| viel Verständnis. | *A lot of understanting.* | |
| gute Qualifikationen. | *Good qualifications* | |
| Außerdem denke ich, dass… | *In addition I think that….* | |
| Meine Eltern/Lehrer behaupten auch, dass | *My parents/teachers also maintain that* | |
| Ich versuche, mich zu verbessern. | *I am trying to improve.* | |
| Ich bin nicht so gut im Planen. | *I am not so good at planning.* | |

| Eine Zwischenjahr- a gap year | | |
|---|---|---|
| Ein Zwischenjahr | *A gap year* | |
| Würdest du gern ein Zwishenjahr machen? | *Would you like to take a gap year?* | |
| Ich kann mich noch nicht entscheine. | *I do not know yet.* | |
| Auf der einen Seite denke ich,… | *On the one hand, I think…* | |
| Auf der anderen Seite denke ich, …. | *On the other hand, I think…* | |
| dass es gut wäre, gleich mit dem Studium zu beginnen. | *that it would be good to start studying immediately.* | |
| dass ich keine Zeit verlieren möchte. | *that I would not like to waste my time* | |
| dass ich gern reisen würde. | *that I would like to travel.* | |
| dass ich einmal tun würde. | *that I would like to do nothing for once.* | |
| dass ich gern Freiwilligenarbeit machen würde. | *that I would like to do volunteer work.* | |
| dass ich gern ein bisschen Berufersfahrung sammeln würde | *That I would like to gain a little work experience.* | |
| Also, ich weiß nicht, aber ich denke, dass ich wahrscheinlich… | *Therefore, I don't know yet but I think that I probably…* | |
| Ich kann mich noch nicht entscheiden. | *I cannot decide yetl* | |



© 2026 Bournemouth School • www.bournemouth-school.org

•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. | |



© 2026 Bournemouth School • www.bournemouth-school.org

| 1. Housing in Whitechapel | ✓ | 2. Why did residents fear crime? | ✓ | 3. Examination technique: Paper 1 | ✓ |
|---|---|---|---|---|---|
| Whitechapel is part of the East End of London, to the East of the City of London. It was a very deprived area.<br><br>1. '**Rookeries'**: the name given to overcrowded lodging houses where some of the poorest lived in very overcrowded conditions.<br><br>2. **Flower and Dean Street:** a well-known rookery with a terrible reputation as a haunt of thieves, drunks and prostitutes. The 1871 census revealed 902 lodgers staying in 31 'doss houses'; some of these buildings originated from 1600's.<br><br>2. **Peabody Estate**: In 1879, an area to the east of the Tower of London was bought by the Peabody Trust. Despite better housing provided, the rents were too high and tenants were evicted if they got behind on their payments, causing more overcrowding as they had to go elsewhere in Whitechapel. The project was a failed attempt to renovate the slum housing.<br><br>3. **Whitechapel Workhouse**: People who could not afford a 'doss house', or were too young, old or unwell to work would end up here. It carried a stigma; the regime was strict and families were segregated. It gave board for work. Medium term, strict discipline.<br><br>4. **Casual Ward**: rules were very harsh: inmates expected to work – such as picking oakum, cleaning the workhouse or working in the kitchens board for work, usually a night at a time.<br><br>5. **Pubs:** often visited by the poor as a place to keep warm and to get a meal. But were also places where people drank and committed crime and be victims of crime. They could be places where prostitutes looked for clients and where thieves looked for people to rob. | | **1. Fear of criminal underclass:** the **'residuum'** who were 'natural criminals' born to steal, lie and rob and were attracted to the hard-working citizens, effectively living off them like criminal parasites.<br><br>**2. Lodging Houses and pubs**: seen as centres of criminal activity due to their overcrowding and unhealthy living conditions. Some believed that crime was transmitted to decent people as they were forced to live in close proximity to habitual criminals.<br><br>**3. Drink**: Alcohol used as a way of coping but addiction caused crimes to be committed. Drinking was linked to many instances of 'disorderly behaviour' and made arguments worse. Drink also made people victims of crime: all Ripper victims were alcoholics and many became victims of theft whilst drunk.<br><br>**4. Immigration**: Irish lodging houses were well established and Irish workers dominated many docks. High Jewish immigration from 1881 but language and cultural factors made integration harder. Many worked in sweatshops. Jews were segregated and targets for prejudice. Fear of 'Fenian' Irish Nationalism with a small bombing campaign in London. Socialist and Anarchist ideas also fuelled fear, reflected in newspapers.<br><br>**5. Failure of Reform** e.g. Peabody Estate moved the problem further along. | | **Section A: Whitechapel 1870 – 1900**<br><br>**Question 1a:** 'Describe one feature of…' (state, explain) (2 marks)<br>**Question 1b:** 'describe one feature of…' (state, explain) (2 marks)<br><br>**Question 2a:** 'How useful are sources A and B for an enquiry into...' Content, Provenance (Nature, Origin or Purpose), Knowledge. (8 marks)<br><br>**Question 2b**: How would you follow up source… to find out more about...? (4 marks)<br>Detail I would follow up,<br>Question I would ask,<br>Type of source I would use,<br>How this source might help answer my question<br><br>**Section B: (Crime and Punishment 1000-present)**<br><br>**Question 3:** 'Explain one way in which…' (4 marks) One similarity or difference, backed up by an example from each time span.<br><br>**Question 4:** 'Explain why…' (12 marks) Three PEEL points on causation.<br><br>**Question 5 or 6:** 'Statement' How far do you agree? (16 + 4 SPaG)<br>Introduction: criteria, line of argument set out.<br>3 x PEEL points for/against the statement in the question,<br>Conclusion making a judgement, using the criteria, as to whether you agree with the statement in the question. | |



© 2025 Bournemouth School • www.bournemouth-school.org

## MEDIEVAL PERIOD
## Topic 1: c1000 – 1500

**How did the Normans change Crime & Punishment 1066-1170s?**

1.The Sheriff: introduced to catch criminals
2. Murdrum Fine: a new law: if a Norman was murdered, all the people in that region had to pay an expensive fine.
3.Trial by Combat: The accused fought with the accuser until one was killed or unable to fight on. The loser was then hanged as God had judged him to be guilty.
4. Ending the Wergild: all fines for crimes paid to the King and no longer the victim's family.
5. Women: Women had less rights than men in law
6. Church Courts
7. Forest Laws: This created new crimes where previously none had existed and made other crimes more serious

**What changes occurred by the later Middle Ages 1170s-1500?**

1. The King's peace: if someone committed a crime close to the location of the King at any time, the punishment was made far harsher
2. Travelling Justices: People given power to hear court cases on King's behalf and pass sentence.
3. Ending of trial by ordeal: All cases now had to be settled by jury.
4. JPs: 1361: these men had the right to fine and arrest people.
5. Country Coroners: People specifically appointed to investigate unexpected deaths.

## EARLY MODERN
## Topic 2: c1500 – c1700

1531: unemployed found begging were whipped and sent back
1534: Henry VIII 'broke with Rome'
1547 – 1553: Edward VI continued to make England more Protestant
1547: Vagabond laws more harsh
1553 – 1558: 'Bloody' Mary I tried to revert England to Catholicism, burning 288 Protestant 'heretics'
1558 – 1603: Elizabeth I's Religious Settlement restored Protestantism whilst laws were made more harsh against Catholics
1550: Repeal of 1547 Vagabondage Act; revival of 1531 Act instead
1572: 1st offence of vagabondage: whipping and burning through an ear; 2nd offence: execution
1576: Houses of Correction set up
1593: 1572 Act repealed as deemed too harsh. 1531 Law reinstated once again
1598: Vagrants whipped and sent home. Sent to a House of Correction, banished or executed if they did not mend their ways
Late 1590's: wages at lowest point since 1200.
1600: number of vagabonds in London recorded as 555 (high!)
1604: James I declared his 'utter detestation!' for Catholics
1605: Gunpowder Plotters: Treason!
1642 – 1649: English civil wars
1645-1647: Peak of executions for witchcraft, led by Matthew Hopkins, the Witchfinder General
1679: Habeus Corpus Act passed.
1688: The 'Bloody Code' begins

## INDUSTRIAL PERIOD
## Topic 3: c1700–c1900: Crime and punishment in 18th/19th century Britain

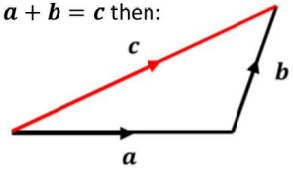
Early 1700s: Highway robbery widespread
1723: Black Act: hunting deer, hare or rabbits and/or having a blackened face in a hunting are is made a capital crime
1736: Witchcraft laws repealed
1748: Duke of Richmond is asked to help tackle smuggling gangs: by this stage 103 people are officially 'wanted' as smugglers
1750: Population of England and Wales reaches 9.5 million people
1777: John Howard publishes 'The State of Prisons in England and Wales'
1789: French Revolution: scared property owners who set the laws…
1820s/30s: Abolition of the Bloody Code
1823: Peel's Gaols Act: focus on reform
1829: Metropolitan Police Act
1833: Tolpuddle Martyrs are transported to Australia
1833: Peak year of transportation to Australia: 36 ships and 6,779 prisoners sent in this year
1840s: Railways have become a major form of travel
1841: Only murder/treason remain capital crimes
1842-77: 90 new prisons built in Britain, starting with Pentonville (separate system)
1850: 70% of the population could read and write
1856: It becomes compulsory for all towns and counties to set up police forces
1856: Transportation to Australia ends
1878: Criminal Investigation Department set up
1880: Law passed saying that all children have to go to school until the age of 13
1900: Population of England and Wales reaches 41.5 million people: 95% of these people could read and write

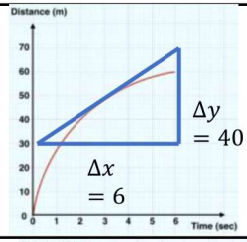
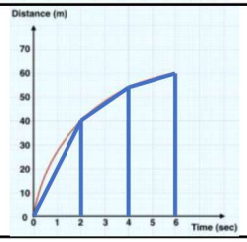
## MODERN TMES
## Topic 4: c1900–present: Crime and punishment in modern Britain

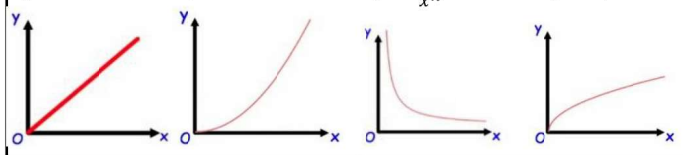
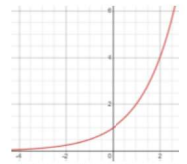
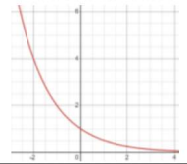
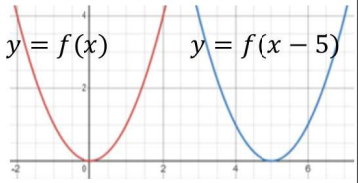
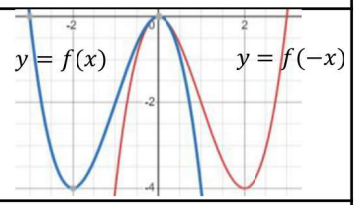
1901: Fingerprints and chemical analysis of blood samples used by police to identify suspects
1902: Abolition of crank/ treadmill within prisons
1916: World War I conscription introduced
1920: First female police officers
1922: Abolition of solitary confinement in prisons
1932: First Approved Schools set up for offenders under 15
1933: First open prison built
1935: Driving test introduced
1939: World War II conscription introduced
1947: 14 weeks training for police recruits
1948: non-custodial attendance centres set up centres for offenders aged 10-21)
1948: UN Declaration of Human Rights
1953: Derek Bentley hanged
1965: Death penalty in the UK abolished except treason in times of war and piracy
1969: Parliament voted to permanently abolish capital punishment
1974: Police National Computer databases including fingerprints/ vehicles/missing persons
1982: Neighbourhood Watch began
1982: Borstals abolished
1988: First UK conviction using DNA samples
2007: New law introduced covering 'hate crimes'



© 2025 Bournemouth School • www.bournemouth-school.org

| Keyword | | Definition | Example(s) |
|---|---|---|---|
| Vector | | A quantity with magnitude and direction | Forces, velocity, displacement |
| Displacement vector, $\overrightarrow{AB}$ | | How to get from $A$ to $B$ | $\overrightarrow{AB} = \boldsymbol{p}$<br>You must underline, $\overrightarrow{AB} = \underline{\mathrm{p}}$ |
| Magnitude of a vector, $\lvert\boldsymbol{a}\rvert$ | | The length of a vector, found using Pythagoras | $\boldsymbol{a} = \begin{pmatrix} x \\ y \end{pmatrix} \rightarrow \lvert\boldsymbol{a}\rvert = \sqrt{x^2 + y^2}$ |
| Scalar | | The amount a vector is multiplied by. | $2\boldsymbol{a}$ is twice the length of $\boldsymbol{a}$ in the same direction<br>$-\boldsymbol{a}$ is the same length as $\boldsymbol{a}$ in the opposite direction |
| Resultant vector | | The sum of multiple vectors, which can be represented diagrammatically. | If $\boldsymbol{a} + \boldsymbol{b} = \boldsymbol{c}$ then:<br> |
| Position vector, $\overrightarrow{OA}$ | | How to get from the origin to $A$ | $\overrightarrow{AB} = \overrightarrow{OB} - \overrightarrow{OA}$ |
| Parallel vectors | | Vectors in same direction. May be different lengths or the negative. | $\overrightarrow{CD}$ is parallel to $\overrightarrow{EF}$ if $\overrightarrow{CD} = k\overrightarrow{EF}$ |
| Collinear | | Points which lie on the same line | If $\overrightarrow{PR} = k\overrightarrow{PQ}$ then $P$, $Q$ and $R$ are collinear |

| | | | |
|---|---|---|---|
| Tangent to Distance-Time graph | | Finds an estimate of the velocity at a specific time.<br><br>From graph on right:<br>Gradient of tangent = $\frac{40}{6} = 6.7$<br>Velocity is $6.7m/s$ |  |
| Area under Velocity-Time graph | | Finds the distance travelled over a time period. Is found using the trapezium rule.<br><br>From graph on right:<br>Area = $\frac{1}{2}(2)[0 + 60 + 2(40 + 54)]$<br>Distance is $248m$ |  |

| Keyword | | Definition | Example(s) |
|---|---|---|---|
| Direct Proportion | | When two quantities increase in the same ratio | $p \propto q$ : as $q$ doubles, so does $p$.<br>Can be written as $p = kq$ |
| Inverse Proportion | | When one quantity increases, the other decreases by the same ratio | $p \propto \frac{1}{q}$ : as $q$ doubles, $p$ halves.<br>Can be written as $p = \frac{k}{q}$ |
| Proportion graphs | | $y \propto x$ $y \propto x^2$ $y \propto \frac{1}{x^n}$ $y \propto \sqrt{x}$<br> | |
| Exponential Functions | | Functions of the form $f(x) = k^x$ where $a$ is a constant<br>Graphs of the form $y = ak^x$<br>The $x$-axis is an **asymptote.** | $y = 2^x$<br> |
| Exponential growth | | When $k > 1$, i.e: $f(x) = 2^x$ | $y = 2^{-x}$<br> |
| Exponential decay | | When $0 < k < 1$<br>i.e: $f(x) = \frac{1}{2}^x$ or $f(x) = 2^{-x}$ | |
| Translating functions | | Described by a column vector.<br>$f(x + a)$ → translation $\begin{pmatrix} -a \\ 0 \end{pmatrix}$<br>$f(x) + a$ → translation $\begin{pmatrix} 0 \\ a \end{pmatrix}$ |  |
| Reflecting functions | | Reflections are relative to the axis – all coordinates on the axis are invariant.<br>$f(-x)$ → reflection in $y$-axis<br>$-f(x)$ → reflection in $x$-axis |  |
| Quadratics | | If a quadratic is written in the form $y = (x + a)^2 + b$, it is a translation of $y = x^2$ by the vector $\begin{pmatrix} -a \\ b \end{pmatrix}$ | |



© 2026 Bournemouth School • www.bournemouth-school.org

Bournemouth School music department

# Year 11 Autumn Term 2

**Context**

**Affect** The prevailing mood in a Baroque movement or piece

**Baroque** the dominant style of Western classical music composed from about 1600 to 1750.

**Concerto grosso** a concerto for more than one soloist

**Cover** version of an existing song performed by a different artist

**Cue** a self-contained section of music in a film

**Dance suite** A Baroque collection of movements in dance rhythms.

**Diegetic** music contained within the action of the film and included in the story—for example, music played in a bar. If a character in the story can hear the music, it is diegetic. Most film music is non-diegetic.

**Fanfare** a celebratory piece for brass instruments (and sometimes percussion) often marking the opening of an important event or ceremony. The music is short and loud and often features arpeggios and broken chords

**Fusion** the blending of two or more musical styles, usually from different cultures

**Solo concerto** A concerto for a single instrument accompanied by orchestra

**Trio sonata** A Baroque piece for two melody instruments and continuo

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

**Dynamics**

**Crescendo** gradually getting louder

**Diminuendo** gradually getting quieter

**Terraced Dynamics** When the dynamics are either forte or piano, with no gradual changes. Common in Baroque music.

**Rhythm**

**Clave** the rhythm closely associated with the claves

**Compound time signature** the beat subdivides into 3 rather than 2

**Cross rhythms** rhythms that cross the usual pattern of accented and unaccented beats, creating irregular accents and syncopation

**Groove** rhythmic feel

**Triplets** Three notes in the space of two

**Homorhythmic** all the parts play the same rhythm at the same time

**Syncopation** rhythm which emphasises the off beat

**Texture**

**Antiphonal** Music performed alternately by two groups which are often physically separated.

**Basso continuo** accompaniment played by a melodic bass instrument, often cello, and a chordal instrument such as harpsichord, lute or organ.

**Broken chord** when the notes of a chord are played one at a time rather than sounding together

**Canon** parts copy each other in exact intervals, often at the fifth or octave.

**Chord voicing** how the notes in a chord are spaced out

**Contrapuntal** When two melodies are played at the same time and interweave—almost the same as polyphonic

**Counterpoint** the combination of two or more melodies with independent

**Dialoguing** Instruments in dialogue—playing one after the other, swapping ideas

**Independent parts** Instruments or voices doing different things—not doubling or simply harmonising

**Monophonic** A musical texture with a single line

**Ostinato** a persistent phrase or motif repeated over several bars or more

**Imitation** when one part copies or imitates another at a short time distance.

**Passagework** a constantly moving passage, often in patterns of quick notes and including sequences and scales

**Polyphonic** More than one melody at once, or entering at different times so that they overlap

**Stretto** entries of the subject closer together than before in a fugal recapitulation

**Tutti** All parts playing at the same time

**Structure**

**Fugal exposition** The initial statements of subject and answer in a fugue

**Fugue** Contrapuntal piece with exposition, development and recapitulation

**Outro** a concluding section, like a coda in classical music

**Solo** an extended, often improvised, melodic line played by a single instrument over a given chord sequence, usually as an instrumental interlude in the middle of a song

**Ternary form** Simple ABA structure

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.

Bournemouth School – Knowledge Organiser – Year 11

MUSIC

© 2026 Bournemouth School • www.bournemouth-school.org

Bournemouth School

music

department

# Year 11 Autumn term 2

**Melody**

**Answer** In a fugue, the subject repeated in response to its original appearance, usually a fourth or fifth lower or higher. If it is an exact transposition of the subject it is a real answer; if not it is a tonal answer.

**Appoggiatura** Ornament often called a 'leaning' note.

**Articulation** the manner in which a note or sequence of notes is played (e.g. staccato, legato)

**Augmentation** increasing the duration of the original notes

**Conjunct** movement by step

**Disjunct** movement by leap

**Countersubject** the melody played after the subject or answer

**Lower auxiliary** a melody note which goes to the note below and then back to the original note again

**Motif** a short melodic phrase

**Ornament** notes that decorate a melody

**Sequence** repetition of a musical idea at a higher or lower pitch

**Syllabic** one note sung per syllable

**Subject** the main theme of a fugue

**Variant** A phrase whose shape resembles the original

**Leitmotif** a recurring musical idea which is associated with a particular theme, character or place

**Instrumentation**

**Acoustic guitar** does not require amplification

**Capo** a clamp fastened around the neck of a string instrument, holding down all the strings and raising their pitch

**Claves** Latin percussion instrument – two sticks struck together

**Concertino** the smaller group of soloists in a concerto grosso

**Glissando** playing all the pitches between two points in rapid succession

**Glockenspiel** tuned percussion instrument with metal bars. High pitched – sounds 2 octaves above written pitch

**Multi-track** recording a performance on separate audio tracks, which can be edited individually

**Pull-off** when a note is sounded on the guitar by lifting a finger of the fretting hand

**Register** How high or low in pitch a piece of music or an individual part sounds.

**Ripieno** the larger group in a concerto grosso

**Roll** a rapid succession of hits on a percussion instrument.

**Snare** a drum with a series of loosely strung metal wires in contact with the lower skin which create a distinct 'buzzing' or 'rattling' noise when the drum is struck.

**Tam-tam** orchestral gong

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

**Tonality**

**Atonal** music that does not have a key of any sort

**Bitonal** music that is in two keys at the same time

**Independent parts** instruments or voices doing different things. A part simply harmonising (e.g. in 3rds ) is not independent

**Polytonal** music written in multiple keys at the same time.

**Relative minor** The minor key based on the 6th of the major scale

**Harmony**

**Added notes** notes added to a basic triad, such as 7th or 9th

**Added sixth chord** a triad with an added 6th, common in jazz and popular music

**Altered notes** notes in a chord that have been sharpened or flattened, e.g. a flattened fifth

**Block triads** major or minor triads in root position, built up in thirds

**Cadential** A progression of chords forming a cadence

**Circle of fifths** A series of chords or keys in which the root or tonic moves down a 5th or up a 4th.

**Consonant** Intervals or chords that sound pleasant together

**Dissonant** sounds that clash. Dissonant intervals are maj/min second and seventh, and tritone (aug. 4th/dim. 5th)

**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 7th

**Extended chord** a chord with at least one added note

**Figured bass** The numbers that show chords in basso continuo

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

**Harmonic sequence** When a chord sequence is immediately repeated at a higher or lower pitch

**Imperfect cadence** An incomplete sounding cadence ending on chord V

**Interrupted cadence** V-VI—sounds like it's going to be a perfect cadence, but gets interrupted

**Inversions** chords with a note other than tonic in the bass

**Pedal** a sustained or repeated note in the bass

**Perfect cadence** V-I

**Suspension** Prolonging a note to create dissonance with the next chord

**Turnaround** a set of faster moving chords to get the music back to a repeated section – most common in jazz

**Neapolitan chord** a chord built on the flattened supertonic

**Quartal Harmony** chords made up of notes a 4th apart rather than the usual 3rd apart



© 2026 Bournemouth School • www.bournemouth-school.org




## Quick Tips for GCSE Mock

## Exam Stress

**1.Make a plan** – Focus on one topic at a time.
**2.Test yourself** – Use flashcards, quizzes, and past papers.
**3.Take care of yourself** – Sleep well, eat well, and stay active.
**4.Don't aim for perfection** – Progress is more important than being perfect.
**5.Stay positive** – Mocks are practice, not the final result.




**Prostate Cancer -** A type of cancer that develops in the prostate gland, a small gland in males that helps produce semen. It occurs when cells in the prostate grow and divide uncontrollably.

**Testicular Cancer -** A type of cancer that begins in one or both testicles (testes). It develops when abnormal cells in the testicles grow out of control.

**Self-Examination** - A regular check that a person carries out on their own body to look for unusual changes, lumps, or signs of illness. For example, checking the testicles for lumps or swelling.

**Tumours** - A mass or lump of abnormal cells that forms when cells grow and divide more than they should. Tumours can be: Benign (non-cancerous and do not spread)Malignant (cancerous and can spread to other parts of the body)

**Abnormal Growth -** When cells grow, divide, or multiply in an unusual or uncontrolled way, which can sometimes lead to the formation of a tumour or cancer.




**VISA** An endorsement on a passport indicating that the holder is allowed to enter, leave, or stay for a specified period of time in a country.

**PASSPORT** An official document issued by a government, certifying the holder's identity and citizenship and entitling them to travel under its protection to and from foreign countries.

**TRAVEL INSURANCE** This helps cover financial losses associated with surprise circumstances that could ruin a trip, including illness, injury, accidents, flight or other transportation delays, and other issues.

**CULTURAL SENSITIVITY** The knowledge, awareness, and acceptance of other cultures and others' cultural identities.

**ROAMING CHARGES** The fees you pay when you use your mobile phone outside of your normal coverage area, and they can add up quickly if you're not careful.

**LOCAL ETIQUETTE** The set of norms of personal behaviour and accepted social behaviours practised by a society.

## Signposting support:

Useful helplines and charities:

Young Minds. Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544

Teen Line | Teens Support hotline - Connect, talk, get help! Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

SANE. National out of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

https://www.themix.org.uk/sex-and-relationships Relationships advice for young people.

www.nhs.uk The National Health Service website

https://www.macmillan.org.uk/ Cancer Charity

Teenagers and Young Adults with Cancer https://www.tyac.org.uk

Teenage Cancer Trust https://www.teenagecancertrust.org

Cancer Research https://www.cancerresearchuk.org/children-and-young-people



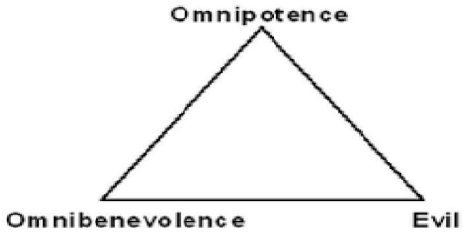

Autumn Term 2



© 2026 Bournemouth School • www.bournemouth-school.org

**Key words:**

**Good**- Morally right, beneficial and to our advantage.
**Evil**- Extremely immoral, wicked and wrong.
**Forgiveness**- To grant a pardon for a wrongdoing, give up the desire to seek revenge
**Freewill**- The ability to make choices independently. Belief nothing is predetermined
**Justice**- Fairness, where everyone has equal provisions and opportunity.
**Morality**- Principles and standards determining which actions are right or wrong.
**Punishment**- A penalty given to someone for a crime or wrong they have done.
**Sin**- Deliberate immoral action, breaking a religious or moral law.
**Suffering-**Pain or distress caused by injury, illness or loss. Suffering can be physical, emotional, psychological or spiritual.




**Key quotes:**

**Christianity:**

- ❑ 'Let Justice roll on like a river.'
- ❑ 'Love your neighbour as yourself'
- ❑ 'God created man in his own image'.
- ❑ The parable of the Good Samaritan.
- ❑ 'Father forgive them for they do not know what they are doing.
- ❑ 'Forgive and you will be forgiven'.
- ❑ 'Do not repay anyone evil for evil'

**Judaism**

- ❑ 'Do not hate your brother in your heart'.
- ❑ 'One who take a life must be put to death'.
- ❑ Mishnah-death penalty can only be inflicted after trial'
- ❑ 'A person is obligated to bless upon the bad just as he blesses on the good'.

**Key sources**

- ❑ Epicurus

'"Is God willing to prevent evil, but not able? Then he is not omnipotent.
Is he able, but not willing? Then he is malevolent.
Is he both able and willing? Then whence cometh evil?
Is he neither able nor willing? Then why call him God?"

- ❑ JL Mackie inconsistent triad
- ❑ John Hick Soul Making
- ❑ The story of the Fall/original sin
- ❑ The Story of Job
- ❑ Gee Walker
- ❑ Eva Kor
- ❑ The Lord's Prayer

**Key beliefs:**

**Irenaeus Theodicy:**

- ❑ God did not create a perfect world, but could have (omnipotence).
- ❑ God is responsible for evil.
- ❑ Everyone goes to heaven (because of the magnitude and disproportion of suffering. (omnibenevolence).
- ❑ Jesus was a perfect role model.

**Other ways to defend God (theodicy).**

- ❑ Devil
- ❑ Freewill
- ❑ Original sin-passed on
- ❑ Punishment for not following instructions
- ❑ Justice for victims
- ❑ Test
- ❑ Appreciate good/reward in afterlife
- ❑ God is in charge-omnipotent
- ❑ John Hick- soul making

**Augustine Theodicy:**

- ❑ God created a perfect world, thus maintains God's omnipotence.
- ❑ Humans are responsible for evil.
- ❑ Only believers go to heaven (The sacrificial atonement of Jesus guarantees this (omnibenevolence).
- ❑ Jesus is the only means by which anyone can be reconciled to God.

**Jewish terms:**

- ❑ **Yetzer ha ra-**Hebrew for human tendency to do evil.
- ❑ **Yetzer Ha tov-** Hebrew for human inclination for good

**How to help those who are suffering.**

- ❑ Pray
- ❑ Offer counselling
- ❑ Provide medicine, food or shelter
- ❑ Donate to a charity
- ❑ Raise awareness or Campaign
- ❑ Give your time
- ❑ Tach them skills



© 2026 Bournemouth School • www.bournemouth-school.org

## Key to success:

**Consider**

- ❑ What makes an act wrong?
- ❑ How do we make moral decisions?
- ❑ Why do people suffer?
- ❑ What is the origin of evil?
- ❑ Is it really possible to forgive?
- ❑ What causes crime?
- ❑ Can restorative justice work?
- ❑ Is it ever right to use the death penalty?

**Consider think it link it to**

- ❑ History GCSE
- ❑ Topic on Good and Evil in Christianity
- ❑ Views on human life in Issues of Life and Death.

## Key exam questions:

a. What is meant by the term Good (2).
b. Describe the work of Prison Chaplains. (5)
c. Explain beliefs about Evil and suffering and refer to either two religions or two religious traditions in your answer. (8)
d. 'Retribution is the best form of punishment'. Discuss this statement. Show that you have considered more than one point of view. Refer to religious beliefs and teachings in your answer.

**Note from Summer 2026 word order is slightly different.**

## Key beliefs:

**Where does Morality come from?**

- ❑ Conscience
- ❑ Peers
- ❑ Elders
- ❑ Law
- ❑ Religious scriptures
- ❑ Religious Leaders

**Different types of Morality.**

- ❑ Absolute- morality is when you stick to your morals in all circumstances.
- ❑ Relative- morality is when you hold a moral but adapt it to certain situations.

**Death Penalty/punishment**

- ❑ Forgiveness- Jesus as example
- ❑ Compassion not revenge
- ❑ Use some euthanasia or abortion teachings
- ❑ Historically faiths have had death penalty
- ❑ Not legal in several countries
- ❑ Homosexuality/adultery have been seen as crimes
- ❑ No opportunity for reform

**Aims of punishment:**

- ❑ Retribution- revenge
- ❑ Reparation- pay through community service
- ❑ Reform- hope they change for better
- ❑ Protection- criminal/future victims and families
- ❑ Vindication- shows law should be upheld
- ❑ Deterrence- deter/put people off.

**Jews and Forgiveness**

- ❑ Mitzvah/commandment
- ❑ Duty
- ❑ Teshuvah- seek forgiveness and grow
- ❑ Repair damage
- ❑ Rosh Hashanah and Yom Kippur are time when Jews think out and seek forgiveness
- ❑ Prayer
- ❑ Seek advice from the Torah/Rabbi
- ❑ Holocaust survivors- God is Judge and law giver; he should decide

**Christians and Forgiveness:**

- ❑ Freewill
- ❑ Did God forgive Adam and Eve
- ❑ Compassion not revenge
- ❑ Confession allowed
- ❑ Jesus forgave 'Father forgive them..'
- ❑ Key figures like Pope and Martin Luther King Jnr also forgave
- ❑ Lord's prayer
- ❑ God is judge
- ❑ Cannot expect God's forgiveness if you do not forgive
- ❑ Can help restore relationships
- ❑ Help spiritual growth
- ❑ Atone

**Prison reformers-John Howard and Elizabeth Fry:**

- ❑ Allow prisoners to have human rights
- ❑ Made them single sex
- ❑ Provided basic needs

**Prison Chaplains:**

- ❑ Counsel
- ❑ Contact family
- ❑ Forgiveness link to restorative justice
- ❑ Teach skills
- ❑ Give opportunity to reform
- ❑ Teach about faith
- ❑ Can help multiple faiths
- ❑ Read holy books/scripture to them



© 2026 Bournemouth School • www.bournemouth-school.org

# 3.2.2.3 Ethical and socio-cultural issues in physical activity and sport

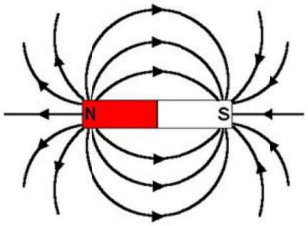
| | |
|---|---|
| **Conduct of performers** | |
| **Etiquette** | The unwritten rules concerning player behaviour e.g. in football players usually kick the ball out of play when another player is injured. |
| **Sportsmanship** | Appropriate, polite and fair behaviour while participating in a sporting event e.g. shaking hands with your opponents at the end of a game. |
| **Gamesmanship** | The use of dubious methods, that are not strictly illegal, to gain an advantage e.g. time wasting. |
| **Contract to Compete** | Agreeing to play by the rules, trying to win but also allowing your opponent to play. |
| **Spectator Behaviour** | |
| **Hooliganism** | Rowdy, violent or destructive behaviour |
| **Reasons for Hooliganism** | • Rivalry between teams e.g. local derby.<br>• Alcohol consumption<br>• Gang culture<br>• Growing frustration either at own teams performance or some referee decisions. |
| **Reasons for Hooliganism** | • Rivalry between teams e.g. local derby.<br>• Alcohol consumption<br>• Gang culture<br>• Growing frustration either at own teams performance or some referee decisions. |
| **Combating Hooliganism** | • Prevention of known hooligans being at matches / events.<br>• Alcohol bans in and around grounds.<br>• Early kick offs to prevent the excessive consumption of alcohol prior to the game.<br>• Segregation of fans<br>• Policing and stewarding improve crowd control.<br>• Use of CCTV cameras at grounds allows spectators to be monitored. |
| **Performance Enhancing Drugs** | |

| | |
|---|---|
| **Anabolic Agents** | Drugs that help athlete to train harder and build muscle.<br>**Advantages:** Build up body weight, increase size of muscles therefore improving a performers strength.<br>**Disadvantages:** Shrink the testicles of men, cause high blood pressure, damage liver, kidneys and heart. Women may have more body hair, smaller breasts a deeper voice. |
| **Stimulants** | Make athletes more alert and mask effects of fatigue.<br>**Advantages:** Increase alertness, reduce reaction time, reduce tiredness.<br>**Disadvantages:** Highly addictive, high blood pressure, heart and liver problems. May increase the risk of injury as performer more tolerant to pain and will continue to train. |
| **Narcotic Analgesics** | Painkillers that mask pain caused by injury or fatigue, which can make the injury worse.<br>**Advantages:** Mask pain of an injury.<br>**Disadvantages:** Addictive, low blood pressure, loss of concentration, constipation. |
| **Peptide Hormones (EPO)** | EPO increases numbers of red blood cells and therefore improves oxygen delivery to muscles.<br>**Advantages:** Increase the amount of red blood cells in the body therefore increasing the ability of an athlete to transport oxygen to the working muscles during exercise. |
| **Beta Blockers** | Drugs taken to calm a performer down by reducing the effects of adrenaline.<br>**Advantages:** Reduce heart rate, muscle tension and blood pressure. This helps a performers precision and accuracy.<br>**Disadvantages:** Can cause nausea, poor blood circulation leading to heart problems and tiredness. |
| **Blood Doping** | Increasing the number of red blood cells with a athletes blood stream.<br>**Process:**<br>i) Blood is removed, athlete continues to train and replace blood, then original blood added.<br>**Advantages:** Increases a performers red blood cell count therefore allowing them to get more oxygen to their working muscles to create energy.<br>**Disadvantages:** Blood becomes thicker, can lead to heart attacks or an embolism |
| **Advantages for a Performer** | • Increase chance of winning due to higher performance levels.<br>• More success means more money and a secure life financially |
| **Disadvantages for a Performer** | • Taking PED's can affect a performers health in a negative way.<br>• Taking PED's is cheating and if caught performers will face lengthy bans.<br>• If caught a performers reputation and income will be ruined. |
| **Disadvantages for a Sport** | • Sports lose credibility and gain a ban reputation e.g. cycling.<br>• Due to this, sports find in more difficult to attract sponsors causing less money being invested in the sport (less income). |

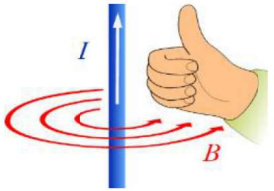
© 2026 Bournemouth School • www.bournemouth-school.org

# Physics: Magnetism and Electromagnetism

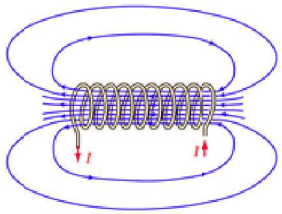
| Keyword | Learn | ✓ |
|---|---|---|
| Permanent magnet | Produces its own magnetic field. | |
| Induced magnet | A material that becomes a magnet when placed in a magnetic field. When removed from the magnetic field it loses most/all of its magnetism quickly. | |
| Magnetic field | The region around a magnet where a force acts on another magnet or on a magnetic material. The direction of the magnetic field is given by the direction of the force that would act on another north pole placed at that point. | |
| Magnetic force | A non-contact force that is strongest at the poles of a magnet. Unlike poles (N-S) attract, like poles (N-N) (S-S) repel. | |
| Magnetic materials | The force due to a magnet always attracts a magnetic material (iron, steel, cobalt and nickel). | |
| Magnetic field line | The direction of a magnetic field line is from the north pole of a magnet to the south pole of the magnet. | |
| Current in a wire | The magnetic field is stronger closer to the wire and if the current is larger. | |
| Current in a solenoid | The magnetic field inside a solenoid is strong and uniform. The magnetic field around a solenoid has a similar shape to that of a bar magnet. | |
| Electromagnet | Is a solenoid with an iron core. | |
| B | Magnetic flux density measured in tesla, T. | |
| I | Electrical current measured in amperes, A | |
| Motor effect | When a conductor carrying a current is placed in a magnetic field the magnet producing the field and the conductor exert a force on each other. | |
| Generator effect | If an electrical conductor moves relative to a magnetic, a potential difference is induced across the ends of the conductor. If the conductor is part of a complete circuit, a current is induced in the conductor. | |

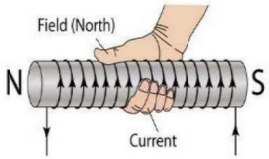



Learn to draw the shape of the field lines and direction of the arrows North to South. One arrow on each line.

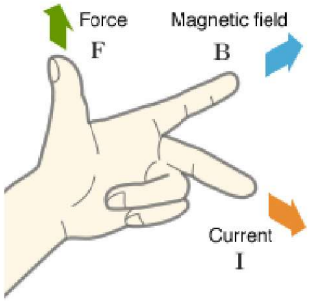



Learn to draw the shape of the field lines. Use the right hand grip rule to find the direction of the magnetic field (B).

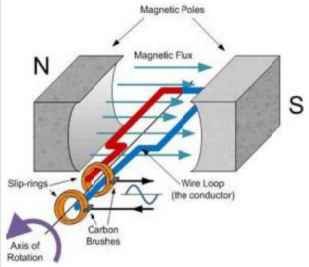




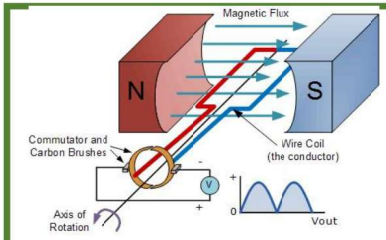

Learn to draw the shape of the field. The lines inside must be equally spaced apart. Use this right-hand rule to tell you the direction of the field **inside** the solenoid. The arrows on the outside go from North to South.




Fleming's Left Hand Rule
Learn what each finger represents
**F**irst finger = magnetic **F**ield
se**C**ond finger = **C**urrent
thu**M**b = **M**ovement or force.




Alternator = ac with two slip rings




Dynamo = dc with a split ring commutator

A motor looks similar to the dynamo except there will be a **battery** in the circuit.

F = BIL force(N) = magnetic flux density(T) x current(A) x length of wire in magnetic field(m)



© 2026 Bournemouth School • www.bournemouth-school.org

| A trabajar | |
|---|---|
| **la experiencia** | the experience |
| **un punto débil** | a weakness |
| **un punto fuerte** | a strength |
| **una solicitud de empleo** | a job application |
| **un anuncio** | a job advert |
| **el puesto** | the position |
| **las prácticas laborales** | work experience |
| **los títulos** | qualifications |
| **las capacidades** | capabilities/skills |
| **el currículum** | CV |

| Un trabajo para todos | |
|---|---|
| **la flexibilidad** | flexibility |
| **la posibilidad** | possibility |
| **la oportunidad** | opportunity |
| **la igualdad** | equality |
| **la estabilidad** | stability |
| **la seguridad** | security |
| **la cantidad** | quantity |
| **la variedad** | variety |
| **….. me interesa(n)** | …. interests me |
| **….. me importa(n)** | …. matters to me |
| **….. me preocupa(n)** | …. worries me |

| A trabajar | |
|---|---|
| **para + infinitive** | in order to…..(do) |
| **sin + infinitive** | without… (doing) |
| **antes de + infinitive** | before…. (doing) |
| **después de + infinitive** | after…. (doing) |
| **lograr** | to achieve |
| **saber** | to know |
| **mejorar** | to improve |
| **buscar** | to search for |
| **conseguir** | to obtain/get |
| **solicitar** | to apply |
| **comprobar** | to check |
| **empezar** | to start |
| **trabajar** | to work |
| **dar** | to give |

| Las lenguas te abren las puertas | |
|---|---|
| **Los idiomas** | Languages |
| **Las lenguas** | Languages |
| **Mi nivel de…** | My level of… |
| **Te abre la mente** | It opens your mind |
| **Aumenta tu confianza** | It increases your confidence |
| **Te hace parecer más atractivo** | It makes you seem more attractive |
| **Mejora tus perspectivas laborales** | It improves your work prospects |
| **Estimula el cerebro** | It stimulates your brain |
| **Se puede trabajar en el extranjero** | You can work abroad |
| **Te ayuda a conocer nuevos sitios** | It helps you to see knew places |
| **Te permite hacer nuevos amigos** | It allows you to make new friends |

| Quería ser… | |
|---|---|
| **cuando era joven** | when I was younger |
| **quería ser…** | I wanted to be… |
| **médico/a** | doctor |
| **enfermero/a** | nurse |
| **abogado/a** | lawyer |
| **camarero/a** | waiter |
| **azafato/a** | flight attendant |
| **dependiente** | sales assistant |
| **peluquero/a** | hairdresser |
| **soldado/a** | soldier |
| **policía** | police officer |
| **contable** | accountant |
| **me gustaba la idea de** | I liked the idea of |

| En el future… | |
|---|---|
| **Voy a** | I am going to |
| **Me gustaría** | I would like to |
| **Espero** | I hope to |
| **Tengo ganas de** | I want to |
| **Tengo la intención de** | I intend to |
| **casarme** | get married |
| **tener hijos** | have children |
| **ir a la universidad** | go to university |
| **hacer una carrera universitaria** | to do a degree |
| **conseguir un buen trabajo** | to get a good job |
| **buscar un puesto con un buen salario** | look for a job with a good salary |
| **ser empresario** | be an entrepreneur |



© 2026 Bournemouth School • www.bournemouth-school.org

| Ir (to go) | Past tense | |
|---|---|---|
| **fui** | I went | |
| **fuiste** | You went | |
| **fue** | He/she went | |
| **fuimos** | We went | |
| **fuisteis** | You (pl) went | |
| **fueron** | They went | |

| Ir | Future tense | |
|---|---|---|
| iré | I will go | |
| irás | You go | |
| irá | He/she will go | |
| iremos | We will go | |
| iréis | You (pl) will go | |
| irán | They will go | |

| Ir | Conditional tense | |
|---|---|---|
| **iría** | I would go | |
| **irías** | You would go | |
| **iría** | He/She would go | |
| **iríamos** | We would go | |
| **iríais** | You (pl) would go | |
| **irían** | They would go | |

| Useful verbs | | |
|---|---|---|
| **hay** | There is / are | |
| **había** | There was / were | |
| **habría** | There would be | |
| **habrá** | There will be | |
| **tiene** | It has | |
| **tenía** | It had | |
| **tendría** | It would have | |
| **tendrá** | It will have | |

| Ser (to be) – different tenses | | |
|---|---|---|
| **es** | It is | |
| **son** | They are | |
| **fue** | It was | |
| **fueron** | They were | |
| **sería** | It would be | |
| **será** | It will be | |
| **va a ser** | It is going to be | |

| Opinion structures | | |
|---|---|---|
| **Pienso que** | I think that | |
| **Creo que** | I think that | |
| **En mi opinión** | In my opinion | |
| **Diría que** | I would say that | |
| **Según mi amigo** | According to my friend | |
| **Según mis padres** | According to my parents | |
| **Mi mejor amigo dice que** | My best friend says that | |
| **Mis padres dicen que** | My parents say that | |

| Connectives | | |
|---|---|---|
| **porque** | because | |
| **dado que** | given that | |
| **puesto que** | because | |
| **ya que** | because / since | |

| Intensifiers | | |
|---|---|---|
| **muy** | very | |
| **bastante** | quite | |
| **un poco** | a bit | |

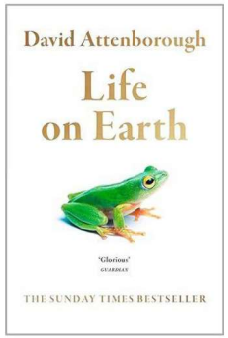
| Negativos | | |
|---|---|---|
| **nada** | nothing | |
| **nadie** | nobody/no one | |
| **ninguno/a/os/as** | no, none, not one | |
| **tampoco** | neither | |
| **ni……ni** | neither …….. nor | |
| **no hay** | there isn't | |
| **nunca** | never | |
| **jamás** | never (strongly) | |

| Impress the examiner | | |
|---|---|---|
| **Cuando era joven** | When I was younger | |
| **Cuando sea mayor** | When I am older | |
| **Me encantaría** | I would love to | |
| **Si fuera posible** | If it were possible | |
| **Si pudiera** | If I could | |
| **Si tuviera más tiempo** | If I had more time | |
| **Me habría gustado pasar más tiempo allí** | I would like to have spent more time there | |

| Pros & cons | | |
|---|---|---|
| **Por un lado** | On one hand | |
| **Por otro lado** | On the other hand | |
| **Una ventaja es que** | An advantage is that | |
| **Otra ventaja es que** | Another advantage is that | |
| **Una desventaja es que** | A disadvantage is that | |
| **Otra desventaja es que** | Another disadvantage is that | |
| **Lo bueno es que** | The good thing is that | |
| **Lo malo es que** | The bad thing is that | |
| **Lo que más me gusta es** | What I like the most is | |
| **Lo que menos me gusta es** | What I like the least is | |
| **Sin embargo** | However | |
| **No obstante** | However | |

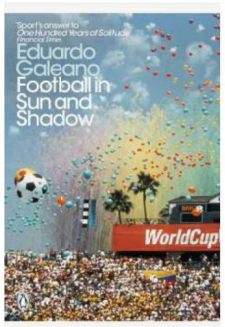


© 2026 Bournemouth School • www.bournemouth-school.org



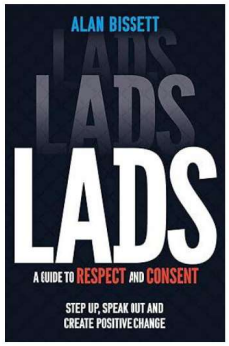

**Life on Earth** by David Attenborough

A new, illustrated edition of Attenborough's iconic *Life On Earth*, with Sir David Attenborough revisiting the original text forty years further on in relation to subsequent developments in science, ecology and photography.



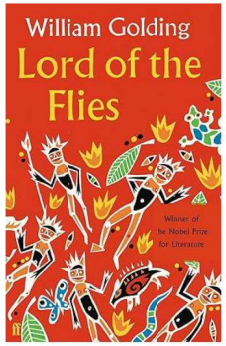

**Football in Sun and Shadow** by Eduardo Galeano

From the origins of football to the World Cup of 2002, Eduardo Galeano looks at some of the more unusual characters and events that the people's game has seen. There are tales of strange superstitions, eccentric goalies and courageous comebacks, and tragedy both on and off the pitch.



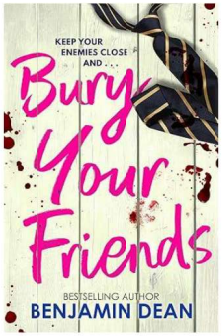

**Lads: A guide to respect and consent** by Alan Bissett

A guide exploring consent, respect, and navigating the tricky terrain of interacting with girls in a way that they can be allies not enemies.



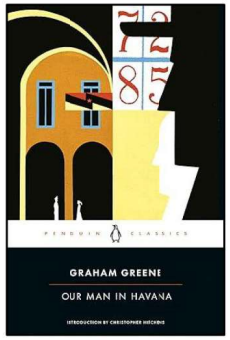

**Lord of the Flies** by William Golding

When a group of schoolboys are stranded on a desert island, what could go wrong? At first it seems as though it is all going to be great fun; but the fun before long becomes furious and life on the island turns into a nightmare of panic and death.



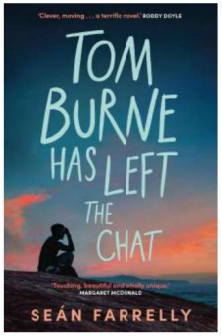

**Bury Your Friends** by Benjamin Dean

Noah and his best friends are finally graduating; to celebrate they're hosting a party weekend at an opulent country estate. Things take a sinister turn when they find themselves in the crosshairs of a killer making one simple demand: every hour, one person must be evicted from the house or someone inside the house will die…



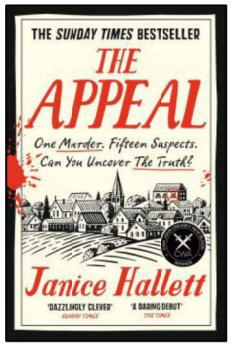

**Our Man in Havana** by Graham Greene

Wormold's daughter had reached an expensive age - so he accepted a mysterious Englishman's offer of extra income. All he has to do is run agents, file reports, and spy. But his fake reports have an alarming tendency to come true.




**Tom Burne Has Left the Chat** by Sean Farrelly

What happens to your phone when you die and who has access to your online legacy? When micro-influencer Tom Burne takes his own life, he leaves behind his phone, its password and a cryptic message that needs decoding. Seventeen-year-old Jamie doesn't intend to take the phone, but once he does, he knows it was meant for him. Can he clear Tom's name?



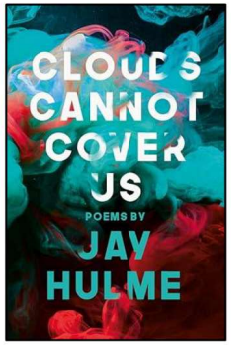

**The Appeal** by Janice Hallett

There is a mystery to solve in the sleepy town of Lower Lockwood. It starts with the arrival of two secretive newcomers, and ends with a tragic death. Roderick Tanner QC has assigned law students Charlotte and Femi to the case. Someone has already been sent to prison for murder, but he suspects that they are innocent. And that far darker secrets have yet to be revealed...



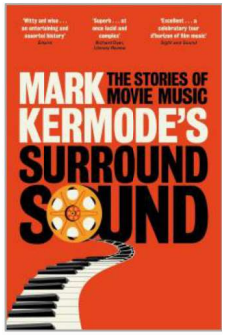
Accessit
Bournemouth School Library Catalogue WebApp
https://uk.accessit.online/brn22/#/landingPage

© 2026 Bournemouth School • www.bournemouth-school.org



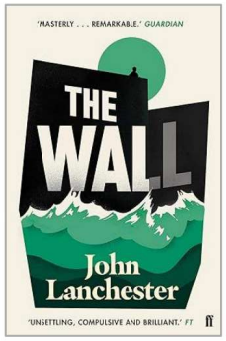

**Clouds Cannot Cover Us** by Jay Hulme

This is Jay Hulme's first published collection of poetry. It showcases his unique voice and form of expression. The poems have been carefully selected to chart Jay's journey from growing up in a working-class family in Leicestershire to his feelings and thoughts about school life and his experience as a transgender teenager.



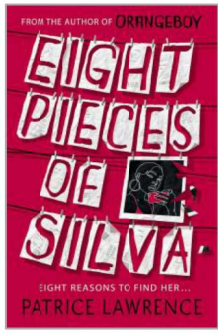

**Mark Kermode's Surround Sound: The Stories of Movie Music** by Mark Kermode

How can a film score make you cheer, shiver, cry or punch the air? How do directors communicate their musical vision to composers? And when does a soundtrack take on a life of its own? Award-winning film critic Mark Kermode and radio producer Jenny Nelson embark on a full-throttle trip down the glorious rabbit hole of film composition to answer these questions and more.



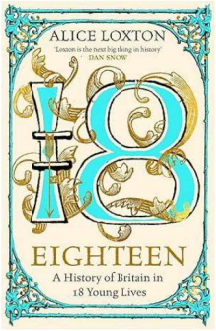

**The Wall** by John Lanchester

Kavanagh begins his life patrolling the Wall. If he's lucky, if nothing goes wrong, he only has two years of this, 729 more nights. Along with the rest of his squad, he will endure cold and fear day after day, night after night. But somewhere, in the dark cave of his mind, he thinks: wouldn't it be interesting if something did happen, if the Others came, if you had to fight for your life?



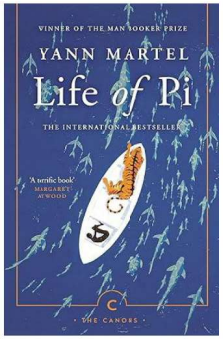

**Eight Pieces of Silva** by Patrice Lawrence

When her stepsister, Silva, disappears Becks ventures into the forbidden territory of Silva's room and finds the first of eight clues that help her discover her sister's secret life. Meanwhile, Silva is on a journey. A journey to make someone love her. He says he doesn't, but he's just joking. All she has to do is persuade him otherwise.



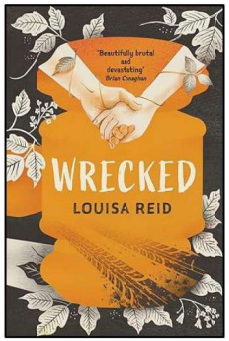

**Eighteen** by Alice Loxton

A new history of Britain, told through 18 figures in British history at the age of 18. What happens if the First World War breaks out while you're at university? How does a young woman born without arms or legs make a living in Georgian London? What turns a rugby-obsessed teenager from a Welsh mining town into Richard Burton?



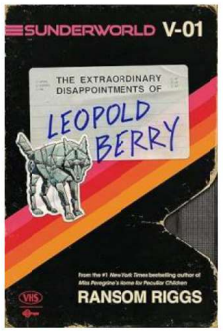

**The Life of Pi** by Yann Martel

Pi lives in Pondicherry, India, where his father owns the city's zoo. The family decides to emigrate to Canada, but tragedy strikes at sea. In the lifeboat are five survivors: Pi, a hyena, a zebra, a female orang-utan and a 450-pound Royal Bengal tiger.




**Wrecked** by Louisa Reid

Joe and Imogen seem like the perfect couple but after accidentally becoming involved in a tragic fatal accident, they become embroiled in a situation out of their control, and Joe and Imogen's relationship becomes slowly unravelled until the truth is out there for all to see ... Structured around a dramatic and tense court case, the reader becomes both judge and jury.




**Sunderworld Vol. 1** by Ranson Riggs

After years of grief-fuelled visions of creatures from his favourite television show, seventeen-year-old Leopold Berry discovers that magic is real, and he might be the chosen one after all.

Accessit
Bournemouth School Library Catalogue WebApp
https://uk.accessit.online/brn22/#/landingPage

© 2026 Bournemouth School • www.bournemouth-school.org

# Timetable

| | 1Mon | 1Tue | 1Wed | 1Thu | 1Fri | 2Mon | 2Tue | 2Wed | 2Thu | 2Fri |
|---|---|---|---|---|---|---|---|---|---|---|
| Reg | | | | | | | | | | |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| Break | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| Reg | | | | | | | | | | |
| Lunch | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |