Name:		Form:	

Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.

Kofi Annan

Year 11 Term 1 Knowledge Organiser Booklet

Contents:

Year 11 Term 1 Knowledge Organiser Booklet

How do I use the Knowledge Organiser booklet for independent home learning?

Every day you should be studying from your Knowledge Organiser (KO) booklet for home learning, as a minimum expectation.

The timetable on page 4 in this KO booklet tells you which subjects you should be studying and on which days. It doesn't matter if you don't have that subject on that day, you just follow the timetable.

Key instructions:
- Produce your home learning in your knowledge organiser exercise book.
- Start a new page for each subject.
- Bring your knowledge organiser booklet and exercise book to school with you every day.
- Your parents/carers should sign completed home learning every evening at the top of each page in your knowledge organiser exercise book.
- Your knowledge organiser exercise book will be checked regularly in form time and in lessons.
- Failure to complete knowledge organiser home learning will result in an after-school detention, where the missed home learning will be caught up.
- You will be regularly quizzed in lessons on knowledge from your knowledge organisers, to support the retention of this key information.

How does Knowledge Organiser home learning work?

The knowledge organiser for each subject contains the foundation knowledge that is required for that topic for that specific part of the year. Your aim is to make sure that by the end of the topic you are able to retain all of the knowledge from each subject knowledge organiser.

For each subject you should follow one of the two methods, and you should do one page of knowledge organiser home learning per subject. You are self-quizzing and self-assessing your knowledge against that in the KO booklet for each subject. **You are not just taking notes or copying out.**

Method 1
- Read the knowledge organiser for about 5 minutes
- Cover the knowledge organiser up
- Write down as much as you can remember in black/blue pen
- Add all that you couldn't remember or any corrections in green pen.

Method 2
- Read the knowledge organiser for about 5 minutes
- Use/write exam style questions
- Answer the questions in black/blue pen
- Correct/improve your answers in green pen

Year 11 Term 1 Knowledge Organiser Booklet

Each day complete one page of your knowledge organiser exercise book to evidence your home learning

Week 1	Subject 1	Subject 2	Signature
Monday	English	Maths	
Tuesday	Science	ICT **or** Comp Sci	
Wednesday	LfL	Option 1	
Thursday	Option 2	Option 3	
Friday	English	Maths	

Week 5	Subject 1	Subject 2	Signature
Monday	English	Maths	
Tuesday	Science	ICT **or** Comp Sci	
Wednesday	LfL	Option 1	
Thursday	Option 2	Option 3	
Friday	English	Maths	

Week 2	Subject 1	Subject 2	Signature
Monday	Science	ICT **or** Comp Sci	
Tuesday	LfL	Option 1	
Wednesday	Option 2	Option 3	
Thursday	English	Maths	
Friday	Science	ICT **or** Comp Sci	

Week 6	Subject 1	Subject 2	Signature
Monday	Science	ICT **or** Comp Sci	
Tuesday	LfL	Option 1	
Wednesday	Option 2	Option 3	
Thursday	English	Maths	
Friday	Science	ICT **or** Comp Sci	

Week 3	Subject 1	Subject 2	Signature
Monday	LfL	Option 1	
Tuesday	Option 2	Option 3	
Wednesday	English	Maths	
Thursday	Science	ICT **or** Comp Sci	
Friday	LfL	Option 1	

Week 7	Subject 1	Subject 2	Signature
Monday	LfL	Option 1	
Tuesday	Option 2	Option 3	
Wednesday	English	Maths	
Thursday	Science	ICT **or** Comp Sci	
Friday	LfL	Option 1	

Week 4	Subject 1	Subject 2	Signature
Monday	Option 2	Option 3	
Tuesday	English	Maths	
Wednesday	Science	ICT **or** Comp Sci	
Thursday	LfL	Option 1	
Friday	Option 2	Option 3	

Week 8	Subject 1	Subject 2	Signature
Monday	Option 2	Option 3	
Tuesday	English	Maths	
Wednesday	Science	ICT **or** Comp Sci	
Thursday	LfL	Option 1	
Friday	Option 2	Option 3	

You are expected to study the subjects shown on your timetable each day.
Each day complete one page of your knowledge organiser exercise book to evidence your home learning

Year 11 Term 1 Knowledge Organiser Booklet

Week 9	Subject 1	Subject 2	Signature
Monday	English	Maths	
Tuesday	Science	ICT **or** Comp Sci	
Wednesday	LfL	Option 1	
Thursday	Option 2	Option 3	
Friday	English	Maths	

Week 13	Subject 1	Subject 2	Signature
Monday	English	Maths	
Tuesday	Science	ICT **or** Comp Sci	
Wednesday	LfL	Option 1	
Thursday	Option 2	Option 3	
Friday	English	Maths	

Week 10	Subject 1	Subject 2	Signature
Monday	Science	ICT **or** Comp Sci	
Tuesday	LfL	Option 1	
Wednesday	Option 2	Option 3	
Thursday	English	Maths	
Friday	Science	ICT **or** Comp Sci	

Week 14	Subject 1	Subject 2	Signature
Monday	Science	ICT **or** Comp Sci	
Tuesday	LfL	Option 1	
Wednesday	Option 2	Option 3	
Thursday	English	Maths	
Friday	Science	ICT **or** Comp Sci	

Week 11	Subject 1	Subject 2	Signature
Monday	LfL	Option 1	
Tuesday	Option 2	Option 3	
Wednesday	English	Maths	
Thursday	Science	ICT **or** Comp Sci	
Friday	LfL	Option 1	

Week 15	Subject 1	Subject 2	Signature
Monday	LfL	Option 1	
Tuesday	Option 2	Option 3	
Wednesday	English	Maths	
Thursday	Science	ICT **or** Comp Sci	
Friday	LfL	Option 1	

Week 12	Subject 1	Subject 2	Signature
Monday	Option 2	Option 3	
Tuesday	English	Maths	
Wednesday	Science	ICT **or** Comp Sci	
Thursday	LfL	Option 1	
Friday	Option 2	Option 3	

Year 11 Term 1 Knowledge Organiser Booklet

Key Quotations
"Oh! But he was a tight-fisted hand at the grindstone, Scrooge…a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster."
"The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas. External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect."
"No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge."
"It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already-- it had not been light all day--and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale."
"He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again."
"'…a few of us are endeavouring to raise a fund to buy the Poor some meat and drink, and means of warmth. We choose this time, because it is a time, of all others, when Want is keenly felt, and Abundance rejoices. What shall I put you down for?' 'Nothing!' Scrooge replied."
"The ancient tower of a church, whose gruff old bell was always peeping slily down at Scrooge out of a Gothic window in the wall, became invisible, and struck the hours and quarters in the clouds, with tremulous vibrations afterwards as if its teeth were chattering in its frozen head up there."
"Foggier yet, and colder. Piercing, searching, biting cold."
The fog and frost so hung about the black old gateway of the house, that it seemed as if the Genius of the Weather sat in mournful meditation on the threshold.
'If he wanted to keep them after he was dead, a wicked old screw,' pursued the woman, 'why wasn't he natural in his lifetime? If he had been, he'd have had somebody to look after him when he was struck with Death, instead of lying gasping out his last there, alone by himself.'
"…as I hope to live to be another man from what I was, I am prepared to bear you company, and do it with a thankful heart."

Key Quotations
"Marley's face. It was not in impenetrable shadow as the other objects in the yard were, but had a dismal light about it, like a bad lobster in a dark cellar. It was not angry or ferocious, but looked at Scrooge as Marley used to look: with ghostly spectacles turned up on its ghostly forehead. The hair was curiously stirred, as if by breath or hot air; and, though the eyes were wide open, they were perfectly motionless. That, and its livid colour, made it horrible; but its horror seemed to be in spite of the face and beyond its control, rather than a part of its own expression."
"Darkness is cheap, and Scrooge liked it."
"The chain he drew was clasped about his middle. It was long, and wound about him like a tail; and it was made (for Scrooge observed it closely) of cash-boxes, keys, padlocks, ledgers, deeds, and heavy purses wrought in steel."
"Old Fezziwig…rubbed his hands; adjusted his capacious waistcoat; laughed all over himself, from his shoes to his organ of benevolence; and called out in a comfortable, oily, rich, fat, jovial voice:"
"It was a strange figure-like a child: yet not so like a child as like an old man, viewed through some supernatural medium, which gave him the appearance of having receded from the view, and being diminished to a child's proportions."
"'Why did I walk through crowds of fellow-beings with my eyes turned down, and never raise them to that blessed Star which led the Wise Men to a poor abode! Were there no poor homes to which its light would have conducted me!'"
"The school is not quite deserted,' said the Ghost. 'A solitary child, neglected by his friends, is left there still.' Scrooge said he knew it. And he sobbed"
"In easy state upon this couch, there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge, as he came peeping round the door."
"The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery."
"in the busy thoroughfares of a city, where shadowy passengers passed and repassed; where shadowy carts and coaches battled for the way, and all the strife and tumult of a real city were."
"There was an eager, greedy, restless motion in the eye, which showed the passion that had taken root, and where the shadow of the growing tree would fall."
"the relentless Ghost pinioned him in both his arms, and forced him to observe what happened next."
"…though Scrooge pressed it down with all his force, he could not hide the light: which streamed from under it, in an unbroken flood upon the ground."

Year 11 Term 1 Knowledge Organiser Booklet

Important Exam Information
- Paper 1 Section B
- Extract question - No choice of question 45 minutes

Key Themes (AO1):
- Christmas Spirit
- Redemption
- Poverty
- Social responsibility
- Supernatural
- Family
- Loneliness and isolation Time
- Education

'A Christmas Carol' Knowledge Organiser

Tips for use: create mind maps, flash cards, ask someone to test you, look, cover, write, check

Characters (AO1):

1. Ebenezer Scrooge:
Miserly, mean, bitter, materialistic, indifferent, unsympathetic, indifferent, cold, selfish, isolated, cynical, charitable, value driven, generous, happy, sociable, t ransformed.

2. Marley's Ghost:
Materialistic, self-centred, terrifying, haunting, exhausted, direct, reformed, regretful, hopeful, selfless, wise.

3. Bob Cratchit:
Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, pleasurable, good humoured, playful, caring, tender, cheerful, loving, forgiving.

4. Fred: Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined, generous, forgiving, jovial, enthusiastic, caring

5. Ghost of Christmas Past: Contradictory, strong, gentle, quiet, forceful, questioning, mysterious

6. Ghost of Christmas Present: Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic

7. Ghost of Christmas Future : Mysterious, silent, ominous, intimidating, frightening, resolute

8. Tiny Tim: Frail, ill, good, religious

Key Quotations (AO1):

Stave One
'He was as tight-fisted as a grind stone' - about Scrooge 'His face was ruddy and handsome, his eyes sparkled' -Fred (presented as the opposite to Scrooge)
'I wear the chain I forged in life' Ghost of Marley

Stave Two
'It wore a tunic of the purest white... from the crown of its head there sprung a bright clear jet of light' Ghost of Christmas Past
'A lonely boy was sat reading near a feeble fire' Scrooge as a young boy
'' Your lip is trembling,' said the Ghost, 'And what is that upon your cheek?' first sign of emotion from Scrooge

Stave Three
'There sat a jolly Giant, who wore a glowing torch.it was clothed in one simple green robe' - Ghost of Christmas Present
'God bless us everyone!' Tiny Tim's positive attitude 'Tell me Tiny Tim will live.' - Scrooge showing compassion.

Stave Four
'The phantom slowly, gravely, silently approached' Ghost of Christmas Yet to Come
'I fear you more than any spectre I have seen' - Scrooge 'Tell me I may sponge away the writing on this stone!' -Scrooge desperate to change his ways 'I will honour Christmas in my heart' - Scrooge

Stave Five
'I'll raise your salary Bob and endeavour to assist your struggling family' - Scrooge changing his ways.
'to Tiny Tim, who did NOT die, he [Scrooge] was a second father' - Scrooge changing his ways 'Wonderful party, wonderful games, wonderful unanimity, won der ful happiness!' repetition shows Scrooge's joy at the end.

Sentence starters:

Point (AO1): Use the words from the question and include a method used by the writer.

Evidence (AO1): For example: This is seen when '...'

Analysis (AO2): This word/method '...' implies/suggests...
It makes us realise/think/feel/imagine...
Furthermore, the word '...' is crucial because.

Link (AO3): This could represent/symbolise the . in society/it may represent Dickens view that.

Context (AO3):

Dickens' Life
1. Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family.
2. His Father was imprisoned for debt leading to poverty for the family.
3. Dickens was put to work at Warren's Blacking Factory.
4. Dickens found employment as an office boy in an attorney's office.

5. A Christmas Carol was written in 1843 **Industrial Revolution**

1. From 1780 factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune.
2. Transition from traditional farming methods to machinery led to Industrial revolution.
3. People flocked from the countryside to the cities. London's population between 1800 and 1900 from 1 million to 6 million people. This led to over crowding and hunger, disease and crime. There were no proper drainage / sewage systems.
Many families had to share one tap / toilet. Children suffered the most and were exploited by factory owners who forced them to work long hours in dangerous conditions.

Charity
1. Industrial revolution led to a gap between the rich and poor with many struggling to survive relying on the generosity of those better off than themselves.
2. Some philanthropists were keen to enhance the lives of the workers. Cadburys tried to provide quality homes and improve lifestyles of workers at their factory in Bournville.

Education
1. Dickens believed strongly in the importance of education.
2. As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts.
3. In 1840s, she & Dickens became involved in the Ragged Schools. The aim was to provide poor children with basic education.
4. Dickens believed that it is through education that one can leave poverty.

Religion
1. Christianity held a strong influence in Victorian Britain, especially amongst the middle / upper classes.
2. Good Christians believed in a strict moral code - attending church regularly, avoiding alcohol and exercise sexual restraint.
3. Dicken's view on Christianity was different. He believed that to be a good Christian people should seek out opportunities to do good deeds for other people.
4. Sabbatarianism when people spent Sunday going to church and resting. Dickens was opposed to this because it meant that the working poor were denied enjoyment on their one day off.
5. Poorer people didn't have ovens at home so often food cooked by bakers. Sabbatarianism meant that many people couldn't get a hot meal on Sundays because the bakers were shut.

Plot (AO1):

Preface: Charles Dickens write a note to his readers to explain that he wants to introduce an entertaining idea to them.

Stave One
1. Introduced to Ebenezer Scrooge on Christmas Eve. He is a lonely miser obsessed with money. He won't pay to heat the office properly - meaning Bob Cratchit is very cold.
2. We learn Jacob Marley, Scrooge's business partner, died exactly 7 years earlier.
3. Scrooge is irritated that Christmas Day seems to be interrupting his business.
4. Scrooge is visited by his nephew Fred, who invites his uncle to Christmas dinner. Scrooge refuses.
5. Scrooge is visited by two charity workers, asking for donations. Scrooge refuses and exclaims he wants to be left alone.
6. Scrooge allows Bob to have Christmas Day off.
7. Scrooge, when he is home, is visited by the Ghost of Jacob Marley - warning him he will be visited by three more ghosts to help him change his ways.

Stave Two
1. Scrooge is visited by the Ghost of Christmas Past who takes him to witness his past.
2. Scrooge is taken first to his schoolboy years and he is reminded how his friends would go home from Christmas while he was left at school.
3. We see him with his sister, who one year took him home for the holidays.
4. Next we are shown Scrooge as a young apprentice, working for Fezziwig. Dickens describes the Christmas ball Fezziwig organised for his employees.
5. Finally, Scrooge is taken to see his ex fiancee, Belle. We see the scene when they break up, as money has taken over Scrooge's life.
6. Scrooge cannot bear to see any more and struggles with the spirit.

Stave Three
1. Scrooge is then visited by the Ghost of Christmas Present.
2. The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge asked if Tiny Tim will life. The spirit explain unless there are changes, he will die. The spirit reminds Scrooge of his earlier words: 'If he is to die, he had better do it, and decrease the surplus population'
3. Scrooge is then taken to see how others celebrate Christmas: miners, lighthouse workers, sailors on a ship.
4. He is then taken to Fred's house at Christmas, where they are playing games.
5. The spirit then begins to age, and see under the spirit's robes two children: Want and Ignorance.
6. The Ghost of Christmas Future then appears.

Stave Four
1. The Ghost of Christmas Future is described.
2. The spirit takes Scrooge to see a group of businessmen discussing someone who has died.
3. Scrooge is then taken to see Old Joe, where he is in the process of buying property of the dead man - which have been stolen.
4. Scrooge then returns to Bob Cratchit's house, where it is revealed Tiny Tim has died.
5. Scrooge is then taken to the graveyard and is shown a grave stone and realises this is for him.
6. Scrooge falls to his knees and begs that he will change his ways.

Stave Five
1. Scrooge wakes up in his own bed.
2. Scrooge wonders how much time has passed and calls to a boy. He then sends the boy to the poulterer for the prize turkey to give to Bob Cratchit,
3. Scrooge meets one of the charity collectors from earlier and whispers to him that he will give a large donation.
4. Scrooge then goes to Fred's house and is welcomed in. He enjoys the dinner and party.
5. On Boxing Day, Scrooge arrives early to work, and plays a trick on Bob. Scrooge then tells him he is going to raise his salary and promises to help Bob's struggling family.
6. Scrooge is described to have completely changed and becomes a 'second father' to Tiny Tim - 'who did not die.'

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<u>PENKETH HIGH SCHOOL   ENGLISH DEPARTMENT   'Romeo & Juliet' Knowledge Organiser</u>

ACT 1 - In Italy two noble families, the Montagues and Capulets, have much bad blood between them. Romeo, son of old Montague, is in love with Rosaline, who does not reciprocate his love. As a result, Romeo is sorrowful. To cure him of his love, his friend Benvolio persuades him to attend a masked ball at the Capulets, where he could encounter other beauties and forget Rosaline. At the ball, Romeo is attracted by a girl who he learns is Juliet; daughter of the Capulets. They seal their love with a kiss.

ACT 2 - Romeo lingers in Capulet's garden, standing in the orchard beneath Juliet's balcony. He sees Juliet leaning over the railing, hears her calling out his name, and wishes that he were not a Montague. He reveals his presence, and they resolve, after an ardent love scene, to be married secretly.

ACT 3 - Tybalt encounters Romeo returning from Friar Lawrence's cell. Romeo, softened by his newfound love and his marriage to Juliet, refuses to be drawn into a quarrel with Tybalt, now his kinsman by marriage. Mercutio grapples with Tybalt and is killed. Aroused to fury by the death of his friend, Romeo fights with Tybalt and kills him and takes shelter in the Friar's cell.

ACT 4 - In despair, Juliet seeks Friar Lawrence's advice. He gives her a sleeping potion, which for a time will cause her to appear dead. Thus, on the day of her supposed marriage to Paris, she will be carried to the family vault. By the time she awakens, Romeo will be summoned from Mantua (where he has been whilst exiled), he will arrive at the vault to take her away, back to Mantua.

ACT 5 - The Friar's letter fails to reach Romeo. When he hears of Juliet's death Romeo procures a deadly poison from an apothecary and secretly returns to Verona to say his last farewell to his deceased wife and die by her side. At Juliet's side, Romeo drinks the poison and dies. When Juliet awakens from her deep sleep, she realises Romeo's error and kills herself with his dagger. The Capulets and Montague decide to reconcile as a result of the deaths of their children.

CHARACTERS

Romeo Montague - Intense, intelligent, quick witted, and loved by his friends. In love with Rosaline, unrequited by her, shows his sensitive side. Quickly falls deeply in love with Juliet

Juliet Capulet - Naïve and sheltered at the beginning, develops into a woman with strength. Grounded.

The Nurse - Juliet's best friend and confidante, and in many ways is more her mother than Lady Capulet is.

Lady Capulet - Romeo's mother. Concerned about Romeo's state of mind early on in the play.

Lord Capulet - Romeo's father

Benvolio - Romeo's cousin, less quick witted than Romeo and Mercutio, tries to keep the peace.

Mercutio - Romeo's close friend. Wild, playful and sarcastic

Friar Lawrence - A Franciscan monk and a friend to both Romeo and Juliet.

Tybalt - Juliet's cousin. A hothead consumed by issues of family honour. Hates the Montagues.

Prince Escalus - Leader of Verona, concerned with keeping order between the warring families.

CONTEXT

Courtly Love: a medieval tradition of love between a knight and an unattainable noblewoman common in European literature of the time. The love of the knight for his lady was regarded as an overwhelming passion and the relationship was typically one sided.
Duelling and the concept of honour: Honour was hugely important at the time, and maintaining the honour of your family name was crucial. If you were challenged to a duel and you refused, you would be deemed a coward, thus damaging your honour and the status of your family.
The role of women in a patriarchal society: Elizabethan England was a society controlled by men. Women were seen as the weaker sex and were expected to be ruled over by men. Women needed to be meek and mild, and most importantly, obedient to their fathers and later their husbands.
Arranged marriages: Marriages amongst the wealthy were arranged by parents, and were not about love. Mostly the marriages were arranged for the purposes of status and power, and improving the social standings of families.
The Catholic setting of the play: The play is set in Italy which is a Catholic country. Religion was extremely important, and marriage vows were sacred – once made, they could not be broken.
The Globe Theatre: had different areas for those of all social backgrounds. The theatre was the main form of entertainment for all people. Plays were performed during the day (open air) and heckling was common.

THEMES & MOTIFS

Time - Time drags for Romeo at first, but then changes to rapid movement. This has been considered unrealistic, but also menacing, as it forces the lovers to behave irrationally.

Light – Romeo often compares Juliet to light and she then uses imagery of light to describe him and their mutual love. Dark / night is also referenced as another motif.

Marriage - Not shown as a good institution in the play; the marriages of the Capulets and Montagues are socially approved, but they lack a soul. The union of Romeo and Juliet is authentic and yet condemned. Moreover, the political motive behind Friar Lawrence's approval of Romeo and Juliet's marriage highlights that in the Shakespearean era, marriage was seen as a means to ensure political strength.

Patriarchy - Most of the significant decisions are made by the men; Lady Capulet and Lady Montague's views are not important. Lord Capulet selects Paris as his daughter's future husband, then forces Juliet to abide by his decision. In the feud between Lord Capulet and Lord Montague their wives don't seem to harbour any ill-will toward each other, yet the two Lords force their families to support them in their pointless dispute and keep up their enmity against each other.

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Individual versus Society - Because of their forbidden love, Romeo and Juliet are forced into conflict with the social world around them: family and the placement of familial power in the father, law and the desire for public order, friends, political authority, and even religion. The lovers' struggle against public and social institutions that either explicitly or implicitly oppose the existence of their love. The importance of honour, for example, time and again results in brawls that disturb the public peace.

Destiny & Fate - We know from the first lines of The Chorus what the outcome of the play will be. It states that Romeo and Juliet are "star-crossed"— the two lovers were destined to die from the beginning. No matter what the lovers do, what plans they make, or how much they love each other no one escapes the inevitability of Fate. The power of fate governs the end of the play. Friar John's inability to deliver the letter to Romeo on time was inescapable fate and a deadly blow. The letter would have informed Romeo that Juliet was alive. It is the most fatalistic moment in the play that drives Romeo to commit suicide

Conflict - The two families have been taught to hate each other, and this hatred impacts on the family members and the citizens of Verona. The citizens of Verona are unwillingly a part of the conflict as they witness the ongoing battles between the two families - battles which often result in death. Juliet's inner conflict when she discovers Romeo is a Montague. Conflict between Tybalt & Romeo and between Juliet & her Father.

Death. Death serves as the tragic resolution of various conflicts. For instance, Romeo's conflict with Tybalt ends with the latter's death. Moreover, the two young lovers' conflict with the hostile social conformity ends with their untimely deaths. These tragic losses make the entire play as if it is only a play of deaths

Violence /Hate /Revenge /Tragedy The theme of violence also plays a significant role in the play. Usually, blind passion, hatred and desperation are some instances of violence given throughout "Romeo and Juliet". Tybalt kills Mercutio though it was not intentional. In order to avenge Mercutio's death and in a moment of desperation, Romeo kills Tybalt and Paris. Both murders are classic examples of violence. The blind love of Romeo and Juliet that motivate them to commit suicide is another example. These examples show that violence has a vital role in this tragedy.

Youth VS Age - The ideological divide between the younger and the older generation is also a repetitive theme underlying the play. The impulsivity and youthful exuberance of Romeo, Juliet, Mercutio, and Paris serve as a strong contrast to calculating, the political foresight of Lord Capulet, Lord Montague, and Friar Lawrence. The tragedy of the play is in the fact that both the older and younger generations are unwilling to compromise and end the disagreement for good. They are not willing to resolve their pointless dispute.

Love - Courtly love, Romantic Love, Filial / Familial Love - The love Romeo and Juliet share is beautiful and passionate. It is pure, exhilarating, and transformative, and they are willing to give everything to it. But it is also chaotic and destructive, bringing death to friends, family, and to themselves. The play portrays the chaos and passion of being in love, combining images of love, violence, death, religion, and family in an impressionistic rush leading to the play's tragic conclusion.

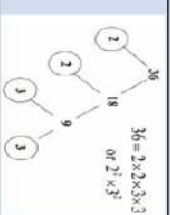**KEY VOCABULARY**   patriarchy   romantic   rivalry   detachment   feud   unrequited   subservient   rebellious   idealistic   conformist   uncompromising
traditional   rivalry   progressive   disobedience   obedience   dowry   bawdy humour

LANGUAGE & STRUCTURE

Verb	A word to describe an action or state
Adverb	A word used to describe a verb or an adjective
Adjective	A word used to describe a noun
Noun	The name of a person, place or object
Simile	a figure of speech involving the comparison of one thing with another
Metaphor	Describing something as something else for effect
Personification	Giving an object human qualities
Alliteration	Words within the same sentence starting with the same letter or sound.
Oxymoron	**Oxymoron** is a figure of speech in which two opposite ideas are joined
Sonnet	fixed verse form of Italian origin consisting of 14 lines
Imagery	to use **figurative language** to represent objects, actions and ideas in such a way that it appeals to our physical senses

Sibilance	a literary device where strongly stressed consonants are created deliberately
Dramatic Irony	occurs in a piece of literature when the audience knows something that some characters in the narrative do not.
Symbolism	the use of symbols to express or represent ideas or qualities in literature
Rhyme	a piece of poetry. correspondence in the sounds of two or more lines
Monologue	A dramatic speech by a single actor. a long utterance by one person
Juxtaposition	a literary technique in which two or more ideas, places, characters and their actions are placed side by side in a narrative or a poem for the purpose of developing comparisons and contrasts.
Foreshadowing	a literary device in which a writer gives an advance hint of what is to come later in the story
Soliloquy	a speech in a drama in which a character tells the audience how he feels by talking to himself.
Prologue	is an opening of a story that establishes the setting and gives background details.

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Number

Topic/Skill	Definition/Tips	Example
Integer	A whole number that can be positive, negative or zero.	$-3, 0, 92$
Sum	To find the total, or sum, of two or more numbers means add the numbers together 'add', 'plus', 'sum'	$3 + 2 + 7 = 12$
Difference	To find the difference between two numbers means subtract one number from the other	$10 - 3 = 7$
Product	To find the product of two numbers means you multiply them.	$3 \times 6 = 18$
BIDMAS	An acronym for the order you should do calculations in. BIDMAS stands for 'Brackets, Indices, Division, Multiplication, Addition and Subtraction'. Indices are also known as 'powers' or 'orders'. With strings of division and multiplication, or strings of addition and subtraction, and no brackets, work from left to right.	$6 + 3 \times 5 = 21$, not 45; $5^2 = 25$, where the 2 is the index/power. $12 \div 4 \div 2 = 1.5$, not 6
Terminating decimal	A decimal number that has that has an end.	$0.78, 12.056$
Recurring Decimal	A decimal number that has digits that repeat forever. The part that repeats is usually shown by placing a dot above the digit that repeats, or dots over the first and last digit of the repeating pattern.	$\frac{1}{3} = 0.333\ldots = 0.\dot{3}$ $\frac{1}{7} = 0.142857142857\ldots = 0.\dot{1}4285\dot{7}$ $\frac{77}{600} = 0.128333\ldots = 0.128\dot{3}$
Multiple	The result of multiplying a number by an integer. The times tables of a number.	The first five multiples of 7 are: $7, 14, 21, 28, 35$
Factor	A number that divides exactly into another number without a remainder. It is useful to write 'factors in pairs'	The factors of 18 are: $1, 2, 3, 6, 9, 18$ The factor pairs of 18 are: $1, 18$; $2, 9$; $3, 6$
Lowest Common Multiple (LCM)	The smallest number that is in the times tables of each of the numbers given.	The LCM of 3, 4 and 5 is 60 because it is the smallest number in the 3, 4 and 5 times tables.

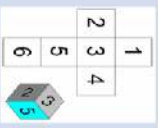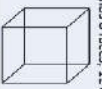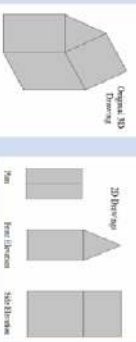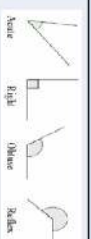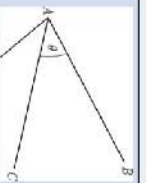| Topic/Skill	Definition/Tips	Example
Highest Common Factor (HCF)	The biggest number that divides exactly into two or more numbers.	The HCF of 6 and 9 is 3 because it is the biggest number that divides into 6 and 9 exactly.
Prime Number	A number with exactly two factors. A number that can only be divided by itself and one. The number 1 is not prime, as it only has one factor, not two.	The first ten prime numbers are: $2, 3, 5, 7, 11, 13, 17, 19, 23, 29$
Product of Prime Factors	Finding out which prime numbers multiply together to make the original number. Use a prime factor tree. Also known as 'prime factorisation'.	[prime factor tree for 36] $36 = 2 \times 2 \times 3 \times 3$ or $2^2 \times 3^2$
Significant Figure	The significant figures of a number are the digits which carry meaning (i.e. are significant) to the size of the number. The first significant figure of a number cannot be zero. In a number with a decimal, trailing zeros are not significant.	In the number 0.00821, the first significant figure is the 8. In the number 2,740, the 0 is not significant figure. 0.00821 rounded to 2 significant figures is 0.0082. 19357 rounded to 3 significant figures is 19400. We need to include the two zeros at the end to keep the digits in the same place value columns.
Truncation	A method of approximating a decimal number by dropping all decimal places past a certain point without rounding.	3.14159265... can be truncated to 3.1415 (note that if it had been rounded, it would become 3.1416)
Error Interval	A range of values that a number could have taken before being rounded or truncated. An error interval is written using inequalities, with a lower bound and an upper bound. Note that the lower bound inequality can be 'equal to', but the upper bound cannot be 'equal to'.	0.6 has been rounded to 1 decimal place. The error intervals is: $0.55 \leq x < 0.65$ The lower bound is 0.55 The upper bound is 0.65
Estimate	To find something close to the correct answer.	An estimate for the height of a man is 1.8 metres.
Approximation	When using approximations to estimate the solution to a calculation, round each number in the calculation to 1 significant figure.	$\frac{343 + 692}{0.526} \approx \frac{300 + 700}{0.5} = 2000$ *Note that dividing by 0.5 is the same as multiplying by 2' $\approx$ means 'approximately equal to'

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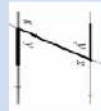
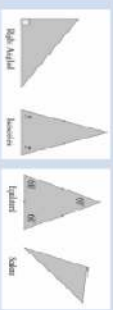| Topic/Skill	Definition/Tips	Example
Square Number	The number you get when you multiply a number by itself.	$1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225...$ $9^2 = 9 \times 9 = 81$
Square Root	The number you multiply by itself to get another number. The reverse process of squaring a number.	$\sqrt{36} = 6$ because $6 \times 6 = 36$
Cube Number	The number you get when you multiply a number by itself and itself again.	$1, 8, 27, 64, 125...$ $2^3 = 2 \times 2 \times 2 = 8$
Cube Root	The number you multiply by itself and itself again to get another number. The reverse process of cubing a number.	$\sqrt[3]{125} = 5$ because $5 \times 5 \times 5 = 125$
Multiplication Index Law	When multiplying with the same base (number or letter), add the powers.	$a^m \times a^n = a^{m+n}$ $7^5 \times 7^3 = 7^8$ $a^{12} \times a = a^{13}$ $4x^5 \times 2x^8 = 8x^{13}$
Division Index Law	When dividing with the same base (number or letter), subtract the powers.	$a^m \div a^n = a^{m-n}$ $15^7 \div 15^4 = 15^3$ $x^9 \div x^2 = x^7$ $20a^{11} \div 5a^3 = 4a^8$
Brackets Index Laws	When raising a power to another power, multiply the powers together.	$(a^m)^n = a^{mn}$ $(y^2)^5 = y^{10}$ $(6^3)^4 = 6^{12}$ $(5x^6)^3 = 125x^{18}$
Notable Powers	$p^1 = p^1$ $p^0 = 1$	$9999^0 = 1$
Negative Powers	A negative power performs the reciprocal.	$a^{-m} = \dfrac{1}{a^m}$ $3^{-2} = \dfrac{1}{3^2} = \dfrac{1}{9}$
Standard Form	$A \times 10^b$ where $1 \le A < 10, \quad b - integer$	$8400 = 8.4 \times 10^3$ $0.00036 = 3.6 \times 10^{-4}$
HIGHER ONLY Fractional Powers	The numerator of a fractional power acts as a normal power. The denominator of a fractional power acts as a 'root'.	$a^{\frac{m}{n}} = \left(\sqrt[n]{a}\right)^m$ $27^{\frac{2}{3}} = \left(\sqrt[3]{27}\right)^2 = 3^2 = 9$ $\left(\frac{25}{16}\right)^{\frac{1}{2}} = \left(\frac{\sqrt{25}}{\sqrt{16}}\right) = \left(\frac{5}{4}\right)^3 = \frac{125}{64}$

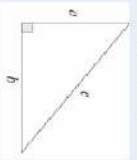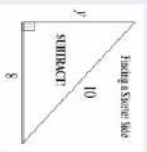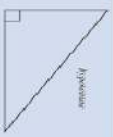| Topic/Skill	Definition/Tips	Example
Standard Form	$A \times 10^b$ where $1 \le A < 10, \quad b - integer$	$8400 = 8.4 \times 10^3$ $0.00036 = 3.6 \times 10^{-4}$
HIGHER ONLY Rational Number	A number of the form $\frac{p}{q}$ where **p and q are integers** and $q \ne 0$. A number that cannot be written in this form is called an 'irrational' number.	$\frac{4}{9}, 6, -\frac{1}{3}, \sqrt{25}$ are examples of rational numbers. $\pi, \sqrt{2}$ are examples of an irrational numbers.
HIGHER ONLY Surd	The irrational **number** that is a root of a **positive integer**, whose value cannot be determined exactly.	$\sqrt{2}$ is a surd because it is a root which cannot be determined exactly.
HIGHER ONLY Rules of Surds	Surds have infinite non-recurring decimals.	$\sqrt{2} = 1.4142135...$ which never repeats. $\sqrt{ab} = \sqrt{a} \times \sqrt{b}$ $\dfrac{\sqrt{a}}{\sqrt{b}} = \sqrt{\dfrac{a}{b}}$ $a\sqrt{c} \pm b\sqrt{c} = (a \pm b)\sqrt{c}$ $\sqrt{a} \times \sqrt{a} = a$ $\sqrt{18} = \sqrt{16 \times \sqrt{3}} = \sqrt{16} \times \sqrt{3} = 4\sqrt{3}$ $\dfrac{\sqrt{3}}{\sqrt{2}} = \dfrac{\sqrt{3} \times \sqrt{2}}{\sqrt{2} \times \sqrt{2}} = \dfrac{\sqrt{6}}{2}$ $\sqrt{\dfrac{25}{36}} = \dfrac{\sqrt{25}}{\sqrt{36}} = \dfrac{5}{6}$ $2\sqrt{5} + 7\sqrt{5} = 9\sqrt{5}$ $\sqrt{7} \times \sqrt{7} = 7$
HIGHER ONLY Rationalise a Denominator	The process of rewriting a fraction so that the **denominator** contains only **rational** numbers.	$\dfrac{6}{3+\sqrt{7}} = \dfrac{6(3-\sqrt{7})}{(3+\sqrt{7})(3-\sqrt{7})} = \dfrac{18-6\sqrt{7}}{9-7} = \dfrac{18-6\sqrt{7}}{2} = 9 - 3\sqrt{7}$

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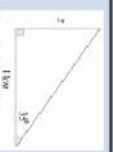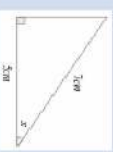
Shape

Topic/Skill	Definition/Tips	Example
Net	A pattern that you can cut and fold to make a model of a 3D shape.	A cube has 6 faces, 12 edges and 8 vertices.
Properties of Solids	Faces = flat surfaces Edges = sides/lengths Vertices= corners	
Plans and Elevations	This takes 3D drawings and produces 2D drawings. Plan View: from above Side Elevation: from the side Front Elevation: from the front	
Types of Angles	Acute angles are less than 90°. Right angles are exactly 90°. Obtuse angles are greater than 90° but less than 180°. Reflex angles are greater than 180° but less than 360°.	
Angle Notation	Can use one lower-case letters, eg. θ or x Can use three upper-case letters, eg. $H\hat{A}C$.	
Angles at a Point	Angles around a point add up to 360°. $a+b+c+d=360°$	
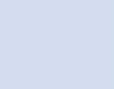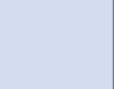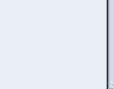
Topic/Skill	Definition/Tips	Example
Angles on a Straight Line	Angles around a point on a straight line add up to 180°.	
Opposite Angles	Vertically/opposite angles are equal.	$x+y=180°$
Alternate Angles	Alternate angles are equal. They look like Z angles, but never say this in the exam.	
Corresponding Angles	Corresponding angles are equal. They look like F angles, but never say this in the exam.	
Co-Interior Angles	Co-interior angles add up to 180°. They look like C angles, but never say this in the exam.	
Angles in a Triangle	Angles in a triangle add up to 180°.	
Types of Triangles	Right Angle Triangles have a 90° angle in. Isosceles Triangles have 2 equal sides and 2 equal base angles Equilateral Triangles have 3 equal sides and 3 equal angles (60°). Scalene Triangles have different sides and different angles.	
Angles in a Triangle	Base angles in an isosceles triangle are equal.	
Angles in a Quadrilateral	Angles in a quadrilateral add up to 360°.	
Polygon	A 2D shape with only straight edges.	

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Trigonometry
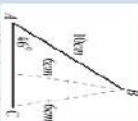
Topic/Skill	Definition/Tips	Example
Regular	A shape is regular if all the sides and all the angles are equal.	
Names of Polygons	3-sided = **Triangle** 4-sided = **Quadrilateral** 5-sided = **Pentagon** 6-sided = **Hexagon** 7-sided = **Heptagon/Septagon** 8-sided = **Octagon** 9-sided = **Nonagon** 10-sided = **Decagon**	
Sum of Interior Angles	$(n-2) \times 180$ where n is the number of sides.	Sum of Interior Angles in a Decagon = $(10-2) \times 180 = 1440°$
Size of Interior Angle in a Regular Polygon	You can also use the formula: $$\frac{(n-2) \times 180}{n}$$	Size of Interior Angle in a Regular Pentagon = $$\frac{(5-2) \times 180}{5} = 108°$$
Size of Exterior Angle in a Regular Polygon	You can also use the formula: $$\frac{360}{n}$$ $$180 - Size\ of\ Interior\ Angle$$	Size of Exterior Angle in a Regular Octagon = $$\frac{360}{8} = 45°$$
Pythagoras' Theorem	For any right angled triangle: $$a^2 + b^2 = c^2$$ Used to find missing lengths. a and b are the shorter sides, c is the hypotenuse (longest side).	Finding a Shorter Side: SUBTRACT, 10, 8, y $a = y, b = 8, c = 10$ $a^2 = c^2 - b^2$ $y^2 = 100 - 64$ $y^2 = 36$ $y = 6$
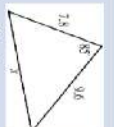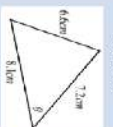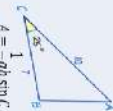
Topic/Skill	Definition/Tips	Example
Trigonometry	The study of **triangles**.	
Hypotenuse	The longest side of a **right-angled triangle**. Is always opposite the right angle.	Hypotenuse
Adjacent	**Next to**	Use SOHCAHTOA. Opposite / Adjacent / Hypotenuse
Trigonometric Formulae	Use SOHCAHTOA. $$\sin\theta = \frac{O}{H}$$ $$\cos\theta = \frac{A}{H}$$ $$\tan\theta = \frac{O}{A}$$ When finding a missing angle, use the 'inverse' trigonometric function by pressing the 'shift' button on the calculator.	Use 'Opposite' and 'Adjacent', so use 'tan'. $$\tan 35 = \frac{x}{11}$$ $$x = 11\tan 35 = 7.70cm$$ Use 'Adjacent' and 'Hypotenuse', so use 'cos' $$\cos x = \frac{5}{7}$$ $$x = \cos^{-1}\left(\frac{5}{7}\right) = 44.4°$$

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Topic/Skill	Definition/Tips	Example
HIGHER ONLY Circle Theorem 1	Angles in a semi-circle have a right angle at the circumference.	$y = 90°$ $x = 180 - 90 - 38 = 52°$
HIGHER ONLY Circle Theorem 2	Opposite angles in a cyclic quadrilateral add up to 180°.	$x = 180 - 83 = 97°$ $y = 180 - 92 = 88°$
HIGHER ONLY Circle Theorem 3	The angle at the centre is twice the angle at the circumference.	$x = 104 \div 2 = 52°$
HIGHER ONLY Circle Theorem 4	Angles in the same segment are equal.	$x = 42°$ $y = 31°$
HIGHER ONLY Circle Theorem 5	A tangent is perpendicular to the radius at the point of contact.	$x = 90°$
HIGHER ONLY Circle Theorem 5	Tangents from an external point are equal in length.	$y = 5cm$ (Pythagoras' Theorem)

Topic/Skill	Definition/Tips	Example
HIGHER ONLY Circle Theorem 7	Alternate Segment Theorem	$x = 52°$ $y = 38°$
HIGHER ONLY Sine Rule	Use with non right angle triangles. Use when the question involves 2 sides and 2 angles. For missing side: $$\frac{a}{\sin A} = \frac{b}{\sin B}$$ For missing angle: $$\frac{\sin A}{a} = \frac{\sin B}{b}$$ There is an **ambiguous** case (where there are two potential answers). To find the two angles, use sine to find one, and then **subtract your answer from 180** to find the other answer.	$$x = \frac{5.2 \times \sin 85}{\sin 46} = 3.75cm$$ $$\frac{x}{\sin 85} = \frac{5.2}{\sin 46}$$ $$\frac{\sin\theta}{1.9} = \frac{\sin 85}{2.4}$$ $$\sin\theta = \frac{1.9 \times \sin 85}{2.4} = 0.789$$ $$\theta = \sin^{-1}(0.789) = 52.1°$$
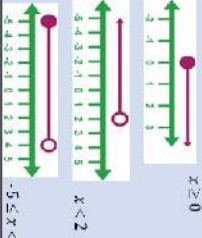
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Topic/Skill	Definition/Tips	Example
HIGHER ONLY Cosine Rule	Use with **non right angle triangles.** Use when the question involves 3 sides and 1 angle. For missing side: $$a^2 = b^2 + c^2 - 2bc\cos A$$ For missing angle: $$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$	$x^2 = 9.6^2 + 7.8^2 - (2 \times 9.6 \times 7.8 \times \cos 85)$ $x = 11.0$ $$\cos\theta = \frac{7.2^2 + 8.1^2 - 6.6^2}{2 \times 7.2 \times 8.1}$$ $\theta = 50.7°$
HIGHER ONLY Area of a Triangle	Use when given the **length of two sides and the included angle.** $$Area\ of\ a\ Triangle = \frac{1}{2}ab\sin C$$	$A = \frac{1}{2}ab\sin C$ $A = \frac{1}{2} \times 7 \times 10 \times \sin 25$ $A = 14.0$

Algebra

Topic/Skill	Definition/Tips	Example
Expression	A mathematical statement written using **symbols, numbers or letters.**	$3x + 2$ or $5y^2$
Equation	A statement showing that **two expressions are equal**	$2y - 17 = 15$
Identity	An equation that is **true for all values** of the variables	$2x \equiv x + x$
Formula	Shows the relationship between **two or more variables**	Area of a rectangle = length x width or A= LxW
Simplifying Expressions	**Collect 'like terms'.** **Be careful** with negatives. x^2 and x are not like terms.	$2x + 3y + 4x - 5y + 3 - 6x$ $3x + 4$ x^2 $2x - 1 = 5x$ $x^2 + 3$
Expand	To expand a bracket, multiply each term **in the bracket** by the expression outside the bracket.	$3(m + 7) = 3x + 21$
Factorise	The reverse of **expanding.** Factorising is writing an expression as a product of terms by **'taking out' a common factor.**	$6x - 15 = 3(2x - 5)$, where 3 is the common factor.
Solve	To find the **answer/value** of something. Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter.	Solve $2x - 3 = 7$ Add 3 on both sides $2x = 10$ Divide by 2 on both sides $x = 5$
Inverse	**Opposite**	The inverse of addition is subtraction. The inverse of multiplication is division.
Rearranging Formulae	Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of $y = \frac{2x-1}{z}$ Multiply both sides by z $yz = 2x - 1$ Add 1 to both sides $yz + 1 = 2x$ Divide by 2 on both sides $\frac{yz+1}{2} = x$ We now have x as the subject.

Topic/Skill	Definition/Tips	Example
Writing Formulae	Substitute letters for words in the question.	Bob charges £3 per window and a £5 call out charge. $C = 3N + 5$ Where N=number of windows and C=cost
Substitution	Replace letters with numbers. Be careful of $5x^2$, You need to square first, then multiply by 5.	$a = 3, b = 2$ and $c = 5$. Find: 1. $2a - 2 \times 3 = 6$ 2. $3a - 2b - 3 \times 3 - 2 \times 2 = 5$ 3. $7b^2 - 5 - 7 \times 2^2 - 5 - 23$
Inequality	An inequality says that two values are **not equal**. $a \neq b$ means that a is not equal to b.	
Inequality symbols	$x > 2$ means x is **greater than 2** $x < 3$ means x is **less than 3** $x \geq 1$ means x is **greater than or equal to 1** $x \leq 6$ means x is **less than or equal to 6**	State the integers that satisfy $-2 < x \leq 4$. $-1, 0, 1, 2, 3, 4$
Inequalities on a Number Line	Inequalities can be shown on a number line. **Open** circles are used for numbers that are **less than or greater than** ($<$ or $>$) **Closed** circles are used for numbers that are **less than or equal or greater than or equal** ($\leq$ or $\geq$)	$x \geq 0$ $x < 2$ $-5 \leq x < 4$ $7 \neq 3$ $x \neq 0$
Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$	$x^2 - 25 - (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c.	$x^2 + 7x + 10 - (x + 5)(x + 2)$ (because 5 and 2 add to give 7 and multiply to give 10) $x^2 + 2x - 8 = (x + 4)(x - 2)$ (because +4 and -2 add to give +2 and multiply to give -8)
Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where a, b and c are numbers, $a \neq 0$	Examples of quadratic expressions: x^2 $8x^2 - 3x + 7$ $2x^2$ $5x^2$ $9x - 1$ Examples of non-quadratic expressions:

Topic/Skill	Definition/Tips	Example
Factorising Quadratics when $a \neq 1$	When a quadratic is in the form $ax^2 + bx + c$. 1. Multiply a by c = ac. 2. Find two numbers that add to give b and multiply to give ac. 3. Re-write the quadratic, replacing bx with the two numbers you found. 4. Factorise in pairs – you should get the same bracket twice. 5. Write your two brackets – one will be the repeated bracket, the other will be made of the factors outside each of the two brackets.	Factorise $6x^2 + 5x - 1$ 1. $6 \times -4 = -24$ 2. Two numbers that add to give +5 and multiply to give -24 are +8 and -3 3. $6x^2 + 8x - 3x - 4$ 4. Factorise in pairs: $2x(3x + 4) - 1(3x + 1)$ 5. Answer = $(3x + 4)(2x - 1)$
Completing the Square (when $a = 1$)	A quadratic in the form $x^2 + bx + c$ can be written in the form $(x + p)^2 + q$ 1. Write a set of brackets with x in and **half** the value of b. 2. Square the bracket. 3. Subtract $\left(\frac{b}{2}\right)^2$ and add c. 4. Simplify the expression. You can use the completing the square form to help **find the maximum or minimum** of quadratic graph.	Complete the square of $y - x^2 - 6x + 2$ Answer: $(x - 3)^2 - 3^2 + 2$ $- (x - 3)^2 - 7$ Minimum point = $(3, -7)$
Completing the Square (when $a \neq 1$)	A quadratic in the form $ax^2 - bx + c$ can be written in the form $p(x + q)^2 + r$ Use the same method as above, but factorise out a at the start.	Complete the square of $4x^2 + 8x - 3$ Answer: $4[x^2 + 2x] - 3$ $- 4[(x + 1)^2 - 1] - 3$ $- 4(x + 1)^2 - 4 - 3$ $= 4(x + 1)^2 - 7$
Solving Quadratics by Factorising ($a \neq 1$)	Factorise the quadratic in the usual way. **Solve = 0** Make sure the equation = 0 before factorising.	Solve $2x^2 + 7x - 4 = 0$ Factorise: $(2x - 1)(x + 4) = 0$ $x = \frac{1}{2}$ or $x = -4$

Topic/Skill	Definition/Tips	Example
Solving Quadratics using the Quadratic Formula	A quadratic in the form $ax^2 + bx + c = 0$ can be solved using the formula: $$x = \frac{-b + \sqrt{b^2 - 4ac}}{2a}$$ Use the formula if the quadratic does not factorise easily.	Solve $3x^2 + x - 5 = 0$ Answer: $a = 3, b = 1, c = -5$ $$x = \frac{-1 \pm \sqrt{1^2 - 4 \times 3 \times 5}}{2 \times 3}$$ $$x = \frac{-1 \pm \sqrt{61}}{6}$$ $x = 1.14$ or -1.47 (2 d.p.)
Simultaneous Equations	A set of **two or more equations**, each involving **two or more variables** (letters). The solutions to simultaneous equations **satisfy** both/all of the equations.	$2x - y = 7$ $3x - y = 11$ $x = 3$ $y = 1$
Variable	A symbol, usually a **letter**, which **represents a number** which is usually unknown.	In the equation $x + 2 = 5$, x is the variable
Coefficient	A **number** used to **multiply a variable**. It is the number that comes before/in front of a letter.	$6z$ 6 is the coefficient z is the variable

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Ecosystem glossary

Environment	The conditions surrounding an organism; abiotic and biotic.
Habitat	Place where organisms live e.g. woodland, lake.
Population	Individuals of a species living in a habitat.
Community	Populations of different species living in a habitat.
Competition	Plants in a community or habitat compete with each other for light, space, water and mineral ions. Animals compete with each other for food, mates and territory.
Interdependence	Species depend on each other for food, shelter, pollination, seed dispersal etc. Removing a species can affect the whole community.
Abiotic factors	Non-living factors that affect a community
Biotic factors	Living factors that affect a community

Feeding relationships in a community

| Producer | Primary consumer | Secondary consumer | Tertiary consumer |

All food chains begin with a producer e.g. grass that is usually a green plant or photosynthetic algae.

Consumers that kill and eat other animals are predators and those eaten are prey.

In a stable community the numbers of predators and prey rise and fall in cycles.
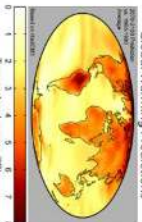
Global warming

Levels of CO_2 and methane in the atmosphere are increasing.

Decreased land availability from sea level rise, temperature rise damages delicate habitats, extreme weather events harm populations of plants and animals.

Global Warming Predictions

Food production (Biology only)

Factors affecting food security

Increasing birth rate.

Changing diets in developing countries.

New pests and pathogens affecting farming.

Environmental changes e.g. famine when rains fall.

Cost of agriculture input.

Conflicts (war) affecting water of food availability

Enough food is needed to feed a changing population

Farming techniques

Increasing efficiency of food production

Reduce energy waste, limiting movement, control temperature, high protein diet to increase growth.

Sustainable fisheries

Maintain/grow fish stocks to a sustainable level where breeding continues i.e. certain species may disappear by controlling net size, fishing quotas.

Fish stocks in oceans are declining

Biotechnology

Fungus *Fusarium* to produce mycoprotein. Requires glucose syrup, aerobic conditions. Biomass is harvested and purified.

Biotechnology - Meeting the demands of a growing population

GM bacterium produces insulin to treat diabetes.

GM crops to provide more/nutritional food (golden rice).

This conflicts with conserving peat bogs and peatlands as habitats for biodiversity and reduce CO_2 emissions.

The decay or burning of peat release CO_2 into the atmosphere.

Human activity can have a positive impact on biodiversity

Scientists and concerned citizens - Put in place programmes to reduce the negative impacts of humans on ecosystems and biodiversity

Breeding of organisms for endangered species.

Protection and regeneration of rare habitats.

Reintroduction of field margins and hedgerows in agricultural areas where farmers grow only one type of crop.

Reduction of deforestation and CO_2 emissions by some governments.

Recycling resources rather than dumping waste in landfill.

Human activity can have a negative impact on biodiversity

Land use - Humans reduce the amount of land and habitats available for other plants, animals and microorganisms.

Building and quarrying.

Farming for animals and food crops.

Dumping waste.

Destruction of peat bogs to produce cheap compost for gardeners/farmers to increase food production.

Waste, land use and deforestation

Large scale deforestation - In tropical areas (e.g. rain forest) has occurred to:

Provide and for cattle and rice fields, grow crops for biofuels

Deforestation reduces biodiversity and removes a sink for increasing the amount CO_2 in the atmosphere.

Waste management

More resources used and more waste produced.

Pollution in water; sewage, fertiliser or toxic chemicals.

Pollution in air; smoke or acidic gases.

Pollution on land; landfill and toxic chemicals.

Rapid growth in human population and higher standard of living

THE CARBON CYCLE

Materials are recycled to provide the building blocks for future organisms

CO_2 taken in during photosynthesis.

Organisms respire releasing CO_2

Dead organisms decayed by bacteria and fungi releasing carbon.

Breakdown of dead organisms releases mineral ions can into the soil.

Bacteria respire when breaking down dead organisms releasing CO_2.

Anaerobic decay in biogas generators produces methane gas, used as a fuel.

Factors affecting rate of decay

Temperature, water, oxygen

Increase the rate of decay, n enzyme controlled reactions raising the temperature too high will denature the enzymes.

WATER CYCLE

Climate change is leading to more dissolved CO_2 in oceans lowering the pH of the water affecting organisms living there.

Abiotic factors

Light intensity	
Temperature	
Moisture levels	
Soil pH, mineral content	
Wind intensity and direction	
CO_2 levels for a plant	
O_2 levels for aquatic organisms	

Interdependence

Availability of food	
New predators arriving	
New pathogens	
One species outcompeting so numbers no longer sufficient to breed	

Adaptations may be structural, behavioural or functional.

Plants	Cactus in dry, hot desert	No leaves to reduce water loss, wide deep roots for absorbing water.
		Hollow hairs to trap layer of heat. Thick layer of fat for insulation.
Animals	Polar bear in extreme cold arctic	Populations form in thick outer layers from extreme heat of vent.
Extremophiles	Deep sea vent bacteria	

Decomposers break down dead plants and animal matter by secreting enzymes. Small soluble food molecules then diffuse into the microorganism.

There is a global consensus about global warming and climate change based on systematic reviews of thousands of peer reviewed publications.

Trophic levels and biomass (biology only)

Biomass is lost between the different trophic levels

| Level 4 |
| Level 3 |
| Level 2 |
| Level 1 |

Producer's transfer about 1% of the incident energy used in photosynthesis.

Approximately 10% of the biomass from each trophic level is transferred to the level above.

Large amounts of glucose is used in respiration, some egested as material, losses or lost as waste e.g. CO_2, water and urea in urine.
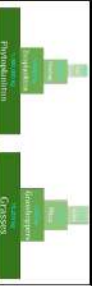
Trophic levels are numbered sequentially according to how far the organism is along the food chain.

Level 1	Producers	Plants and algae.
Level 2	Herbivores	Primary consumers.
Level 3	Carnivores	Secondary consumers.
Level 4	Carnivores	Tertiary consumers.

Apex predators are carnivores with no predators.

Environmental changes affect the distribution of species

Temperature	These changes might be seasonal, geographic or caused by human interaction.
Availability of water	
Composition of atmospheric gases	

Example: Several species of bird migrate from cold winter conditions to warmer conditions closer to the equator.

Chemical Analysis 1

Pure substances
A pure substance is a single element or compound, not mixed with any other substance.

Pure substances melt and boil at specific temperatures. Heating graphs can be used to distinguish pure substances from impure.
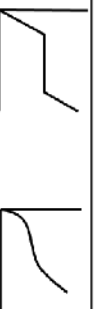
Melting point of a pure substance

Melting point of an impure substance

Formulation
A formulation is a mixture that has been designed as a useful product.

How are formulations made? — *By mixing chemicals that have a particular purpose in careful quantities.*

Examples of formulations. — *Fuels, cleaning agents, paints, medicines and fertilisers.*

Gas	Test	Positive result
Hydrogen	*Burning splint*	'Pop' sound.
Oxygen	*Glowing splint*	Re-lights the splint.
Chlorine	*Litmus paper (damp)*	Bleaches the paper white.
Carbon dioxide	*Limewater*	Goes cloudy (as a solid calcium carbonate forms).
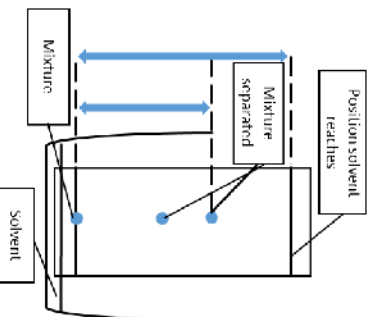
Chromatography
Can be used to separate mixtures and help identify substances.

Rf Values — *The ratio of the distance moved by a compound to the distance moved by solvent.*

$Rf = $ distance moved by substance / distance moved by solvent

Pure substances — *The compounds in a mixture separate into different spots.*

This depends on the solvent used. A pure substance will produce a single spot in all solvents whereas an impure substance will produce multiple spots.

Involves a mobile phase (e.g. water or ethanol) and a stationary phase (e.g. chromatography paper).

Diagram labels: Mixture · Mixture separated · Solvent · Position solvent reaches

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Biodiversity is the variety of all different species of organisms on Earth, or within an ecosystem

Maintaining a great biodiversity

Ensures the stability of ecosystems — By reducing the dependence on one species on another for food, shelter, maintenance of the physical environment

Future of human species — Many human activities are reduction biodiversity and only recently measures have been taken to stop it.

Experimental methods are used to determine the distribution and abundance of a species.

Sampling techniques

Quadrats	Organisms are counted within a randomly placed square
Transects	Organisms are counted along a belt (transect) of the ecosystem

Processing data

Median	Middle value in a sample
Mode	Most occurring value in a sample
Mean	The sum of all the value in a sample divided by the sample number.

Advantages and disadvantages of sexual and asexual reproduction (Biology only)

Sexual	Asexual
Needs two parents.	Only one parent needed (quicker).
Produces variation in the offspring.	Identical offspring (no variation).
If the environment changes variation gives a survival advantage by natural selection.	Vulnerable to rapidly changing conditions due to lack of variation.
Negative mutations are not always inherited.	Negative mutation can affect all offspring.
Natural selection can by speeded up using selective breeding to increase food production.	Food/medicine production can be extremely quick.

Ecology and Reproduction Glossary

Key term	Definition
Producers	Organisms that make food from raw materials such as CO_2 and water
Consumers	Animals that will consume (eat) another organism
Decomposers	Microorganisms that breakdown waste products and dead bodies
Biodiversity	Measure of the variety of all the different species of organisms
Deforestation	The action of clearing a wide area of trees for timber or planting crops
Trophic Level	Feeding levels in an ecosystem
Incident Energy	Light from the Sun arriving at the surface of the Earth
Sexual Reproduction	Joining (fusing) of male and female gametes producing genetic variation in the offspring
Asexual Reproduction	Only one individual involved and the offspring is identical to the parent. No fusion of gametes or mixing of genetic information
Meiosis	Two stage process of cell division that halves the chromosome number in the offspring. Makes gametes for sexual reproduction

Some organisms use both methods depending on the circumstances

Microbial parasites	Asexually in the human host but sexually in a mosquito.
Fungi	Asexually by spores, sexually to give variation.
Plants	Produce seeds sexually, asexually by runners in strawberry plants, bulbs division in daffodils.

Sexual reproduction involves the fusion of male and female gametes. — Sperm and egg in animals. Pollen and egg cells in flowering plants.

Asexual reproduction involves only one parent and no fusion of gametes. — e.g. cloning of females only in an aphid population. Only mitosis is involved. There is no mixing of genetic information. This leads to genetically identical clones.

Gametes are made in reproductive organs (in animals ovaries and testes) — Cells divide by meiosis to form gametes. Copies of the genetic information are made. The cell divides twice to form four gametes each with single set of chromosomes. All gametes are genetically different from each other.

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Atmosphere 1

Gas	Percentage
Nitrogen	~80%
Oxygen	~20%
Argon	0.93%
Carbon dioxide	0.04%

Volcano activity 1st Billion years	*Billions of years ago there was intense volcanic activity*	This released gases (mainly CO_2) that formed to early atmosphere and water vapour that condensed to form the oceans.
Other gases	*Released from volcanic eruptions*	Nitrogen was also released, gradually building up in the atmosphere. Small proportions of ammonia and methane also produced.
Reducing carbon dioxide in the atmosphere	*When the oceans formed, carbon dioxide dissolved into it*	This formed carbonate precipitates, forming sediments. This reduced the levels of carbon dioxide in the atmosphere.

|		
Oxygen in the atmosphere	Algae and plants	*These produced the oxygen that is now in the atmosphere, through photosynthesis.* carbon dioxide + water → glucose + oxygen $$6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$$
	First produced by algae 2.7 billion years ago.	Over the next billion years plants evolved to gradually produce more oxygen. This gradually increased to a level that enabled animals to evolve.
Reducing carbon dioxide in the atmosphere	*Algae and plants*	These gradually reduced the carbon dioxide levels in the atmosphere by absorbing it for photosynthesis.
Formation of sedimentary rocks and fossil fuels	*These are made out of the remains of biological matter, formed over millions of years*	Remains of biological matter falls to the bottom of oceans. Over millions of years layers of sediment settled on top of them and the huge pressures turned them into coal, oil, natural gas and sedimentary rocks. The sedimentary rocks contain carbon dioxide from the biological matter.

Atmosphere 2

Atmospheric pollutants from fuels

Combustion of fuels	*Source of atmospheric pollutants. Most fuels may also contain some sulfur.*
Gases from burning fuels	*Carbon dioxide, water vapour, carbon monoxide, sulfur dioxide and oxides of nitrogen.*
Particulates	*Solid particles and unburned hydrocarbons released when burning fuels.*

Properties and effects of atmospheric pollutants

Carbon monoxide	*Toxic, colourless and odourless gas. Not easily detected, can kill.*
Sulfur dioxide and oxides of nitrogen	*Cause respiratory problems in humans and acid rain which affects the environment.*
Particulates	*Cause global dimming and health problems in humans.*

Global climate change

Effects of climate change	
	Rising sea levels
	Extreme weather events such as severe storms
	Change in amount and distribution of rainfall
	Changes to distribution of wildlife species with some becoming extinct

Carbon footprints

The total amount of greenhouse gases emitted over the full life cycle of a product/event. This can be reduced by reducing emissions of carbon dioxide and methane.

Greenhouse gases

Carbon dioxide, water vapour and methane	Examples of greenhouse gases that maintain temperatures on Earth in order to support life
The greenhouse effect	Radiation from the Sun enters the Earth's atmosphere and reflects off of the Earth. Some of this radiation is re-radiated back by the atmosphere to the Earth, warming up the global temperature.

Human activities and greenhouse gases

Carbon dioxide	Human activities that increase carbon dioxide levels include burning fossil fuels and deforestation.
Methane	Human activities that increase methane levels include raising livestock (for food) and using landfills (the decay of organic matter released methane).
Climate change	There is evidence to suggest that human activities will cause the Earth's atmospheric temperature to increase and cause climate change.

Using Resources 1

Potable water

Potable water	Water of an appropriate quality is essential for life	Human drinking water should have low levels of dissolved salts and microbes. This is called potable water.
UK water	Rain provides water with low levels of dissolved substances	This water collects in the ground/lakes/rivers. To make potable water an appropriate source is chosen, which is then passed through filter beds and then sterilised.
Desalination	Needs to occur is fresh water is limited and salty/sea water is needed for drinking	This can be achieved by distillation or by using large membranes e.g. reverse osmosis. These processes require large amounts of energy.

Sterilising agents include chlorine, ozone and UV light.

Waste water treatment

Waste water	Produced from urban lifestyles and industrial processes	These require treatment before used in the environment. Sewage needs the organic matter and harmful microbes removed.
Sewage treatment	Includes many stages	- Screening and grit removal - Sedimentation to produce sludge and effluent (liquid waste or sewage). - Anaerobic digestion of sludge - Aerobic biological treatment of effluent.

Life cycle assessment

LCAS	Life cycle assessments are carried out to assess the environmental impact of products	They are assessed at these stages: - Extraction and processing raw materials - Manufacturing and packaging - Use and operation during lifetime - Disposal
Values	Allocating numerical values to pollutant effects is difficult	Value judgments are allocated to the effects of pollutants so LCA is not a purely objective process.

Using Resources 2

Using the Earth's resources and sustainable development

Earth's resources	Used to provide warmth, shelter, food and transport for humans	Natural resources and resources from agriculture provide: timber, food, clothing and fuels. Finite resources from the Earth, oceans and atmosphere are processed to provide energy and materials.
Chemistry and resources	Research and techniques improve agricultural and industrial processes	These improvements provide new products and improve sustainability.
Plastics	Normally made using ethene from crude oil	However, the raw material ethene can also be obtained from ethanol, which can be produced during fermentation. Industries are now starting to use a renewable crop for this process.

Ways of reducing the use of resources

Reduce, reuse and recycle	This strategy reduces the use of limited resources	This, therefore, reduces energy sources being used, reduces waste (landfill) and reduces environmental impacts.
Limited raw materials	Used for metals, glass, building materials, plastics and clay ceramics	Most of the energy required for these processes comes from limited resources. Obtaining raw materials from the Earth by quarrying and mining causes environmental impacts.
Reusing and recycling	Metals can be recycled by melting and recasting/reforming	Glass bottles can be reused. They are crushed and melted to make different glass products. Products that cannot be reused are recycled.

Alternative methods of extracting metals (HT)

Metals ores	These resources are limited	Copper ores especially are becoming sparse. New ways of extracting copper from low-grade ores are being developed.
Phytomining	Plants absorb metal compounds	These plants are then harvested and burned; their ash contains the metal compounds.
Bioleaching	Bacteria is used to produce leachate solutions that contain metal compounds	The metal compounds can be processed to obtain the metal from it e.g. copper can be obtained from its compounds by displacement or electrolysis.

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Trilogy Physics topic 6: Waves

Keywords	Definition
Transverse wave	A wave where the oscillations are perpendicular to the direction of energy transfer
Longitudinal wave	A wave where the oscillations are parallel to the direction of energy transfer
Oscillations	Vibrations about a fixed point
Mechanical wave	A vibration that travels through a substance (e.g. sound)
Frequency	The number of wave fronts passing a fixed point every second (measured in Hertz, Hz)
Period	The time for one complete wave
Wavelength	The wavelength of a wave is the distance from a point on one wave to the equivalent point on the adjacent wave (measured in metres, m)
Amplitude	The amplitude of a wave is the maximum displacement of a point on a wave away from its undisturbed position (measured in metres, m)

Period and frequency

$$T = \frac{1}{f}$$

T	Period (seconds, s)
f	Frequency (Hertz, Hz)

Wave equation

$$v = f\lambda$$

v	Wave speed (metres per second, m/s)
f	Frequency (Hertz, Hz)
λ	Wavelength (metres, m)
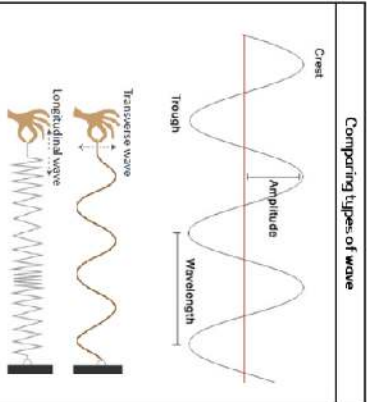
Refraction

When a wave travels into a different medium refraction will occur due to a change in speed of the wave. A light wave will 'bend' towards the normal when it goes from air into glass.

Electromagnetic Spectrum

	Name	Uses
1	Radio	Radio and TV
2	Microwaves	Satellite communication, cooking food
3	Infrared	Electric heaters, cooking food, infrared cameras
4	Visible light	Fibre optic communication
5	Ultraviolet	Energy efficient lamps, sun tanning
6	X-rays	Imaging bones
7	Gamma rays	Radiotherapy, medical imaging

Long Wavelength — Low Frequency — High Frequency — Short Wavelength

Comparing types of wave

Transverse wave — Crest, Trough, Amplitude, Wavelength

Longitudinal wave

Trilogy Physics topic 7: Magnetism and Electromagnetism

Keywords	Definition
Permanent magnet	A material which is always magnetic
Poles	The place where the magnetic force is strongest. North and south (many field lines).
Magnetic field lines	The lines that show the direction of magnetic force. The closer the stronger the force is. Arrows go from north to south poles.
Induced magnet	A material that can be attracted to a magnet (iron, steel, cobalt and nickel)
Electromagnet	A magnet which works when an electric current flows. A solenoid with an iron core
Solenoid	A coil of wire that can become an electromagnet
Compass	Shows the direction of a magnetic field. Used to plot a magnetic field.
Current	The conventional current runs from + to -
Magnetic flux density (B)	The strength of the magnet (measured in Tesla, T)

Magnetic field lines and force

1	Magnetic field lines on a magnet
2	Magnetic field lines of attraction between opposite poles
3	Magnetic field lines of repulsion between like poles
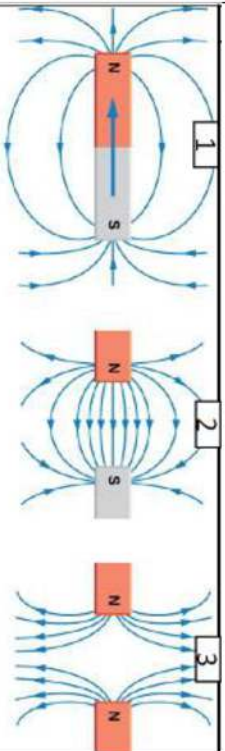
Electromagnetic field on a wire

1	Direction of current
2	Direction of magnetic field

The strength of the magnetic field depends on:
A: The current
B: The distance from the wire

- Shaping the wire into a solenoid makes the field stronger
- Increasing the number of coils in the solenoid makes the field stronger
- Increasing the current makes the field stronger
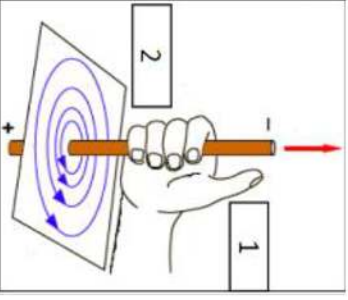
Trilogy Physics topic 7: Magnetism and Electromagnetism

Fleming's left-hand rule (HT only)

	Which finger	What it means
1	Thumb	Movement / Force
2	First finger	Field (north to south)
3	Second finger	Current (+ to -)
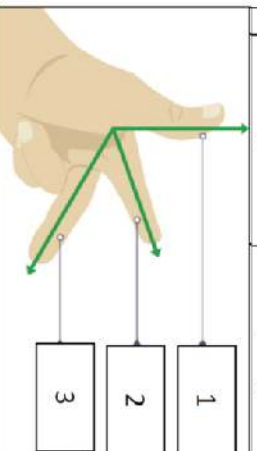
Factors that affect the size of the force on the conductor (HT only)

$$F = BIl$$

F	Force (Newtons, N)
B	Magnetic flux density (Tesla, T)
I	Current (Amperes, A)
l	Length (metres, m)

Electric motors (HT only)

1	Magnetic field
2	Brushes carry current to commutator
3	Commutator reverses current
4	Electric current

Coil rotates clockwise

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Key term	Definition	Key term	Definition
Algorithm	Sets out a sequence of steps, that, when executed, will carry out a specific task.	**Computational thinking**	Take a complex problem, understand what the problem is and develop possible solutions by thinking logically.
Flowchart	A diagram which shows the breakdown of a task or system into all of the necessary steps. Each step is represented by a symbol and connecting lines show the step-by-step progression through the task.	**Abstraction**	Representing 'real world' problems in a computer using variables and symbols and removing unnecessary elements from the problem.
Variable	A named value which can be changed as the program is running.	**Decomposition**	Breaking down a large problem into smaller sub-problems.
Pseudocode	A method of writing up a set of instructions for a computer program using plain English. This is a good way of planning a program before coding.	**Algorithmic thinking**	Identifying the steps involved in solving a problem.
Sequence	Sequence is one of the three basic logic flows in computing programming. Sequence means to set down instructions one after another for the computer to execute in turn	**Data type**	Programming languages store data as different types. For example: Character String Integer Boolean Real (Float)
Selection	One of the three basic logic structures in computer programming. A question is asked, and depending on the answer, the program takes one of two courses of action, after which the program moves on to the next event.	**Boolean**	This is a data type and refers to an expression or variable that can have only a true or false value e.g. on/off, true/false, male/female
Iteration	Repetition of a mathematical or computational procedure. In computer programming 'iteration' is used to loop	**Character**	A single letter, number or symbol

	around and around a piece of code until a condition is met.		
Integer	Refers to a number data type which will only store whole numbers.	**String**	Used to represent text, it is a collection of characters
Real	A number that is allowed to have decimal points. Also referred to as float.	**Arithmetic operators**	>　　　greater than >=　　greater than or equal <　　　less than <=　　　less than or equal =　　　equal (in Python written ==) <>　　　not equal (in Python !=)
System Life Cycle	A process of stages which are followed during the development of a new ICT system.	**Success criteria**	Refer to measurable terms of what the outcomes of a project that are acceptable to the end user.
Casting	Used in programming to change the data type.	**Constant**	A named value which cannot be changed as the program is running.

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Key term	Definition	Key term	Definition
Project life cycle	The Project Life Cycle refers to the four-step process that is followed by nearly all project managers in order to complete a project.	**Evaluation**	The final stage/phase of the project life cycle
Initiation	The first stage/phase of the project life cycle	**Iterative/phase reviews**	On-going reviews after each phase of the project life cycle has been completed.
Planning	The second stage/phase of the project life cycle	**Constraint**	A limitation or restriction, for example time.
Execution	The third stage/phase of the project life cycle.	**Mitigate**	to reduce the impact of something.
SMART objective	When setting objectives for a project they should be: Specific, Measurable, Achievable, Realistic and Timely.	**Gantt chart**	A planning tool that is a visual method of showing the proposed timing of each task needed to complete a project.
PERT chart	A planning tool – Project Evaluation and Review Technique	**Visualisation diagram**	A planning tool that is a rough drawing of what the final product will look like.
Critical path	Shows the longest path but shortest time that a project can be completed in.	**Flow chart**	A planning tool showing the steps, decisions and outputs in a process
Concurrent	Tasks that can be completed at the same time.	**Contingency time**	Spare time built into a project plan that can be used if all tasks are not completed on time. It ensures the project still completes on time.
Success criteria	The standards by which the project will be judged at the end to decide whether or not it has been successful in the eyes of the stakeholders.		

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1. Christian attitudes towards peace

Most Christians believe they should work towards peace and a peaceful world because of the ten commandments and the teachings of Jesus: "Love your enemies and pray for those who persecute you" (Matthew 5:44)
Many Christians are pacifists and feel war can never be justified, instead they act as peacemakers. However other Christians believe it is sometimes necessary to fight e.g. to protect the innocent, therefore fighting is the lesser of two evils and in the Old Testament there are examples of good people taking up arms.
Jesus is seen as a peacemaker and at his arrest the bible tells that Jesus would not allow his disciples to draw swords, because he said everything was in God's hands.

Christianity Peace & Conflict

3. Attitudes to conflict

Conflict isn't always violent, and often conflict can be resolved via negotiations and compromise.

There are several factors (amongst others), which cause conflict – self defence, economics, environment/natural resources, fear, national pride, religion, politics and long standing racial or ethnic hatred.

Christians respond to conflict by working towards peace, but can also take one of the following approaches:
1. Belief in Pacifism.
2. Belief in Just War.
3. Dealing with the Cause/Causes

Situation Ethics:
What is the most loving thing to do in each situation, e.g. is going to work and potentially killing an enemy the most loving thing to do? However this can be subjective, its also impossible to predict the future and war might not bring about the solution wanted.

Non Religious Point of View:
Many non-religious people believe religion is a major cause of wars e.g. Crusades in medieval times, Northern Ireland troubles, Bosnia Serbia Conflict on 1990s......
Some believe it religion was abolished there would be less conflict and fewer wars.
Humanists believe you shouldn't harm others, they should always assess which course of actions is likely to cause the least harm.
Religions including Christianity would respond to this by saying religion is often used as an excuse for war, with people misinterpreting teachings, , no religion justifies war, religions work for peace.

Jesus' Attitude to Conflict:
When he was arrested he wouldn't allow any of his disciples to use weapons to defend him "all who draw the sword, will die by the sword" (Matthew 26:52), for many Christians this teaching means fighting simply creates more problems, believing they should follow Jesus example and trust in God. However some Christians interpret it differently saying that his arrest was a specific situation, so he wasn't discouraging all violent situations, therefore it can't be used as guidance on full scale war.

2. The role of Christians in peacekeeping

"Blessed are the peacemakers" (Matthew 5:9). Jesus taught the importance of peacemaking, at the time this was a radical approach. For Christians justice, forgiveness and reconciliation are important parts of peacemaking because of trying to model Jesus' teachings and actions. However it is important to stress that real peace can't be achieved without justice first, peace doesn't mean Christians ignore injustice to avoid conflict.
Christians work for peace by encouraging both sides to talk, campaigning against oppressive governments, keeping people informed of injustices and encouraging non-violent protests. Examples of Christians Organisations who work for peace are: World Council of Churches and Pax Christi.

5. Just War Theory

Just War Theory is a set of conditions that need to be met in order for war to be justified.

1. The cause of war is morally right and fair (just)
2. The war is fought with the authority of the government or united nations
3. It is fought to bring peace
4. It is a last resort
5. There is a reasonable likelihood of success
6. Civilians shouldn't be targeted
7. The methods used must be reasonably proportionate between the injustice being fought and the suffering that is inflicted.

However the problem is that in war both sides can claim their cause is just and leaders can try to justify their actions by saying its God's will.

Situation ethics and just war:
- Some would argue it is virtually impossible to fight a just war with the use of modern weapons. Therefore, often situation ethics is applied to determine is a war is just. They consider if:
- The cause is just
- Attempts to resolve the conflict has failed
- Chance of success
- Military try to avoid civilian casualties
- To defend a country against an aggressor

Many Christians believe God will support Just Wars, the bible has a number of teachings that supports this view including: "Greater love has no one than this; to lay down ones life for one friends" (John 15:13). Some Christians also claim that just as a police force protects civilians from criminals, so it is the right of the armed forces to protect a nation from enemies.

However some Christians do not accept the Just War theory because they believe God doesn't support war in any form. It is possible for both sides to claim their cause is just. And bible quotes were not intended to justify violence, instead they were encouraging people to be good citizens.

Christianity Peace & Conflict

6. Holy War

Religion and war have gone hand in hand for as long as history records warfare.
For a war to be regarded as a Holy War it needs to have these features:
- Fought to achieve a religious goal
- Authorised by a religious leader
- Promise a spiritual reward for those who fight

First crusade
It was called by Pope Urban II (authorised by a religious leader) to free Jerusalem and the Holy Land from Muslim invaders and bring them back to Christians control (religious objective). Urban promised that those taking part would receive an award in heaven and that any who died on the crusade would have their sins forgiven and so would go straight to heaven (promise of spiritual reward)

In the Old testament there are many examples of Holy Wars, the gospel of Matthew Jesus appear to call his disciples to take up arms but some Christians interpret this to mean a "spiritual sword", a "spiritual weapon against evil". Different Christian groups have different views e.g. Quakers are against any form of war, but Church of England believes war can sometimes be justified.

All Christians would argue that God and religion can be used wrongly to justify unlawful actions. It must be remembered that religion is a choice and should never be forced and that God loves everyone.

Humanists and atheist attitudes to Holy War:
Most Humanists and atheists believe that a war based on religious ideas and in response to a religious leader would seen ridiculous and only acceptance of a Just War according to United Nations is acceptable.

4. Pacifism

Pacifism is the belief that violence and war can't be justified and there are key teachings in the bible that support this e.g. "You shall not murder" (Exodus 20:13). A number of Christian groups such as Quakers take this view. However many other Christians oppose pacifism because they would argue: Aggressors win, evil can flourish and you should fight to protect the innocent.
In the bible Jesus is a constant example of passive resistance, Martin Luther King is another Christian example he managed to resist racism on a large scale without violence.
In the bible Jesus on the cross predicted that evil will come but it can be overcome e.g. Jesus greatest victory over evil was his resurrection.

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7. Weapons of mass destruction

Nuclear, chemical and biological weapons are referred to as weapons of mass destruction.

Nuclear weapons	**Atomic bombs** – That used in Hiroshima & Nagasaki during WWII. Killing 124,000 people instantly **Hydrogen bomb** – 1000 more powerful than atomic bomb **Neutron bomb** – enhanced radiation bomb designed to kill or disable all people but leave buildings in tact **Intercontinental ballistic missiles** – known as trident in the UK. Can be delivered either from land or submarines and have a range of up to 10,000km. Only 8 countries from the United Nations 190 are known to have nuclear weapons. (USA, Russia, UK, France, China, India, Pakistan & Israel)
Chemical weapons	Any toxic chemical that can cause death, injury, temporary incapacitation or sensory irritation. The most dangerous being nerve agents, blood agents and blister agents; all of these are liquid and become gas upon release.
Biological weapons	Bacterial weapons include things such as bacteria, viruses and fungi. These agents may be lethal when targeted at a person, group or population. E.g. Anthrax spores are breathed in which untreated can lead to toxic shock and death.

Benefits of WMD	Problems with WMD
- Many people believe that the simple threat of them has prevented further world wars. (mutually assured destruction – hesitation to attack due to threat of nuclear attack) - Biological and chemical weapons do not destroy buildings so they are an efficient way to destroy an enemy but the infrastructure to be used by the attacker	- Deliberately target innocent civilians - Threaten the world with extinction (nuclear war between USA & Russia would virtually leave the earth uninhabitable) - Chemical and biological weapons are difficult to deliver effectively. No one knows the effect that large quantities could have on the atmosphere. - These weapons could be uncontrollable once released

Peace and Conflict War

Christian attitudes to WMD:
The Church of England regards the use of WMD as unjustifiable, it believes owning them is necessary to defend the UK against other countries which have WMD. The Catholic Church is against WMD and argue they can never be used in a Jut War. In the Old Testament (Deuteronomy 20), it appears that God instructs the armies of Israel to carry out mass destruction, but this can be interpreted in many ways so can't be used to justify WMD.

Humanists and WMD:
- No Humanist would accept the use of WMD but understands it necessity to act as a deterrent against other countries, even if there was never any intention to use them.

Atheists and WMD:
- Some atheists believe that this life and earth are all we have an we should not use weapons that could potentially destroy the planet.
- Other atheists would agree that a country should possess WMD as a means of self-defence to prevent from attack.

Utilitarianism
Possessing WMD has led to less conflict and so 'the greatest happiness for the greatest number'. Everyone is happier living in peace, this may be due to a country feeling safe protected by their arms.

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Peace and Conflict — War

8. Issues surrounding conflict

Violence
- Conflict often leads to violence and most violence happens in the home. Office of National Statistics claims that in 2015, 2 women a week were killed by a current or former partner. It is estimated that 1 in 4 people will experience domestic violence in their lifetime.
- In countries where guns are legal, there are higher rates of fatalities following violence
- Crime often involves violence (e.g. rape, assault, burglary)

Terrorism
The word terrorism is based on the Latin term 'to frighten'. The United Nations has defined terrorism as:

'intended to cause death or serious bodily harm to civilians or non-combatants with the purpose of intimidating a population or compelling a government or an international organisation to do or abstain from doing any act'

Some of the most notorious acts of terror include:
- 9/11 attacks on the twin towers in NYC and the Pentagon in Washington in September 2001
- 7/7 attacks in London in July 2005 where 3 bombs were detonated on public transport throughout the city
- Paris bombings in November 2015 where attackers invaded a concert and took hostages and attacked in nearby cafes & bars
- March 2017 Westminster attack consisting of a van running down pedestrians followed by street attacks.
- Manchester concert in May 2017 where a bomb was detonated at the end of an Ariana Grande concert killing 22 predominantly young Ariana Grande fans.

War
When two or more groups of people use violence against each other on a large scale. 70 million people died during World War 2.

Christian Response:
Christians believe Jesus was a peacemaker, therefore violence, war and terrorism are not part of God's plan and no religion would ever endorse these things. But people do suffer this is part of life but Christians believe one day God will end all suffering.
Jesus taught "Love your enemies" (Luke 6: 27-31), which was a radical teaching, many Christians support it because it stops people from responding aggressively, it encourages love and forgiveness, which could lead to peace.
Others do disagree with the teaching because it can allow the strong to trample on the weak, keep the poor oppressed and allow the aggressors to win.

How Christians how worked to overcome these issues
There are lots of examples of forgiveness to overcome theses issues e.g. Corrie Ten Boom, Maureen Greaves, the Corrymeela Community. No religion would except violence and terrorism and Christians speak out against such acts.

Humanist and atheist attitude to conflict
Humanists feel it is fundamentally wrong for civilians to be targeted by violence to achieve political, social, economical or religious ends. They feel there can be no justification for trying to bring about a feeling of terror in a civilian population.

Topics	I've got it!	Bits and bobs!	Oh dear!	Questions I still have
Christian attitudes to Peace				
The role of Christians as peacemakers				
Attitudes to conflict				
Pacifism				
Just War Theory				
Holy War				
Weapons of Mass Destruction				
Issues surrounding conflict				

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Key terms and definitions	
Contrast	Difference and variety i.e. Dark against light
Composition	A formal element in art. The placement and arrangement of your artwork and how shapes relate within it. i.e. The layout and positioning of your work
Mark- Making	Different patterns, lines, textures and shapes made with a pencil i.e. scribble, cross- hatching
Proportion	Comparison of size. The relative size of parts of a whole i.e. Are the eyes the right size for the face?
Formal Elements	Formal Elements are parts used to make a piece of art work. The 8 elements are Line, Form, ,Shape, Tone, Pattern, Texture, Colour and Composition
Block colour	Apply one even coat of colour to a surface without any imperfections
Texture	Is a formal element which has an actual surface quality i.e. adding sawdust to paint or creating an illusion of a surface i.e. furry, scratchy etcetera
Shape	Is a formal element in art; it is an enclosed space. Shapes are limited to 2 dimensions which are length and width

Key terms and definitions	
Tone	Is an formal element in art and literally means light and dark
Graduated Shading	Shading with a pencil/ pencil to create depth. Where dark gradually turns into light without any imperfections
Guidelines	Creating a series of lines to draw within so everything is the same size i.e. A title in your sketchbook so you can get all your letters the same size
Primary Colour	A group of colours which all other colours are made from: Red , Yellow and Blue
Secondary Colour	A colour resulting from mixing two primary colours together i.e. Red and Yellow = Orange
Blending	Gently bringing together two or more colours to create the softening of lines i.e. shading blue and yellow together to create blue graduating to green graduating to yellow.
Definition	To make something "Stand out" and become obvious
Depth	Creating 3 dimensions by using graduated shading
Form	Creating a drawing of object which has the appearance of length, width & depth i.e. Creating a 3 dimensional effect

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Key term	Definition	Key term	Definition
Devised Drama	frequently called collective creation - is a method of theatre-making in which the script or performance score originates from collaborative, often improvisatory work by a performing ensemble	**Stimulus / Stimuli**	In a drama, stimuli are resources that are used to establish the context, focus and purpose of the dramatic topic being presented. Materials used as stimuli can be visual or aural in nature and can represent various genres and forms of either Western theatre or theatre traditions from other cultures.
Theatre In Education Characteristics	- There is a clear aim and educational objective running throughout. - A small cast so actors must be versatile and often have to multi-role. - A low budget so actors often play instruments too. - The production must be portable so the design is simple and representational. - They explore issues from various viewpoints, so we can see the effect of an action upon a range of people. - There is some level of audience involvement. - They are rarely wholly naturalistic because direct address or narration is used to engage the audience. - The costumes are simple and representational, especially if actors have to multi-role. - They may include facts and figures to educate the audience. - They may have a strong message or moral running throughout.	**How is TIE used:**	Theatre in education can be used to create different kinds of productions: Performances designed to stimulate reaction and participation from its small audience, perhaps through **role play** and debate. The work could be supported by resource materials. - As above but specifically targeting an area for a particular year group in a school's PSHE (Personal, Social and Health Education) curriculum. - Plays designed for a young audience, that could be based on a traditional story, and allowing a range of follow-up activities if desired. - Activities for very young children, linked by a story with the opportunities for involvement. - Dramatised activities for an adult age group with specific needs, eg preparing for employment or learning parenting skills. - A play designed for an elderly audience, eg in a care home, perhaps drawing on memories and engaging active participation in this way.
Konstantin Stanislavski	It's very easy to over-simplify the method of Konstantin Stanislavski, one of the greatest and most influential of modern theatre practitioners. The main thing to	**Naturalism**	Naturalism is a movement in European drama and theatre that developed in the late 19th and early 20th centuries. It refers to theatre that attempts to create an illusion of reality through a range of dramatic

	remember is that he takes the approach that the actors should really inhabit the role that they are playing. So the actor shouldn't only know what lines he needs to say and the motivation for those lines, but also every detail of that character's life offstage as well as onstage. In this way we can establish Stanislavski as a director and practitioner whose productions are naturalistic.		and theatrical strategies.
Bertolt Brecht	German playwright, Bertolt Brecht's ideas are very influential. He wanted to make the audience think, and used a range of devices to remind them that they were watching theatre and not real life.	**Epic Theatre**	Brecht was against cathartic theatre. He believed that while the audience believed in the action onstage and became emotionally involved they lost the ability to think and to judge. He wanted his audiences to remain objective and distant from emotional involvement so that they could make considered and rational judgements about any social comment or issues in his work. To do this he used a range of theatrical devices or techniques so that the audience were reminded throughout that they were watching theatre; a presentation of life, **not** real life itself. His kind of theatre was called **Epic theatre**. He called the act of distancing the audience from emotional involvement the verfremdungseffekt.
Direct Address	Speaking directly to the audience breaks the fourth wall and destroys any illusion of reality. An example would be the moment where Grusha pleads to save baby Michael in The Caucasian Chalk Circle by Brecht: I brought him up, shall I also tear him to bits? I can't.	**Narration**	Narration is used to remind the audience that what they're watching is a presentation of a story. Sometimes the narrator will tell us what happens in the story before it has happened. This is a good way of making sure that we don't become emotionally involved in the action to come as we already know the outcome.
Gestus	Gestus, another Brechtian technique, is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion. So every gesture was important. Brecht and his actors studied photographs of the plays in rehearsal to ensure each moment worked effectively. Could the audience tell by the actor's gestures alone what was happening in the scene?	**Spass**	Spass was also an excellent way to break the tension. Brecht needed to break rising tension to stop the audience from following characters on their emotional journey. It might be used in the form of a comic song, **slapstick** or physical comedy or even a stand-up routine. It's 'silliness' in effect but often makes strong social comment in the way it's used in the treatment of a serious subject.

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BTEC SPORT UNIT 2 PRACTICAL SPORTS PERFORMANCE KNOWLEDGE ORGANISER

Assignment 1:

Rules, Regulations and Scoring Systems

In this assignment you must:

- Describe and explain the rules, regulations and scoring systems of your 2 selected sports. You must also apply the rules in 4 specific scenarios for one of your selected sports.
- Describe and explain the roles and responsibilities that the officials have in your 2 selected sports.
- Finally, you must compare and contrast the roles and responsibilities of the officials across your 2 different sports

Assignment 2:

Practical Sports Performance

In this assignment you must:

- Describe the components of fitness and technical and tactical demands of your 2 different sports e.g. why does a centre in Netball require good aerobic endurance
- You must also be able to demonstrate practical skills effectively in your 2 sports in isolated drills, conditioned practices and competitive situations.

Assignment 3:

Review Sports Performance

In this assignment you must:

- Independently produce an observation checklist that can be used to effectively review your sports performance in both of your selected sports.
- Also, you must review your sports performance describing and explaining your strengths and areas for improvements whilst recommending and justifying activities to improve performance.

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Choreographic Processes

Key term	Definition	Key term	Definition
Choreography	The creation of dance, making a dance	Choreographic Processes	How a choreography is developed and created
Stimulus	The idea, theme, starting point of a choreography	Research	The process of finding out and gathering information relating to the stimulus
Improvisation	The process of generating dance actions, phrases and ideas	Collaboration	A process that can happen during improvisation – choreographer will work with the dancers to generate ideas
Select and discard	The sorting process – keeping what is effective and taking out what is not until you have motif phrases that effectively show intention	Motif	An action or phrase that is generated during improvisation and selection. A motif will repeat and develop numerous times in a choreography
Development	The process of using choreographic devices to repeat motifs in interesting ways	Choreographic devices	The tools that are applied to motifs to develop them so that the motif maintains interest – they are action, dynamics, space and relationships
Structuring	The process of deciding the order, sections and arrangement of the choreography	Transition	Moments that link one section of the dance to another to make it complete
Refine	The process of polishing the choreography so that it is as effective as possible, this will involve making small adjustments and changes	Rehearsal	The process of preparing the choreography for performance. This should not involve making changes, but should focus on ensuring all dancers know every detail. Rehearsal cycle and rehearsal skills should be used in this phase

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Dance Structures

Key term	Definition	Key term	Definition
Structure and Form	The organisation of a choreography, the order, sections, and arrangement of motif phrases	Binary	A dance with two parts / sections (AB)
Ternary	A dance with three parts / sections where the first part is developed (ABA)	Rondo	A dance with a verse / chorus structure the verses are different and the choruses are developed (ABACADA)
Theme and Variation	A dance with one main motif phrase that continually repeats and develops (A1A2A3A4)	Narrative	A structure that tells a story progressing through from beginning to middle to end
Episodic	A structure that contains a series of scenes (episodes) that are linked by a theme or idea	Logical Sequence	Often found in narrative choreography this is the natural order and flow of dance sections to create a choreography that makes sense

Choreographic Devices – ACTION

Key term	Definition	Key term	Definition
Choreographic Devices	The tools that are applied to motifs to develop them so that the motif maintains interest – they are action, dynamics, space and relationships	Repetition	Doing the motif again in the exact same way
Fragmentation	Breaking the motif into single actions (fragments) and putting it back together in a new order	Opposition	Switching the side of the body the actions are danced on for e.g. starting the motif with the left arm if it originally began on the right. When combined with facing can create MIRRORING

Retrograde	Performing the motif phrase backwards (like it is being rewound)	Reversal	Performing the motif phrase in the reverse order
Highlight	Making one element, feature or part of the choreography stand out on purpose	Climax	A dramatic moment in a choreography, similar to highlight but usually at the end of a section or the end of the dance
Different body part	Developing the motif so that it uses a different body part for example performing an arm gesture with a leg instead	Turn into gesture	Making all of the actions in a motif become purely gestural

Choreographic Devices – DYNAMICS

Key term	Definition	Key term	Definition
Choreographic Devices	The tools that are applied to motifs to develop them so that the motif maintains interest – they are action, dynamics, space and relationships	Speed	Changing how sudden or sustained the action is – how long it takes to perform
Energy	Changing how heavy or light the action is – the amount of effort in the action	Continuity	Changing how legato or staccato the action is – making the actions flow more or less

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Choreographic Devices – SPACE

Key term	Definition	Key term	Definition
Choreographic Devices	The tools that are applied to motifs to develop them so that the motif maintains interest – they are action, dynamics, space and relationships	Personal space / general space	Changing the amount of space the motif uses by keeping it on the spot or making it travel
Direct pathway / Flexible pathway	Changing how a motif travels by using straight lines or curving arcs	Levels	Changing the level the motif is performed on – low, middle, high
Size of action	Changing the amount of space a motif uses	Formation	Changing the placement, pattern or arrangement of the dancers
Spatial proximity	Changing how close together or far apart dancers are placed	Facings	Changing the position of the dancer in relation to the front
Direction	Changing the way the motif travels in relation to the front	Placement on stage	Changing where in the space a motif is performed (CS, DS, US, SL, SR, DSL, USL, DSR, USR, CSL, CSR)

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Choreographic Devices – RELATIONSHIPS

Key term	Definition	Key term	Definition
Choreographic Devices	The tools that are applied to motifs to develop them so that the motif maintains interest – they are action, dynamics, space and relationships	Unison	All dancers perform the motif at the same time
Simple canon	One dancer performs the motif, stops, then next dancer performs the same motif	Overlapping canon	One dancer performs a motif, the next dancer performs the same motif starting before the first dancer has finished – like a Mexican Wave
Simultaneous canon	Each dancer performs the same motif phrase but starts it at a different point. For example if a phrase has 8 actions in it one dancer might start on action 1 and end on action 8 but another might start on action 5 and end on action 4	Accumulative canon	One dancer begins the motif phrase. Other dancers are 'picked up' into the phrase as it is being danced. For example dancer 1 starts on action 1, dancer 2 picks up on action 2 etc.
De-accumulative canon	The opposite of accumulation – dancers 'drop off' the phrase one at a time	Contact	Developing the motif to include touch, lifts, balances and partner work
Manipulation	Developing the motif to include one dancer affecting other dancer WITHOUT touching them. One dancer controls the actions of another	Question and answer	One dancer performs a motif movement or phrase whilst her partner is still. The partner then responds with their own motif movement or phrase in reply that is DIFFERENT, whilst the first dancer is still
Complementary	Developing the motif to include moments that are similar but not identical	Contrasting	The opposite to complementary, developing the motif to include moments that are different
Number of dancers	Developing the motif to include more or less dancers in solos, duets, trios, quartets and ensembles		

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Features of Production - PHYSICAL SETTING

Key term	Definition	Key term	Definition
Physical setting	Everything we SEE in a choreography other than the dance content itself	Performance environment	The space the choreography takes place in
Proscenium arch	A type of stage that contains an arch or opening to create the effect of a picture frame. The arch separates the stage from the auditorium.	End-stage	A performance space where the audience sit along one side
Site-sensitive	A choreography that is performed in a space that gives added meaning to the work (usually a non-theatrical space)	In-the -round	A space where the audience sit around all sides of the performance. The performance can be viewed from all sides.
Narrative	An aspect that tells a story	Symbolic	An aspect that suggests an idea
Abstract	An aspect that is linked independently to the choreography – not narrative or symbolic.	Stage setting	The elements and items seen on the stage that the performers do not touch
Properties	The elements and items seen on the stage that the performers touch and use during the choreography	Costume	What is worn by the performers
Lighting	The lights, haze and effects used during the choreography	Style	The type of costume, lighting, set design used. This can relate to era – eg a 1920's style, or dance style – eg urban, or can identify culture – eg a tribal style.
Historical context	How a time in history is referenced / identified / included in the physical setting choices.	Status	How important or not something is.
character	The person or thing a dancer is playing (pretending to be).	Gender specific	A costume that would stereotypically be worn by a male or a female.

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What is development?

Development is an improvement in living standards through better use of resources.

Economic	This is progress in economic growth through levels of industrialisation and use of technology.
Social	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental	This involves advances in the management and protection of the environment.

Measuring development

These are used to compare and understand a country's level of development.

Economic indictors examples

Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income per capita	An average of gross national income per person, per year in US dollars.

Social indicators examples

Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.

Mixed indicators

Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.

Variations in the level of development

LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.
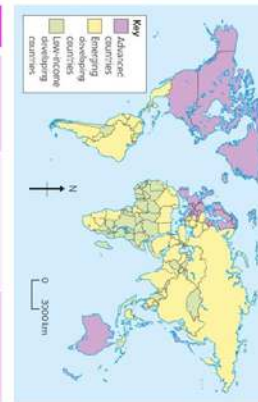
Causes of uneven development

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too.

Unit 2b
The Changing Economic World

AQA

Physical factors affecting uneven development

Natural Resources	Natural Hazards
• Fuel sources such as oil. • Minerals and metals for fuel. • Availability for timber. • Access to safe water.	• Risk of tectonic hazards. • Benefits from volcanic material and floodwater. • Frequent hazards undermines redevelopment.

Climate	Location/Terrain
• Reliability of rainfall to benefit farming. • Extreme climates limit industry and affects health. • Climate can attract tourists.	• Landlocked countries may find trade difficulties. • Mountainous terrain makes farming difficult. • Scenery attracts tourists.

Human factors affecting uneven development

Aid	Trade
• Aid can help some countries develop key projects for infrastructure faster. • Aid can improve services such as schools, hospitals and roads. • Too much reliance on aid might stop other trade links becoming established.	• Countries that export more than they import have a trade surplus. This can improve the national economy. • Having good trade relationships. • Trading goods and services is more profitable than raw materials.

Education	Health
• Education creates a skilled workforce meaning more goods and services are produced. • Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future.	• Lack of clean water and poor healthcare means a large number of people suffer from diseases. • People who are ill cannot work so there is little contribution to the economy. • More money on healthcare means less spent on development.

Politics	History
• Corruption in local and national governments. • The stability of the government can effect the country's ability to trade. • Ability of the country to invest into services and infrastructure.	• Colonialism has helped Europe develop, but slowed down development in many other countries. • Countries that went through industrialisation a while ago, have now develop further.

Consequences of Uneven Development

Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

The Demographic Transition Model

The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.

	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
	High DR High BR Steady	BR Low Declining DR Very High	Rapidly falling DR Low BR High	Low DR Low BR Zero	Slowly Falling DR Low BR Negative
	e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK	e.g. Japan

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Reducing the Global Development Gap

Microfinance Loans
This involves people in LICs receiving smalls loans from traditional banks.
+ Loans enable people to begin their own businesses
- Its not clear they can reduce poverty at a large scale.

Aid
This is given by one country to another as money or resources.
+ Improve literacy rates, building dams, improving agriculture.
- Can be wasted by corrupt governments or they can become too reliant on aid.

Fair trade
This is a movement where farmers get a fair price for the goods produced.
+ Paid fairly so they can develop schools & health centres.
- Only a tiny proportion of the extra money reaches producers.

Foreign-direct investment
This is when one country buys property or infrastructure in another country.
+ Leads to better access to finance, technology & expertise.
- Investment can come with strings attached that country's will need to comply with.

Debt Relief
This is when a country's debt is cancelled or interest rates are lowered.
+ Means more money can be spent on development.
- Locals might not always get a say. Some aid can be tied under condition from donor country.

Technology
Includes tools, machines and affordable equipment that improve quality of life.
+ Renewable energy is less expensive and polluting.
- Requires initial investment and skills in operating technology

CS: Reducing the Development Gap In Jamaica

Location and Background
Jamaica is a LIC island nation part of the Caribbean. Location makes Jamaica an attractive place for visitors to explore the tropical blue seas, skies and palm filled sandy beaches

Tourist economy
- In 2015, 2.12 million visited.
- Tourism contributes 27% of GDP and will increase to 38% by 2025.
- 130,000 jobs rely on tourism.
- Global recession 2008 caused a decline in tourism. Now tourism is beginning to recover.

Multiplier effect
- Jobs from tourism have meant more money has been spent in shops and other businesses.
- Government has invested in infrastructure to support tourism.
- New sewage treatment plants have reduced pollution.

Development Problems
- Tourists do not always spend much money outside their resorts.
- Infrastructure improvements have not spread to the whole island.
- Many people in Jamaica still live in poor quality housing and lack basic services such as healthcare.

Case Study: Economic Development in Nigeria

Location & Importance
Nigeria is a NEE in West Africa. Nigeria is just north of the Equator and experiences a range of environments.
Nigeria is the most populous and economically powerful country in Africa. Economic growth has been base on oil exports.

Influences upon Nigeria's development

Political	Social
Suffered instability with a civil war between 1967-1970. From 1999, the country became stable with free and fair elections. Stability has encouraged global investment from China and USA.	Nigeria is a multi-cultural, multi-faith society. Although mostly a strength, diversity has caused regional conflicts from groups such as the Boko Haram terrorists.

Cultural	Industrial Structures
Nigeria's diversity has created rich and varied artistic culture. The country has a rich music, literacy and film industry (i.e. Nollywood). A successful national football side.	Once mainly based on agriculture, 50% of its economy is now manufacturing and services. A thriving manufacturing industry is increasing foreign investment and employment opportunities.

The role of TNCs	Changing Relationships
TNCs such as Shell have played an important role in its economy. + Investment has increased employment and income. - Profits move to HICs. - Many oil spills have damaged fragile environments.	Nigeria plays a leading role with the African Union and UN. Growing links with China with huge investment in infrastructure. Main import includes petrol from the EU, cars from Brazil and phones from China.

Environmental Impacts	Aid & Debt relief
The 2008/09 oil spills devastated swamps and its ecosystems. Industry has caused toxic chemicals to be discharged in open sewers - risking human health. 80% of forest have been cut down. This also increases CO_2 emissions.	+ Receives $5billion per year in aid. + Aid groups (ActionAid) have improved health centres, provided anti-mosquito nets and helped to protect people against AIDS/HIV. - Some aid fails to reach the people who need it due to corruption.

Effects of Economic Development
Life expectancy has increased from 46 to 53 years. 64% have access to safe water. Typical schooling years has increased from 7 to 9.

Case Study: Economic Change in the UK

UK in the Wider World
The UK has one of the largest economies in the world.
The UK has huge political, economic and cultural influences.
The UK is highly regarded for its fairness and tolerance.
The UK has global transport links i.e. Heathrow and the Eurostar.

Causes of Economic Change
De-industrialisation and the decline of the UK's industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.

Towards Post-Industrial
The quaternary industry has increased, whilst secondary has decreased.
Numbers in primary and tertiary industry has stayed the steady.
Big increase in professional and technical jobs.

Cambridge Science Park
A major quaternary industry on the outskirts.
Good transport access to the A14 and M11.
A good location for sourcing highly educated workers from Cambridge University.
Staff benefit from attractive working conditions.
Attracts clusters of related high-tech businesses.

Change to a Rural Landscape - South Cambridgeshire
Cambridge is one of the fastest growing cities in the UK. Current population is 155,000 but will increase to 175,000 by 2026.

Social	Economic
Rising house prices have caused tensions in villages. Villages are unpopulated during the day causing loss of identity. Resentment towards poor migrant communities.	Lack of affordable housing for local first time buyers. Sales of farmland has increased rural unemployment. Influx of poor migrants puts pressures on local services.

Improvements to Transport	UK North/South Divide
A £15 billion 'Road Improvement Strategy'. This will involve 10 new roads and 1,600 extra lanes. £50 billion HS2 railway to improve connections between key UK cities. £18 billion on Heathrow's controversial third runway. UK has many large ports for importing and exporting goods.	- Wages are lower in the North. Health is better in the South. - Education is worse in the North. + The government is aiming to support a Northern Powerhouse project to resolve regional differences. + More devolving of powers to disadvantaged regions.

Year 11 Term 1 Knowledge Organiser Booklet

GCSE Crime and Punishment, c.1000 - Present	
1. C.1000 – c.1500: Medieval England	
C.1000-c1500 Crime	
Crimes against the person	Examples of these include murder, assault, public disorder and rape.
Crimes against property	Arson, theft (such as stealing crops or poaching) or counterfeiting coins.
Law maker	Laws are made by the people who govern the country (the King). The Church also played an important role.
Social crime	A crime that is considered acceptable to many people.
c.1000-c.1066 **Anglo-Saxon** law enforcement	
Society	Most people lived in small hamlets or on farms, or in villages and a few small towns (burhs).
Collective responsibility	Everyone knew everyone else and most people had a strong sense of duty to each other.
Tithings	Shires were split into areas called hundreds and each hundred was divided into ten men. Responsible for policing.
Hue and cry	The victim or a witness to a crime raised a "hue and cry" by shouting to alert others. Chase and catch the criminal.
Courts	Royal courts were national courts that dealt with serious cases, shire courts for lesser and hundred courts for petty.
Oaths	Making a declaration before God that you are innocent.
Shire reeve	Later the sheriff, was a local man chosen by the community to take criminals to courts and make sure they were punished.
Anglo-Saxon punishments	
Retribution	A severe punishment, meant to match the severity of the crime.
Deterrent	A frightening or painful punishment, designed to put other people off committing the same crime.
Corporal	A physically painful punishment (e.g. flogging or maiming).
Capital	The death penalty.
Wergild 'Man Price'	The system of paying compensation to victims of crime was common. The amount you paid depended on the social status of the victim (class, gender). For example a noble was a large sum and a serf was very little. Included to replace 'blood feuds'.
1066 **Norman** laws and crime	
Forest Laws	About 30% of England became 'Royal Forest', which William I and the Norman nobility used for hunting.
Poaching	Illegal hunting on land that belongs to someone else.
Rebellions	A crime against authority that was punished harshly. William even punished those not directly involved.
Norman law enforcement	
Castles	Designed to keep a careful watch on communities and look intimidating. Showed strong royal authority.
Trial by combat	Two people with an argument over land or money would fight to the death or submission.
Forester	Chosen by the Normans to police the Royal Forests. They were feared and hated by local communities.
Norman punishments	
Capital/corporal punishment	The use of these increased under the Normans. More offences became capital offences.
Brand	Make a mark on a criminal by burning their flesh with hot iron. A long term punishment.
Murdrum fine	If a Norman was murdered by an Anglo-Saxon, and the murderer not captured and executed, a large sum of money was paid to the king's officials by the hundred where the body was found.
c.1100-c.1500 Law enforcement in the **later middle ages**	
Parish constables	An unpaid position held for a year to police the local community.
Night watch	Volunteers patrolled the streets.
Henry II	Centralised/organised the legal system. Changes known as the Assize of Clarendon (travelling royal judges and prisons for those awaiting trial).
Assize judges	Royal judges who travelled around the country hearing serious cases.

Quarter sessions	Courts, held four times each year, used to hear serious cases.
Justices of the Peace	Local lords who were chosen by the King to keep the peace and judge minor crimes in small courts.
The Statute of Labourers	After the Black Death, the law introduced a maximum wage for workers and made it a crime to ask for more.
Punishment c.1100-c.1500	
High treason	Plotting to kill or betray the king. The most serious crime against authority.
c.1000-c1500 The Church	
Benefit of clergy	Church courts tried members of the clergy (Archbishops, bishops, priests, monks and other churchmen).
The neck verse	Church courts were seen as more lenient. If you could read a verse from the Bible you could claim benefit of clergy.
Moral crimes	Unacceptable behaviour in society: for example having sex outside marriage. Dealt with by Church courts.
Sanctuary	A safe, hiding place. Some churches offered people accused of crimes protection from the law. Had to leave the country in 40 days or would be outlawed.
Trial by ordeal	If a local jury could not reach a verdict, the Church would decide. These included hot iron, hot water or cold water. Trial by consecrated bread (for priests only, if they choked they were guilty). Stopped in 1215.
2. C.1500 – c.1700: Early modern England	
Social change	
Population growth	This meant that towns grew and street criminals/petty theft increased.
Economic change	Bad harvests caused rises in food prices. Less trade led to unemployment for many.
Printing	After printing was invented, more pamphlets started to appear. A favourite topic was crime.
English Civil Wars, 1642	War led to economic and political chaos which created a climate of fear.
Political change	Parliament fought and beat the king. Charles I was executed. Many felt that their 'world had been turned upside down'. This created a feeling of insecurity and fear that lasted decades.
Religious change	Changes in beliefs and change of religion of the monarch led to heresy and high treason.
Monasteries	Communities of monks. Closed down by Henry VIII.
Landowners' attitudes	Landowners wanted to protect their land and property. Increasingly landowners regarded the poor with suspicion. They felt threatened by their growing numbers.
Enclosed	Fenced off for the exclusive use of the landowner.
Poor relief	Financial assistance for the poorest members of society.
Enlightenment	Philosophical movement of the 17th/18th centuries that focused on the use of reason to question ideas that were previously accepted.
Crime in early modern England	
Heresy	Holding a set of beliefs different to those of the monarch and church.
Treason	Anyone who challenged the ruler's authority.
Vagabondage	The crime of being a wandering beggar. Also known as vagrancy.
The Poor Law Act of 1601	Between 1531 and 1598 a series of laws were introduced to deter others from committing the crime. A clear distinction was made between the 'deserving' and 'undeserving' poor.
1671 Game Act	Landowners began to fence off land for their exclusive use. This law banned hunting on enclosed land.
Import duties c1500-1700	Taxes payable on goods imported into the country led to smuggling (e.g. luxury products like tea).
Puritan	Victory in the English Civil War meant that this group of Protestants introduced a number of 'moral' laws.
Robert Catesby	The leader of the Gunpowder Plot.
1605 The Gunpowder Plot	A failed plot to destroy the Houses of Parliament led to the conspirators being hanged, drawn and quartered. The authorities were determined to make the punishment a deterrent to others.
1542 Witchcraft Act	Henry VIII made witchcraft a capital crime.

1645-1647 Witch-hunts	The Civil War, Matthew Hopkins, religious upheavals, the printing press (and spread of pamphlets) and changes to the law led to a rise in accusations of witchcraft.
Superstition	Belief based on old ideas about magic rather than reason or science.
Demonologie	James I was an enthusiastic witch hunter and shared his ideas through a book, published in 1597.
Decriminalise	Make an activity legal, or no longer a crime.
C1500-c1700 Law enforcement	
Town constables and the night watch	Their role increased as towns grew. Night watchman was still voluntary and overseen by the constable. Town constables: Expected to turn serious criminals to the court and could round up vagrants.
Thief takers	Professionals were paid a reward for catching a criminal.
C1500-c1700 Punishments	
Early prisons	Still only a holding area before a trial. Unpaid wardens and dangerous conditions as all housed together.
House of correction	In 1556, Bridewell prison introduced prison as a punishment. All inmates had to do 'hard labour'. This was an attempt to rehabilitate vagrants.
Hard labour	Inmates were made to break up rocks for example to pay for their keep, and to encourage habits of hard work.
The Bloody Code	In 1688 changes to the law greatly increased the number of crimes carrying the death penalty. Even minor crimes were punishable by death. The system was ineffective as many criminals stole out of desperation.
Capital crime	A crime that is punished with the death penalty.
Transportation to North America	Being sent away from England to serve a punishment in a colony abroad. This allowed for the possibility of rehabilitation (helping someone return to normal life and society after they have committed a crime).
Colonies	Bew settlements in foreign lands.
3. c.1700 – c.1900: Eighteenth and nineteenth century (the Industrial Revolution)	
Social change	
Industrialisation	The development of industries in a country.
Urbanisation	The process of the population moving from the countryside to towns.
Crimes against the person and property	
Smuggling	More goods were taxed – including cloth, wine and spirits – and this led to more gang activity (e.g. The Hawkhurst Gang). This was still seen as a social crime.
Highway robbery	Threatening or attacking travellers and forcing them to hand over their valuable possessions.
The 1723 Black Act	A rise in poaching gangs led to this law making poaching a capital offence.
1736 Witchcraft Act	This decriminalised witchcraft. People no longer believed in witches and saw them as confidence tricksters.
The Tolpuddle martyrs	The authorities banned trade unions after the French Revolution. Six men were transported to Australia. Seen as martyrs (unfairly suffering) they were later pardoned by the government.
Trade union	An organisation of workers set up to defend their interests and improve their working conditions.
Law enforcement	
Parish constables/watch men	In the early 18th century, the law used previous methods with part-time soldiers dealing with rebellions or riots. Some towns had paid constables and watchmen.
Bow Street Runners, 1748	The Fielding brothers established a crime-fighting team, established in London. Deterred criminals, organised patrols and shared information. Led to further detective offices.
1829 Metropolitan Police Act	Began Britain's first professional police force in London.

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1856 Police Act	This law made professional police forces compulsory across the whole country.
Criminal Investigations Department (CID)	In 1842 a regular detective branch was established at Scotland Yard (London) with 16 officers. Wore 'plain clothes' and investigated crimes. Set up in 1878.
Robert Peel (police force)	As Home Secretary, he was responsible for the Metropolitan Police Act 1829. The new officers faced a hostile attitude from the public and the press. Peel responded by issuing clear guidelines.
Changing views on the purpose of punishment	
Bloody Code by 1810	222 crimes carried the death penalty.
Transportation to Australia	An alternative to the death penalty. American colonies lost after the American War of Independence. Prisons were still not designed to hold large numbers of criminals and colonisation was an advantage.
Public executions	Reformers argued that these were inhumane (cruel, without compassion) and were stopped in 1868.
Prison reform	Common views about the purpose of prison were to rehabilitate, punish and repay society. John Howard and Elizabeth Fry argued that the main purpose should be rehabilitation.
Elizabeth Fry, born in 1780	Organised prison education for women and children at Newgate. Taught sewing and led Bible classes. Set up an association for improving prison conditions. Campaigned for wider reform.
John Howard, born in 1726	In 1774 campaigned to ensure prisoners who finished their sentence would be released. Argued for a reasonable standard of living and recommended Christian teaching, private cells and a wage for gaolers.
The state of Prisons in England and Wales	John Howard wrote a book to provide detailed evidence for other prison reformers.
Robert Peel (prisons)	Argued for a system aimed at preventing crimes and reforming criminals, rather than focusing on punishments as a deterrent. Accepted many of Fry's suggestions, skilful in seeing through new laws and became Prime Minister. He passed the 1823 Gaols Act.
1823 Gaols Act	The aim was to have consistent punishment and improve conditions. Introduced inspections at prisons. Prisons should have regular visits from chaplains, gaolers should be paid, female warders and prisoners were not to be held in chains.
The separate system	Pentonville Prison was built in 1842 to try out the 'model' prison. Prisoners were kept apart as much as possible. Reformers like Elizabeth Fry were concerned about the purpose and design of this system.
Psychosis	A confused state where sufferers have hallucinations and delusions – seeing and imagining things.
The silent system	The 1865 Act led to prisoners becoming even harsher. Prisoners would get hard labour, hard fare and hard board. All prisons to follow national rules.
4. c.1900 – present: Modern Britain	
'Old' crimes in modern Britain	
Terrorism	The use of violence, fear and intimidation to publicise a political cause. E.g. the IRA, Al-Qaeda or Isis. This is not a new crime. In the 17th century the Gunpowder plotters attempted to blow up parliament.
People-trafficking	This involves people from poorer countries being brought to the UK and being forced to work for very low wages, or no wages at all. This is not a new crime. In the 1830s poor girls were sold into prostitution.
Cybercrime	Any crime carried out using the internet and other digital technologies. E.g fraud, copyright theft and extortion. Many of these crimes were carried out using different means.
'New' crimes in modern Britain	
Hate crime	A crime motivated by prejudice against the victim's race, gender, disability or sexual orientation. The 2005 Criminal Justice Act raised severity of 'hate crimes'.
Race crime	Britain became more 'multicultural' when many people from the Commonwealth countries moved to Britain looking for work in the 1950s. The 1968 Race Relations Act gave legal rights to ethnic groups.

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Domestic violence	Violent or aggressive behaviour within the home. Due to campaigns for equal rights for women, laws were passed to introduce greater equality. For example the 1967 Sexual Offences Act.
Abortion	The 1967 Abortion Act legalised abortion if the child was going to have serious disabilities or the mother was at risk. This change in the law was caused by growing liberalisation of attitudes in the 1960s.
Attitudes to social crimes	
Driving offences	Government advertising campaigns since the 1970s have made drink-driving and speeding less acceptable to the general public.
Drug-taking	The legalisation of some classes of drugs is a controversial issue in society.
Law enforcement in modern Britain	
Science and technology	Policing has developed due to the introduction of finger print technology, taking blood samples, advanced microscopes, use of police cars, two-way radios, a Police National Computer and National DNA Database.
Specialisation of police roles	Police forces have developed many specialist departments and units to tackle different aspects of their work. For example the Fraud Squad, Specialist drug-trade units, do handing units and special branch.
Neighbourhood Watch	A local committee of people who raise awareness about crime and encourage neighbours to keep an eye on each others' property.
Police Community Support Officer (PCSO)	Work with police officers and have some, but not all, of their responsibilities. The focus is on crime prevention and stopping anti-social behaviour.
Punishment in modern Britain	
Abolition of the death penalty	Changing attitudes in society led to the death penalty being abolished. The 1965 Murder Act abolished the death penalty for most crimes.
The Derek Bentley case, 1953.	During the 1950s a number of controversial executions meant the public became increasingly critical of capital punishment. Bentley and Craig were convicted of the murder of PC Sidney Miles. Only Bentley was executed.
Probation officers	Alternatives to prisons used after 1907. These were employed to check on offenders living outside prison.
Prisoner welfare	In 1922 the separate system of prisoners was ended. New initiatives to improve conditions and educational opportunities introduced.
Open prisons	Prisoners are allowed out on day release to work and prepare for reintegration into society. This type of prison offered a more relaxed regime.
New Hall, in Wakefield	The first Open Prison opened in 1933.
Borstals	Young offenders are kept in separate facilities to older criminals. In 1982, replaced with youth custody centres. The focus is on rehabilitation and secondly a deterrent.
Anti-Social Behaviour Order (ASBO)	A 21st century alternative to prison. A court order that places restrictions on what a person can do. Other alternatives include electronic tagging and restorative justice.
Conscription	Compulsory service in the armed forces introduced in 1916.
Conscientious objectors	Many men refused to fight because their religious or political beliefs did not allow it (absolutists or alternativists). Punished harshly by tribunals. However, punished less severely by the authorities during the Second World War due to fighting against Nazism. The public and some employers were still hostile.

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Whitechapel, c.1870-c.1900	
Key terms and definitions	
Policing the country	
Manpower	Police work was weakened by insufficient numbers.
The Central Criminal Court in London	Many people arrested in Whitechapel found themselves tried here. Known as the 'Old Bailey'.
Memoir	An individual's account of his or her life. It may be based on diaries and other records, or on memory.
The Illustrated Police News	A sensationalist 'penny dreadful' (cheap) newspaper that was anti-police.
The Police Review	A police newspaper that aimed to challenge negative views of the police.
Commissioner Sir Charles Warren	Became the Metropolitan Police Commissioner in 1886. He increased military drill and tightened up the rules for recruitment. Sacked after failing to catch the Ripper.
Bloody Sunday	Commissioner Warren called in the army to control protestors in Trafalgar Square. Warren was criticised for appearing to enjoy the action.
Home Secretary	Minister responsible for the internal affairs of England, including police and prisons.
Police organisation in Whitechapel	
Policing system	The Metropolitan Police force was split into 20 divisions.
H Division	The Metropolitan Police Force was divided up into divisions. Whitechapel was under the jurisdiction of H Division. The division was run by a superintendent and a chief inspector, with the support of inspectors and sergeants.
Chief inspector	The person in charge of a division or in charge of the CID.
The Beat Constable	Wore a uniform to stand out, carried a truncheon, oil-fired lantern etc. Patrolled a specific beat. The lowest rank of police officer.
Attitudes to the police	Varied widely. Working-class attitudes were negative and felt they worked for the middle/upper class.
Residuum	A word meaning the lowest possible class of person – literally the 'dregs' of humanity.
Prostitute	A person who offers sexual activity in return for payment.
Brothel	A house where one or more prostitutes work.
Gin palace	Extravagant, richly decorated gas-lit shop selling gin across a counter. Gin was strong and cheap.
Opium den	A place where the drug opium was sold and smoked.
A protection racket	Gangs demanded protection money from small business owners. Anyone who refused to pay would have their shop or market smashed to pieces.
Bessarabian Tigers, & the Odessians.	Two examples of gangs made up of immigrants from Eastern Europe. Some of the violence in Whitechapel was stirred up by gangs. H Division made no attempt to shut down gang activity in some areas of Whitechapel.
Lunatics	In Victorian times this term was used to describe people with serious psychological disorders.
Investigating crime in Whitechapel	
The Jack the Ripper murders	In 1888, five women were murdered in and around Whitechapel.
The Criminal Investigation Department (CID)	A detective force set up in 1877 with the aim of observing and gathering information.

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The media	300 letters and postcards was sent to the CID or to the newspapers, byt men claiming to be the murderer. The media criticised police methods.
Police force rivalry	The City of London and Metropolitan police forces competed to capture the Ripper.
Police investigative techniques	These included autopsy, photography, sketches, house-to-house searches and interviews. The police began to experiment using bloodhounds.
Post mortem	A detailed examination of a person's body to try and discover the cause of death.
The Vigilance Committee	A group of Whitechapel businessmen and traders set this up because they were annoyed by the failure of the police to offer a reward to residents for information leading to the killer's arrest. They took to the streets at night.
The Bertillon System	A system of taking measurements and photographs of suspects and keeping these records centrally so they could be shared.
The Houses of the Working Classes Act 1890	Opened the way for the new London County Council to begin housing development schemes to replace slums with mass low-cost housing.
Living in Whitechapel	
Whitechapel	In the East End of London, one of the capital's poorest districts, with gangs ruling its streets. Out of a population of 30,000, perhaps 1,000 were homeless.
Sanitation	Conditions associated with public health, such as running water and sewerage systems. These were poor in Whitechapel.
Rookeries	A slum area in Whitechapel. These were extremely overcrowded with poor sanitation. Houses were divided into separate apartments.
Lodging houses or 'doss houses'	Temporary accommodation, where lodgers paid a nightly fee. Some lodging houses had three eight-hour sleeping shifts a day.
Slum clearance	A process begun in the late 1800s, and not completed until after the Second World War, which saw destruction of unhealthy or dangerous housing.
George Peabody	A wealthy American who paid to improve housing. Built a "model dwelling/Peadbody" estate, where tenants were charged reasonable rents.
The Peabody Estate	By 1881, 287 flats had been built. Each block of flats were separate from the other and surrounded by a yard, in order to improve ventilation.
Working in Whitechapel	
Sweated trades	Trades like tailoring, shoe-making and making matches. Paid for each finished item.
Sweatshops	A place of work that was small, cramped and dusty, with little natural light. Hours were long (some worked 20 hours a day and slept on-site) and wages were low.
Workhouses/casual ward	A last resort for the homeless. They offered a bed and food in return for hard labour. Conditions were deliberately worse than a worker could provide for his family. Inmates did tough manual labour and wore a uniform. Families were split up. Vagrants were held separately, as they were seen as bad influence.
South Grove	The location of the Whitechapel Workhouse, just off Mile End Road.
Picking oakum	Picking apart the fibres of old rope.
Poor relief	The system of giving benefits to the poor. Workhouses were the way this was done.
Dr Thomas Bernardo	Established schools and orphanages for orphans. By the time he died, in 1905, there were nearly 100 Bernardo's homes nationally, caring for an average of 85 children each.
Tensions in Whitechapel (immigration, socialism, anarchism and anti-Semitism)	
Irish immigrants	The Irish population expanded rapidly in the East End from the 1840s. Many settled and made their living as 'navigators' or 'navvies'.
Fenians	An Irish religious terrorist group that wanted freedom from rule by the UK.

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Dynamite Saturday	On a single day, 24 January 1885, the Fenians launched attacks on a number of central London landmarks, eg the House of Commons.
Eastern European Jewish immigrants	Jews fled pogroms (a government attack on Jews) in Russia and fled to Whitechapel. Immigrants spoke little English and many worked in sweatshops.
Jewish population in Whitechapel	Often the target of stereotyping and beatings. Often resented for businesses success, religious/cultural differences and running tailoring businesses on the sweatshop model.
Yiddish	A language used by Jews in central and eastern Europe.
Sensationalist Newspapers and satirical journals	The East London Observer and Pall Mall Gazette exaggerated events and wrote anti-Jewish articles. This led to harassment and street violence against Jews.
Anti-Semitic	Prejudiced against Jews. Beatings of Jews became common. Jews were blamed for the Ripper murders.
Stereotyping	Assuming all members of a group are alike – for example, looking similar, or having similar views.
Socialism	Someone who believes that poor people would get a better deal if the government took over important business and ran them for the good of the poor.
Social Democratic Federation	The first socialist party in Britain, founded in 1881 to help the rights of workers and women. The SDF was anti-Capitalist.
Capitalist	Someone who believes individuals should be free to own property and businesses and make a profit.
Anarchists	A political movement that opposes all forms of government.

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Key Ideas
- Nächstes Jahr – studieren oder nicht?
- Eine Lehre machen
- Ein Jahr Pause machen
- Eine Weltreise machen
- Meine persönlichen Stärken und Schwächen
- Berufe – Pro und Kontra
- Meine Zukunftspläne

Key Vocabulary

Die Substantive

das Arbeitspraktikum	work placement
die Arbeitsmöglichkeiten (f)	job opportunities
die Arbeit	work
der Beruf	job/profession
die Bewerbung	application
die Besprechung	meeting
die Erfahrung	experience
die Fabrik	factory
die Firma	company
die Gelegenheitsarbeit	casual work
CV	der Lebenslauf
die Lehre	apprenticeship
das Lernen	studies
die Nachricht	message/piece of news
der Rechtsanwalt/die Rechtsanwältin	male/female lawyer
meine Schwäche	my weak points
die Qualifikation	qualification
die Schichtarbeit	shift work
meine Stärken (f)	my strong points
das Trimester	term
die Uni	university

Die Verben

arbeiten	to work
bewerben sich um etwas	to apply for something
brauchen	to need
liefern	to deliver (goods)
schaffen	to manage/to pass
suchen	to look for
verbessern	to improve
verdienen	to deserve/to earn

Die Adjektive

billig	cheap
teuer	expensive
ehrlich	honest
enttäuschend	disappointing
fleißig	hardworking
interessant	interesting
kreativ	creative
motiviert	motivated
nützlich	useful
sicher	certain
schwer	difficult
toll	great

Key Phrases

schade	it's a shame
das macht mir nichts aus	it doesn't matter to me
bestimmt/wahrscheinlich	definitely/probably
ich habe mich noch nicht entschieden	I haven't decided yet
nach der Schule werde ich zur Uni gehen	after school I'm going to go to university
nächstes Jahr werde ich eine Lehre machen	next year I'm going to do an apprenticeship
in der Zukunft möchte ich als Sekretär(in) in einem Büro arbeiten	in the future I'd like to work as a [male/female] secretary in an office
ich möchte ein Jahr Pause machen	I'd like to take a year off
ich will die Schule verlassen	I want to leave school
ich möchte das Abitur machen	I'd like to do A levels
ich möchte Briefträger(in) werden, weil das interessant wäre	I'd like to be a postman/woman, because that would be interesting
ich interessiere mich für Tiere	I'm interested in animals
ich möchte meine eigene Firma gründen	I'd like to set up my own business
es ist harte Arbeit	it's hard work
ich habe es satt	I'm fed up of...
Teilzeit arbeiten	to work part-time
es geht mir auf die Nerven	it gets on my nerves
es ist Zeitverschwendung	it's a waste of time
wenn ich gute Noten bekomme...	if I get good marks...

Infinitiv	Präsens	Vergangenheit	Futur
arbeiten = to work	ich arbeite; er/sie arbeitet; wir arbeiten	ich habe gearbeitet; er/sie hat gearbeitet, wir haben gearbeitet	ich werde arbeiten; er/sie wird arbeiten; wir werden arbeiten
gehen = to go	ich gehe; er/sie geht; wir gehen	ich bin gegangen; er/sie ist gegangen; wir sind gegangen	ich werde gehen; er/sie wird gehen; wir werden gehen
machen = to make/do	ich mache; er/sie macht; wir machen	ich habe gemacht; er/sie hat gemacht, wir haben gemacht	ich werde machen; er/sie wird machen; wir werden machen
sein = to be	ich bin; er/sie ist; wir sind	ich bin gewesen; er/sie ist gewesen; wir sind gewesen	ich werde sein; er/sie wird sein; wir werden sein

Key Questions

Was möchtest du nächstes Jahr machen?	What would you like to do next year?
Willst du ein Jahr Pause machen?	Do you want to take a year out?
Wirst du eine Lehre machen?	Are you going to do an apprenticeship?
Was möchtest du nächstes Jahr lernen?	Which subjects would you like to study next year?
Beschreibe deine Persönlichkeit.	Describe your personality.
Was hast du vor, in der Zukunft zu machen?	What do you intend to do in the future?
Wo wirst du in zehn Jahren sein?	In 10 years, where will you be?
Möchtest du im Ausland arbeiten?	Would you like to work abroad?

Useful Grammatical Structures

Personalise opinions, e.g. **ich glaube dass** (I believe that); **meiner Meinung nach** (in my opinion); **ich finde** (I find).

Use **wenn** (if), e.g. **wenn ich gute Noten bekomme...** (If I get good marks...).

Use **the future tense** to express future plans: use the correct form of the present tense of **werden** + infinitive, e.g. **ich werde in einer Fabrik arbeiten** (I am going to work in a factory); **wir werden nach Deutschland fahren** (we are going to travel to Germany).

Use the following phrases + infinitive to express intention: **ich möchte** (I would like); **ich habe vor auf die Uni zu gehen** (I intend to go to university); **ich will** (I want); **ich hätte lieber** (I would prefer).

Remember that certain conjunctions send the verb to the end of the subordinate clause which they begin, e.g. **weil** (because); **ob** (whether); **obwohl das Wetter gut war, bin ich zu Hause geblieben** (although the weather was good, I stayed at home).

If you use **und** or **aber** the word order does not change.

Tricky Spellings

die Arbeitsmöglichkeiten (f)	job opportunities
enttäuschend	disappointing
wahrscheinlich	probably
Zeitverschwendung (f)	waste of time

Practise these with your teacher!

enttäuschend	disappointing
wahrscheinlich	probably
der Rechtsanwalt/die Rechtsanwältin (f)	male/female lawyer
Zeitverschwendung (f)	waste of time

Tricky Pronunciation

False Friends

die Fabrik (f)	factory
die Noten (f)	marks
die Tiere (n)	animals

Year 11 Term 1 Knowledge Organiser Booklet

Global Issues GCSE Foundation Tier German Knowledge Organiser

Key Ideas
- Umweltprobleme
- Bist du umweltfreundlich?
- Meine Gegend – was gibt es? Probleme?
- Wie ich in der Zukunft mehr umweltfreundlich sein werde
- Die Armut
- Wie man den Obdachlosen helfen kann

Key Vocabulary

die Adjektive

faul	lazy
schlimm	bad/awful
sicher	safe/secure
spät	late
umweltfeindlich	environmentally unfriendly/harmful to the environment
umweltfreundlich	environmentally friendly
weit	far

Die Verben

ausmachen	to turn off
aussterben	to die out
baden	to take a bath
bedrohen	to threaten
benutzen	to use
herunterdrehen	to turn down
retten	to save
schaden	to damage
sparen	to save
verpesten	to pollute
wegwerfen	to throw (away)
recyceln	to recycle

Key Phrases

um umweltfreundlich zu sein	In order to be environmentally friendly
Ich trenne den Müll	I separate the rubbish
Ich fahre mit dem Zug	I travel by train
Ich benutze Altpapier	I use recycled paper
Es gibt zu viel Verschmutzung	There is too much pollution
Ich versuche, die Heizung herunterzudrehen	I try to turn the heating down
Wir sollten/man sollte	We should/you should
In der Zukunft	In the future
Es gibt zu viel Lärm	There's too much noise
Es ist wichtig	It is important

Substantive

die Abgase (pl)	gas emissions
die Arbeitslosigkeit	unemployment
die Armut	poverty
das Altpapier	recycled paper
die Dose	can
der Fahrradweg	cycle path
die Flasche	bottle
die Heizung	heating
der Müll	rubbish
die Mülltonne	dustbin
die Obdachlosen (pl)	homeless people
das Öl	oil/petroleum
das Ozonloch	hole in the ozone layer
die Plastiktüte	plastic bag
die Spraydose	aerosol (spray)
der Treibhauseffekt	greenhouse effect
die Umwelt	environment
der Verkehr	traffic

Key Verbs

Infinitiv	Präsens	Vergangenheit	Futur
gehen = to go	ich gehe; er/sie geht; wir gehen	ich bin gegangen, er/sie ist gegangen; wir sind gegangen	ich werde gehen; er/sie wird gehen; wir werden gehen
sein = to be	ich bin; er/sie ist; wir sind	ich bin gewesen, er/sie ist gewesen; wir sind gewesen	ich werde sein; er/sie wird sein; wir werden sein
fahren = to go/travel	ich fahre; er/sie fährt; wir fahren	ich bin gefahren; er/sie ist gefahren; wir sind gefahren	ich werde fahren; er/sie wird fahren; wir werden fahren
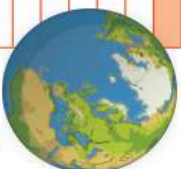
Global Issues GCSE Foundation Tier German Knowledge Organiser

Key Questions

1. Bist du umweltfreundlich? Warum/Warum nicht? — Are you environmentally friendly? Why/Why not?
2. Beschreib deine Gegend. — Describe your local area.
3. Was wirst du in der Zukunft machen, um die Umwelt zu schützen? — What are you going to do to protect the environment in the future?
4. Fährst du immer mit dem Auto? — Do you always travel by car?
5. Gibt es viele Obdachlose in deiner Stadt? — Are there many homeless people in your town/city?
6. Was sollte man tun, um den Obdachlosen zu helfen? — What should we do to help homeless people?
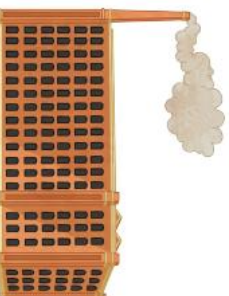
Useful Grammatical Structures

Use **modifiers** to modify an adjective. Examples include: **ziemlich** (quite); **ein bisschen/etwas** (a bit/rather); **kaum** (hardly).

Use **intensifiers** to intensify an adjective. Examples include: **wirklich** (really); **sehr** (very); **besonders** (particularly); **total** (totally); **völlig** (completely); **so** (so); **zu** (too).

Use **connectives and conjunctions** to make longer sentences. Examples include: **weil** (because); **aber** (but); **jedoch** (however).

Use **the future tense** to express future plans: use the correct form of the present tense of **werden** + infinitive e.g. **Ich werde einen autofreien Tag einführen** (I am going to introduce a car-free day); **Wir werden die Umwelt schützen** (we are going to protect the environment).

Use **the infinitive** after these key modal verbs: **man soll** (you should); **man soll nicht** (you shouldn't); **man muss/man muss nicht** (you must/you mustn't); **ich möchte** (I would like). For example: **man soll mit dem Rad in die Schule fahren** (you should travel by bike to school); **ich möchte Bäume pflanzen** (I would like to plant trees).

Tricky Spellings

umweltfreundlich	environmentally friendly
umweltfeindlich	harmful to the environment
der Treibhauseffekt	greenhouse effect
die Arbeitslosigkeit	unemployment

Tricky Pronunciation

die Verschmutzung	pollution

False Friends

die Dose	can
die Flasche	bottle
sicher	safe
faul	lazy

Year 11 Term 1 Knowledge Organiser Booklet

Jobs, Career Choices and Ambitions: GCSE Foundation Tier German Knowledge Organiser

Key Ideas
- Arbeitspraktikum
- Dein Job/Beruf/deine Arbeit
- Was du nach der Schule machen wirst
- Die Berufe deiner Eltern
- Berufe – Pro und Kontra
- Dein idealer Beruf und warum

Verben
abwaschen	to wash up
arbeiten	to work
babysitten	to babysit
beantworten	to answer
brauchen	to need
kopieren	to (photo)copy
telefonieren	to telephone
verdienen	to earn

Adjektive
abwechslungsreich	varied
arbeitslos	unemployed
beschäftigt	busy
ehrlich	honest
interessant	interesting
freundlich	friendly
langweilig	boring
anstrengend	tiring
erfolgreich	successful
praktisch	useful

Key Phrases
Ich war Praktikant/Praktikantin in einer Schule.	I was a work experience student in a school.
Ich habe eine Woche dort gearbeitet.	I worked for a week there.
Es war besser als in der Schule.	It was better than school.
Die Arbeit hat Spaß gemacht.	The work was fun.
Meine Kollegen waren freundlich.	My colleagues were friendly.
Mein Vater ist/meine Mutter ist	my dad is/my mum is
Es ist gut/schlecht bezahlt.	It is well/badly paid.
Die Arbeitsstunden sind zu lang.	The hours are too long.
Ich komme gut mit dem Chef aus.	I get along well with the boss.
nächstes Jahr	next year
In der Zukunft möchte ich Polizist(-in) werden.	In the future I'd like to be a police officer (m/f).
im Freien	in the open air
im Ausland	abroad
Ich möchte mit Kindern/Tieren arbeiten.	I'd like to work with children/animals
Die Arbeit wäre stressig.	The work would be stressful.

Infinitiv	Präsens	Vergangenheit	Futur
arbeiten – to work	ich arbeite; er/sie arbeitet; wir arbeiten	ich habe gearbeitet; er/sie hat gearbeitet; wir haben gearbeitet	ich werde arbeiten; er/sie wird arbeiten; wir werden arbeiten
gehen – to go	ich gehe; er/sie geht; wir gehen	ich bin gegangen; er/sie ist gegangen; wir sind gegangen	ich werde gehen; er/sie wird gehen; wir werden gehen
haben – to have	ich habe; er/sie hat; wir haben	ich habe gehabt; er/sie hat gehabt; wir haben gehabt	ich werde haben; er/sie wird haben; wir werden haben
sein – to be	ich bin; er/sie ist; wir sind	ich bin gewesen; er/sie ist gewesen; wir sind gewesen	ich werde sein; er/sie wird sein; wir werden sein

Substantive
der Arbeitgeber/die Arbeitgeberin	employer (m/f)
der Beruf	profession/job
das Büro	office
die Erfahrung	experience
der Schuldirektor/die Schuldirektorin	head teacher m/f
die Firma	firm/business/company
der Führerschein	driving licence
der Geschäftsmann/die Geschäftsfrau	business man/woman
der Kellner/die Kellnerin	waiter/waitress
der Kunde/die Kundin	customer (m/f)
der Lehrer/die Lehrerin	teacher (m/f)
die Leute (pl)	people
der Lohn	wage
das Model	model
die Mode	fashion
der Schüler/die Schülerin	school pupil (m/f)
der Student/die Studentin	university student (m/f)
die Verantwortung	responsibility
das Vorstellungsgespräch	job interview
die Zukunft	future

Jobs, Career Choices and Ambitions: GCSE Foundation Tier German Knowledge Organiser

Key Questions
Wo warst du Praktikant/Praktikantin?	Where did you do your work experience?
Hast du einen Job?	Do you have a job?
Was für Arbeit hast du schon gemacht?	What kind of work have you done already?
Beschreibe die Berufe von deinen Eltern.	Describe your parents' jobs.
Was ist dein Traumberuf?	What is your dream job?
Möchtest du im Ausland arbeiten?	Would you like to work abroad?
Was möchtest du nach der Schule machen?	What would you like to do after school and why?

Useful Grammatical Structures
- **Personalise** the opinions of others e.g. er/sie glaubt, dass (he/she believes that); er/sie denkt, dass (he/she thinks that); seiner/ihrer Meinung nach (in his/her opinion).
- **Omit the article** when saying which job you do e.g. Mein Vater ist Ingenieur (my dad is an engineer).
- Be clear as to the differences between **male and female jobs**, most jobs add "in" for the feminine form e.g. der Apotheker/die Apothekerin (pharmacist); if the job ends in "mann" change it to "frau" e.g. der Kaufmann/die Kauffrau (business man/woman).
- Use **the future tense** to express future plans: use the correct form of the present tense of werden + infinitive e.g. Ich werde in einer Schule arbeiten. (I am going to work in a school.); Wir werden Kinder haben. (We are going to have children).
- Use **comparatives**: to say more than, add "er" e.g. interessanter – more interesting; **weniger** stressing **als** (less stressful than).

Tricky Pronunciation
Practise these with your teacher!
die Arbeitsstunden	work hours
beschäftigt	busy
der Geschäftsmann/die Geschäftsfrau	business man/woman
ich möchte	I would like
die Schauspielerin	actress

Tricky Spellings
abwechslungsreich	varied
beschäftigt	busy
langweilig	boring
wäre	would be
das Vorstellungsgespräch	job interview

False Friends
die Mode	fashion
der Praktikant/die Praktikantin	work placement student
der Direktor/die Direktorin	head teacher m/f

Year 11 Term 1 Knowledge Organiser Booklet

Global Issues: GCSE Foundation Tier Spanish Knowledge Organiser

Key Ideas
- los problemas del medio ambiente
- lo que debemos hacer para proteger al medio ambiente
- qué hay en tu barrio
- cómo vas a ayudar al medio ambiente
- la pobreza
- cómo ayudar a los pobres

Key Vocabulary

Los sustantivos

el combustible	fuel
el calentamiento global	global warming
el carril bici	cycle lane
el centro de reciclaje	recycling centre
el desempleo/el paro	unemployment
el grifo	tap
el medio ambiente	environment
el petróleo	oil
la basura	rubbish
la bolsa de plástico	plastic bag
la caja (de cartón)	(cardboard) box
la calefacción central	central heating
la ducha	shower
la inundación	flood
la papelera	dustbin
la pobreza	poverty
los sintecho	homeless people

Los adjetivos

contaminado/a	polluted
peligroso/a	dangerous
preocupante	worrying

Los verbos

apagar	to switch off
aumentar	to increase
desaparecer	to disappear
destruir	to destroy
disminuir	to decrease
encender	to switch on
malgastar	to waste
proteger	to protect
reciclar	to recycle
salvar	to save
tirar	to throw (away)
usar	to use

Key Verbs

Infinitivo	Presente	Pasado (Pretérito)	Futuro
hacer - to do	yo hago ; él/ella hace ; nosotros/as hacemos	yo hice ; él/ella hizo ; nosotros/as hicimos	yo haré ; él/ella hará ; nosotros/as haremos
ser - to be	yo soy ; él/ella es ; nosotros/as somos	yo era ; él/ella era ; nosotros/as éramos	yo seré ; él/ella será ; nosotros/as seremos
estar - to be	yo estoy ; él/ella está ; nosotros/as estamos	yo estuve ; él/ella estuvo ; nosotros/as estuvimos	yo estaré ; él/ella estará ; nosotros/as estaremos
tener - to have	yo tengo ; él/ella tiene ; nosotros/as tenemos	yo tuve ; él/ella tuvo ; nosotros/as tuvimos	yo tendré ; él/ella tendrá ; nosotros/as tendremos
deber - to have to	yo debo ; él/ella debe ; nosotros/as debemos	yo debí ; él/ella debía ; nosotros/as debíamos	Yo deberé ; él/ella deberá ; nosotros/as

Global Issues: GCSE Foundation Tier Spanish Knowledge Organiser

Key Phrases

para proteger al medio ambiente	to protect the environment
voy a ducharme	I'm going to have a shower
voy a apagar las luces	I'm going to switch the light off
utilizo/ uso el coche menos	I use the car less
hay demasiado(s)/a(s)	there are too many
no hay suficiente(s)	there are not enough
debemos	we must
hay demasiado desempleo	there is too much unemployment

Useful Grammatical Structures
- Use **modifiers** to modify an adjective. Examples include: bastante (quite); un poco (a bit).
- Use **intensifiers** to intensify an adjective. Examples include: realmente (really); muy (very); particularmente (particularly); totalmente (totally); completamente (completely).
- Use **connectives** and conjunctions to make longer sentences. Examples include: porque (because); ya que (as/because); pero (but); sin embargo (however); cuando (when); aunque (although).

Tricky Pronunciation: Practise these with your teacher!

el carril bici	cycle lane
ducharse	to shower
reciclar	to recycle
los sintecho	homeless people

False Friends

utilizar	to use

Tricky spellings

la calefacción	heating	Check there are two 'cc' and an accent on the 'o'.
desaparecer	to disappear	Check there is a single 's' and a single 'p'.

Key Questions
1. ¿Qué haces para proteger al medio ambiente?
   What do you do to protect the environment?
2. ¿Cómo es el tráfico en tu pueblo/ ciudad?
   What is the traffic like in your town/city?
3. ¿Qué vas a hacer para proteger al medio ambiente en el futuro?
   What are you going to do to do to protect the environment in the future?
4. ¿Utilizas transporte público?
   Do you use public transport?
5. ¿Hay muchos sintecho en tu pueblo/ciudad?
   Are there many homeless people in your town/city?
6. ¿Qué podemos hacer para ayudar a los pobres?
   What must we do to help homeless people?

Jobs, Career Choices and Ambitions GCSE Foundation Tier Spanish Knowledge Organiser

Key Ideas
- Tus prácticas profesionales en una empresa
- Tus primeros trabajos
- Lo que vas a hacer después del instituto/ bachillerato
- Los empleos de tus padres
- Los empleos que te interesan y por qué
- Los empleos que no te interesan y por qué
- Tu trabajo ideal y por qué

Key Vocabulary

Los sustantivos

el camarero	waiter
el carnicero	butcher
el cocinero	cook
el dependiente	shop assistant
el empleado	employee, worker
el empleo	job, employment
la empresa	company
el enfermero	nurse
la entrevista	interview
el hombre de negocios	businessman
las horas de trabajo flexibles	'flexitime'
el ingeniero	engineer (civil, mechanical)
el jardinero	gardener
el jefe	boss
el paro	unemployment
las prácticas (profesionales)	work experience
el obrero	worker

Los verbos

encontrar	to find
estar en paro	to be unemployed
ganar	to earn
llegar a ser	to become
obtener	to get, to obtain
trabajar	to work
triunfar	to triumph, to succeed

Los adjetivos

aburrido/a	boring
agotador/a	tiring
agradable	pleasant
bien organizado/a	well organised
ruidoso/a	noisy
responsable	responsible
útil	useful
variado/a	varied

Key Phrases

He decidido que me gustaría ser...	I've decided that I would like to be...
Me gustaría trabajar como/ser...	I'd like to work as/to become...
Me llevo bien con...	I get along well with...
Mi padre es/mi madre es...	My dad is/my mum is...
Antes, él/ella soñaba con convertirse en...	Before, he/she used to dream of becoming...
en el extranjero	abroad
Él/ella está en paro.	He/she is unemployed.
Me gusta cuidar pacientes/ enfermos.	I like to look after patients/ill people.
Me gusta trabajar con niños/ animales.	I like to work with children/ animals.
Sería/el trabajo sería...	I would be/the work would be...
La ventaja de este trabajo es que está bien pagado.	The advantage of this job is that it is well paid.
El inconveniente de este trabajo es que está mal pagado.	The disadvantage of this job is that it is badly paid.

Infinitivo	Presente	Pasado (Pretérito)	Futuro
hacer – to do	yo hago ; él/ella hace ; nosotros/as hacemos	yo hice ; él/ella hizo ; nosotros/as hicimos	yo haré ; él/ella hará ; nosotros/as haremos
ser – to be	yo soy ; él/ella es ; nosotros/as somos	yo era ; él/ella era ; nosotros/ as éramos	yo seré ; él/ella será ; nosotros/ as seremos
estar- to be	yo estoy ; él/ella está ; nosotros/as estamos	yo estuve ; él/ella estuvo ; nosotros/as estuvimos	yo estaré ; él/ella estará ; nosotros/as estaremos
tener – to have	yo tengo ; él/ella tiene ; nosotros/as tenemos	yo tuve ; él/ella tuvo ; nosotros/as tuvimos	yo tendré ; él/ella tendrá ; nosotros/as tendremos
ir- to go	yo voy ; él/ella va; nosotros/as vamos	yo fui ; él/ella fue ; nosotros/ as fuimos	yo iré ; él/ella irá ; nosotros/ as iremos
trabajar- to work	Yo trabajo; él/ella trabaja; nosotros/as trabajamos	yo trabajé ; él/ella trabajó ; nosotros/as trabajamos	yo trabajaré ; él/ella trabajará ; nosotros/as trabajaremos

Jobs, Career Choices and Ambitions GCSE Foundation Tier Spanish Knowledge Organiser

Key Questions

1. ¿Has hecho prácticas profesionales?	Have you done work experience?
2. ¿Tienes un trabajo a tiempo parcial?	Do you have a part-time job?
3. ¿Has trabajado alguna vez?	Have you already worked?
4. Describe los trabajos de tus padres.	Describe your parents' jobs.
5. ¿Cuál es tu trabajo ideal?	What is your ideal job?
6. ¿Te gustaría trabajar en el extranjero?	Would you like to work abroad?
7. ¿Qué te gustaría hacer en el futuro y por qué?	What would you like to do in the future and why?

Useful Grammatical Structures
- **Personalise** the opinions of others, e.g. según él/ella (according to him/her); piensa que (he/she thinks that); en su opinion (in his/ her opinion).
- **Omit the article** when saying which job you do, e.g. mi padre es camarero (my dad is a waiter); me gustaría convertirme en actriz (I would like to become an actress).
- Be clear as to the differences between **male and female jobs**, e.g. el profesor/ la profesora. However, be careful as there are a few irregular ones, e.g. actor/actriz.
- Use the **future tense** to express future plans. Use the immediate future (ir + a + infinitive), e.g. voy a trabajar en una tienda (I am going to work in a shop) ; or form the future tense by using the infinitive of the verb plus the following endings: yo trabajar**é**, tu trabajar**ás**, él/ella trabajar**á**, nosotros/as trabajar**emos**, vosotros/as trabajar**éis**, ellos/as trabajar**án**.
- Use **comparatives**: más que... (more than); menos que (less than) ; igual de.... que (as..... as).

Tricky Spellings

el dependiente	shop assistant	
útil	useful	Check the word doesn't become anglicised
		Check the accent

Tricky Pronunciation

		Practise these with your teacher!
el jefe	boss	
las prácticas (profesionales)	work experience	

Year 11 Term 1 Knowledge Organiser Booklet

Education Post-16 GCSE Foundation Tier Spanish Knowledge Organiser

Key Ideas
- Continuar con los estudios o no
- Hacer una formación profesional
- Tomar un año sabático
- Mis cualidades
- Trabajar en el futuro

Key Vocabulary

Los sustantivos

el/la aprendiz	apprentice
la carrera (universitaria)	(university) degree
los conocimientos	knowledge
la cualificación	qualification
el empleo	job
la empresa	business/firm
los estudios	studies
la experiencia laboral	work experience
la formación profesional	apprenticeship
el instituto de bachillerato	sixth form college
la oficina	office
las prácticas	work placement
el trabajo	work
el trabajo en equipo	team work
el trimestre	term
la universidad	university

Los adjetivos

cualificado/a	competent, skilled, qualified
caro/a	expensive
decepcionante	disappointing
difícil	difficult
duro/a	hard
interesante	interesting
motivado/a	motivated
trabajador/a	hardworking
útil	useful

Los verbos

conseguir/lograr	to achieve
dar	to deliver
dejar	to leave
elegir	to choose
esperar	to hope/expect
estudiar	to study
ganar/conseguir	to earn
hablar	to chat
hacer un examen	to take (an exam)
merecer	to deserve
trabajar	to work

Key Verbs

Infinitivo	Presente	Pasado	Futuro	Condicional	Imperfecto
hacer – to do	yo hago ; él/ella hace ; nosotros/as hacemos	yo hice ; él/ella hizo ; nosotros/as hicimos	yo haré ; él/ella hará ; nosotros/as haremos	yo haría ; él/ella haría ; nosotros/as haríamos	yo hacía ; él/ella hacía ; nosotros/as hacíamos
ser – to be	yo soy ; él/ella es ; nosotros/as somos	yo era ; él/ella era ; nosotros/as éramos	yo seré ; él/ella será ; nosotros/as seremos	yo sería ; él/ella sería ; nosotros/as seríamos	yo era ; él/ella era ; nosotros/as éramos
estar – to be	yo estoy ; él/ella está ; nosotros/as estamos	yo estuve ; él/ella estuvo ; nosotros/as estuvimos	yo estaré ; él/ella estará ; nosotros/as estaremos	yo estaría ; él/ella estaría ; nosotros/as estaríamos	yo estaba ; él/ella estaba; nosotros/as estábamos
tener – to have	yo tengo ; él/ella tiene ; nosotros/as tenemos	yo tuve; él/ella tuvo ; nosotros/as tuvimos	yo tendré ; él/ella tendrá ; nosotros/as tendremos	yo tendría ; él/ella tendría ; nosotros/as tendríamos	yo tenía ; él/ella tenía ; nosotros/as teníamos
ir – to go	yo voy ; él/ella va ; nosotros/as vamos	yo fui; él/ella fue ; nosotros/as fuimos	yo iré ; él/ella irá; nosotros/as iremos	yo iría ; él/ella iría; nosotros/as iríamos	yo iba; él/ella iba ; nosotros/as íbamos
estudiar – to study	yo estudio, él/ella estudia ; nosotros/as estudiamos	yo estudié ; él/ella estudió ; nosotros/as estudiamos	yo estudiaré ; él/ella estudiará ; nosotros/as estudiaremos	yo estudiaría ; él/ella estudiaría ; nosotros/as estudiaríamos	yo estudiaba ; él/ella estudiaba ; nosotros/as estudiábamos

Key Phrases

Estoy harto/a de.	I'm fed up of...
Voy a tomar un año sabático.	I'm going to take a gap year.
Voy a hacer bachillerato	I'm going to take the baccalaureat
Me gustaría tener un trabajo a tiempo completo/parcial.	I'd like to have a full time/part-time job.
Tengo muchos deberes que hacer.	I have lots of homework to do.
Tengo la intención de dejar el colegio a los 16 años.	I intend to leave school at the age of 16.
Me gustaría estudiar...	I'd like to study...
Me gustaría convertirme en...	I'd like to become...
Después de dejar el colegio, ...	After having left school, ...
Es importante...	It's important to...
Es una pérdida de tiempo.	It's a waste of time.

Education Post-16 GCSE Foundation Tier Spanish Knowledge Organiser

Key Questions

¿Qué te gustaría hacer el año que viene?	What would you like to do next year?
¿Quieres tomar un año sabático?	Do you want to take a gap year?
¿Vas a hacer una formación profesional?	Are you going to do an apprenticeship?
¿Qué asignaturas te gustaría estudiar?	Which subjects would you like to study?
¿Cuáles son tus puntos/cualidades más fuertes?	What are your strong points?
¿Dónde te ves en diez años?	In 10 years, where will you be?

False Friends

aprobar un examen	to pass an exam (not 'pasar un examen')
suspender un examen	to fail an exam (not 'fallar un examen')
las notas	marks (not 'marcas')

Tricky Pronunciation
Practise these with your teacher!

la carrera (universitaria)	(university) degree
elegir	to choose
el instituto de bachillerato	sixth form college

Tricky Spellings

la formación profesional	apprenticeship

Check there's an accent on 'formación' and only one 'f' in 'profesional'

Useful Grammatical Structures
- Use **modifiers** to modify an adjective. Examples include: bastante (quite); un poco (a bit).
- Use **intensifiers** to intensify an adjective. Examples include: realmente (really); muy (very); particularmente (particularly); totalmente (totally); completamente (completely).
- Use **connectives and conjunctions** to make longer sentences. Examples include: porque (because); ya que (as/because); pero (but); sin embargo (however); cuando (when), aunque (although) (aunque).

Year 11 Term 1 Knowledge Organiser Booklet

Technology in Everyday Life: GCSE Foundation Tier Spanish Knowledge Organiser

Key Ideas
- Las diferentes tecnologías.
- Comparar las tecnologías.
- Las ventajas y los inconvenientes de Internet.
- Mis tecnologías preferidas – opiniones.
- Lo que harías sin tecnologías.

Key Vocabulary

Los sustantivos

el archivo	file
arroba	@
el buzón	mailbox
el correo basura	spam
el correo electrónico	email
el disco duro	hard drive
el mensaje (de texto)	text (message)
el muro	wall
el ordenador	computer
la pantalla	screen
el periódico (digital)	(digital) newspaper
el (ordenador) portátil	laptop
punto	dot, full stop
puntocom	.com

el ratón	mouse
la red	network, internet
la red social	social network
la revista (digital)	(digital) magazine, (e-magazine)
el riesgo	risk
la sala de chat	chat room
el teclado	keyboard
el videojuego	videogame

Los adjetivos

lento/a	slow
peligroso/a	dangerous
práctico/a	practical
rápido/a	fast
útil	useful

Los verbos

acceder	to access
borrar	to erase, to delete
cargar	to load
colgar	to put (photos on social media, etc)
crear	to create
descargar	to download
enviar	to send
funcionar	to work, to function
grabar	to record, to burn (a disc)
guardar	to save
hablar	to speak, to talk
mandar	to send
navegar	to surf
publicar	to publish
recibir	to receive

Key Verbs

Infinitivo	Presente	Pasado (Pretérito)	Futuro	Condicional
hacer - to do	yo hago ; él/ella hace ; nosotros/as hacemos	yo hice ; él/ella hizo ; nosotros/as hicimos	yo haré ; él/ella hará ; nosotros/as haremos	yo haría ; él/ella haría ; nosotros/as haríamos
ser - to be	yo soy ; él/ella es ; nosotros/as somos	yo era ; él/ella era ; nosotros/as éramos	yo seré ; él/ella será ; nosotros/as seremos	yo sería ; él/ella sería ; nosotros/as seríamos
estar - to be	yo estoy ; él/ella está ; nosotros/as estamos	yo estuve ; él/ella estuvo ; nosotros/as estuvimos	yo estaré ; él/ella estará ; nosotros/as estaremos	yo estaría ; él/ella estaría ; nosotros/as estaríamos
tener - to have	yo tengo ; él/ella tiene ; nosotros/as tenemos	yo tuve ; él/ella tuvo ; nosotros/as tuvimos	yo tendré ; él/ella tendrá ; nosotros/as tendremos	yo tendría ; él/ella tendría ; nosotros/as tendríamos
usar - to use	yo uso ; él/ella usa ; nosotros/as usamos	yo usé ; él/ella usó ; nosotros/as usamos	yo usaré ; él/ella usará ; nosotros/as usaremos	yo usaría ; él/ella usaría ; nosotros/as usaríamos
navegar - to surf	yo navego ; él/ella navega ; nosotros/as navegamos	Yo navegué ; él/ella navegó ; nosotros/as navegamos	yo navegaré ; él/ella navegará ; nosotros/as navegaremos	yo navegaría ; él/ella navegaría ; nosotros/as navegaríamos

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Key Phrases

Ir de compras	go shopping
En cualquier momento/A cualquier hora	whenever/at whatever time

Useful Grammatical Structures
- Use **modifiers** to modify an adjective. Examples include: bastante (quite); un poco (a bit).
- Use **intensifiers** to intensify an adjective. Examples include: realmente (really); muy (very); particularmente (particularly); totalmente (totally); completamente (completely).
- Use **connectives and conjunctions** to make longer sentences. Examples include: porque (because); ya que (as/because); pero (but); sin embargo (however); cuando (when), although (aunque).

Tricky Pronunciation: Practise these with your teacher!

Tricky spellings

el archivo	file
crear	to create

el (ordenador) portátil	laptop	Check the accent on the 'a'.
práctico/a	practical	Check the accent on the 'a'.
rápido/a	fast	Check the accent on the 'a'.
útil	useful	Check the accent on the 'u'.

False Friends

lento/a	slow

Key Questions
1. ¿Cuál es tu opinión sobre la tecnología? What is your opinion of technology?
2. ¿Cómo usas las tecnologías? How do you use technology?
3. ¿Cuáles son las ventajas y desventajas de Internet? What are the advantages and disadvantages of the internet?
4. ¿Qué tecnologías usas? What technologies do you use?
5. ¿Usas Internet para hacer tus deberes? Do you use the internet for your homework?
6. ¿Qué tecnologías prefieres? Which technologies do you prefer?
7. ¿Tienes un teléfono móvil? Do you have a mobile phone?
8. ¿Qué piensas de los teléfonos inteligentes? What do you think of smartphones?
9. ¿Qué harías sin tu teléfono móvil? What would you do without your mobile phone?
10. ¿Has hecho compras en línea? Have you done some online shopping?

Year 11 Term 1 Knowledge Organiser Booklet

Key Ideas

- Comparar las tecnologías.
- Las ventajas y los inconvenientes de Internet.
- Los deberes y la tecnología.
- Los peligros de Internet.
- Las redes sociales y la desinformación.
- Mis tecnologías preferidas – opiniones.
- Lo que harías sin tecnología.
- Cómo te imaginas el futuro de la tecnología.

Key Vocabulary

Los sustantivos

el buscador	search engine
la contraseña	password
el guión	hyphen
el guión bajo	underscore
la herramienta	tool
el internauta	Internet user
el navegador	browser
la portada	homepage
el reproductor	widget
el servidor	firewall
de seguridad	
el usuario	user

Los adjetivos

digital	digital
confidencial	confidential
inalámbrico/a	wireless
privado/a	private
instantáneo/a	instantaneous/instant
perjudicial	harmful

Los verbos

acceder	to access
adjuntar	to attach
borrar	to erase, to delete
cargar	to load
colgar	to put (photos on social media, etc.)
crear	to create
desactivar	to block (screen)
descargar	to download
enviar	to send
funcionar	to work, to function
grabar	to record, to burn (a disc)
guardar	to save
hablar	to speak, to talk
mandar	to send
navegar	to surf
publicar	to publish
recibir	to receive

Key Verbs

Infinitivo	Presente	Pasado (Pretérito)	Futuro	Condicional	Imperfecto
hacer – to do	yo hago ; él/ella hace ; nosotros/as hacemos	yo hice ; él/ella hizo ; nosotros/as hicimos	yo haré ; él/ella hará ; nosotros/as haremos	yo haría ; él/ella haría ; nosotros/as haríamos	yo hacía ; él/ella hacía ; nosotros/as hacíamos
ser – to be	yo soy ; él/ella es ; nosotros/as somos	yo era ; él/ella era ; nosotros/as éramos	yo seré ; él/ella será ; nosotros/as seremos	yo sería ; él/ella sería ; nosotros/as seríamos	yo era ; él/ella era ; nosotros/as éramos
estar – to be	yo estoy ; él/ella está ; nosotros/as estamos	yo estuve ; él/ella estuvo ; nosotros/as estuvimos	yo estaré ; él/ella estará ; nosotros/as estaremos	yo estaré ; él/ella estará ; nosotros/as estaremos	yo estaba ; él/ella estaba ; nosotros/as estábamos
tener – to have	yo tengo ; él/ella tiene ; nosotros/as tenemos	yo tuve ; él/ella tuvo ; nosotros/as tuvimos	yo tendré ; él/ella tendrá ; nosotros/as tendremos	yo tendría ; él/ella tendría ; nosotros/as tendríamos	yo tenía ; él/ella tenía ; nosotros/as teníamos
usar – to use	yo uso ; él/ella usa ; nosotros/as usamos	yo usé ; él/ella usó ; nosotros/as usamos	yo usaré; él/ella usará; nosotros/as usaremos	yo usaré; él/ella usará; nosotros/as usaríamos	yo usaba; él/ ella usaba; nosotros/as usábamos
navegar – to surf	yo navego ; él/ella navega ; nosotros/as navegamos	yo navegué ; él/ella navegó ; nosotros/as navegamos	yo navegaré; él/ella navegará; nosotros/as navegaremos	yo navegaré; él/ella navegaría; nosotros/as navegaríamos	yo navegaba; él/ella navegaba; nosotros/as navegábamos

Key Phrases

en línea (does not change)	online

Useful Grammatical Structures

- Use **modifiers** to modify an adjective. Examples include: bastante (quite); un poco (a bit).
- Use **intensifiers** to intensify an adjective. Examples include: realmente (really); muy (very); particularmente (particularly); totalmente (totally); completamente (completely).
- Use **connectives and conjunctions** to make longer sentences. Examples include porque (because); ya que (as/because); pero (but); sin embargo (however); cuando (when), although (aunque).

Tricky Pronunciation: Practise these with your teacher!

el archivo	file
crear	to create
la herramienta	tool

False Friends

grabar	to record, to burn (a disc)

Tricky spellings

inalámbrico/a	wireless
el internauta	Internet user

Check the accent on the second 'a'.
Check the vowel combination.

Key Questions

1. ¿**Qué piensas de la tecnología**?
   What do you think about technology?
2. ¿**Cómo usas las tecnologías**?
   How do you use technology?
3. ¿**Cuáles son tus tecnologías preferidas**?
   What are your favourite technologies?
4. ¿**Puedes vivir sin tu teléfono móvil**?
   Can you do without your mobile phone?
5. ¿**Has hecho compras en línea**?
   Have you done some online shopping?
6. ¿**Cómo ves el futuro de las redes sociales**?
   How do you see the future of social media?

More Advanced Grammatical Structures

- Use **direct object pronouns** to avoid repetition of a noun. In Spanish, these go in front of the verb e.g. Lo uso mucho (I use it a lot).
- Use the **imperfect tense** to describe something you regularly used to do in the past e.g. cuando era pequeña, jugaba a los videojuegos (When I was little, I used to play videogames). Use the **preterite tense** to talk about actions that were completed in the past e.g. La semana pasada, compré un vestido por Internet (Last week, I bought a dress on the Internet).
- Use **clauses with Si** to make your sentences more interesting e.g. si ahorro dinero, me compraré una tableta nueva (If I save money, I will buy a new tablet).
- Use **synonyms** e.g. peligroso = arriesgado (dangerous).

Year 11 Term 1 Knowledge Organiser Booklet

Cambridge National in Enterprise & Marketing — R064 Learning Outcome 1

What is Market Segmentation?

Market Segmentation is the process of grouping potential customers together based on different factors. It is basically the method used by businesses to identify their target customer/market.

Markets can be segmented in different ways and some businesses choose to use more than one characteristic to specifically segment their market.

Explain each of these ways a market can be segmented…

✦ **Age** – This is basically how old the customer is. Businesses tend to segment their market into age brackets. Toys, for example, are aimed at younger audiences, potentially between ages 3 and 13.

✦ **Gender** – This is whether the target customers are typically going to be male or female. Make-up, for example, is targeted at females – this doesn't mean that males cannot buy it, it is just who the business is targeting.

✦ **Occupation** – Occupation means the job or career that the people within the target market may have. This could be a specific job, for example Gym equipment being targeted at Personal Trainers, or a more general group of jobs, Office Workers for example.

✦ **Income** – Some businesses segment their market based on how much money their potential customers make. Luxury branded items, for example, will be targeted at customers with more disposable (spare) income.

✦ **Geographic** – This is when businesses segment their market by their location. A local newspaper, for example, will segment their market to include only those in the area in which the newspaper reports.

✦ **Lifestyle** – Businesses could segment their market based on what their customers' lifestyle is like; this is basically their hobbies, their routines and their habits.

What are the benefits of Market Segmentation?

By segmenting their market, businesses are:
- Able to focus on the wants/needs of specific customers and more likely to meet these wants/needs.
- More likely to make sales because they've focused on specific groups of people (if they segment successfully).
- More able to focus their advertising and other marketing at the right groups of customers – if their market is segmented to include female customers, then the business could choose to advertise in magazines aimed at females, for example.
- More able to produce a specific customer profile, which is a portrait of the business's main target customer.

Cambridge National in Enterprise & Marketing — R064 Learning Outcome 2

What are Costs?

Costs are the things businesses have to pay for in order to produce a product or provide a service.

What are Fixed Costs?

Fixed costs are things a business pays for that do not change depending on the amount of a product a business makes – so these costs stay the same no matter how many products a business produces.

Give examples of Fixed Costs for a shop making & selling cakes:

Rent for the shop would be a fixed cost because the cost will stay the same no matter how many cupcakes are produced and sold. The shop's insurance, staff wages and phone bill will also be examples of fixed costs.

What are Variable Costs?

Variable costs are the costs a business pays that change depending on how many products a business produces – these costs increase when more products are made.

Give examples of Variable Costs for a shop making & selling cakes:

The ingredients used in the cakes would be an example of a Variable Cost because this cost will increase if more cakes are made. The packaging for the cakes will also be a variable cost, as this will increase if more cakes are produced.

How are Total Costs calculated?

Total cost is just the fixed costs plus the variable costs. You will, however, need to account for the number of products made when including variable costs.

For example, if the shop's fixed costs are £1000 and their variable costs are £0.20 per cupcake, their total costs when they produce 500 cupcakes will be:

Fixed Costs + (Variable Cost Per Unit x Units Produced)
£1000 + (£0.20 x 500)
£1000 + £100 = **£1100 Total Costs**

Work out Total Costs for 400 cupcakes when Fixed Costs are £2000 and Variable Costs are £0.45 per unit…

Fixed Costs + (Variable Cost Per Unit x Units Produced)
£2000 + (£0.45 x 400)
£2000 + £180 = **£2180 Total Costs**

How do customers vary (how are they different)?

Customers are different/vary because of:
- The amount of money they are able to spend
- The amount of money they are willing to spend (some other customers may have more money, but may not be willing to spend this money as readily as younger customers)
- The quantity of products/services they require
- The quality of products/services they require
- The location in which they want/can purchase items (some customers prefer to buy online, for example)
- The time in which they want to/can purchase items

What Customer Feedback Techniques are available for business start-ups?

Customer Feedback Techniques are the methods a business uses to allow customers to tell them what they think about their products or services and can include:
- Social Media / Online Communities
- Websites with reviews
- Online surveys
- Customer comment cards
- Comments made to staff members
- Telephone/email surveys
- Email contact forms

Why are Customer Feedback Techniques useful for new business start-ups?

If things aren't going well for a business, customer feedback will give them the reasons why. Taking action could improve sales and help businesses meet customer wants/needs better. Customer feedback also makes people feel they are being listened to, so customer satisfaction will improve.

What is Market Research?

Market Research is the process of finding out what customers want and what they need. Businesses typically carry out Market Research before developing a new product as well as during the testing of the product to get the opinions of their potential customers.

What is Revenue?

Revenue is the money generated from selling products or services. It is not profit, but the money coming in to a business from sales.

How is Total Revenue calculated?

Total Revenue is calculated by:

Selling Price x Number of Sales

What is Profit?

Profit is the money left over from revenue once all costs have been covered.

How is Total Profit calculated?

Total Profit is calculated by:

Total Revenue – Total Costs

What is Profit per Unit? How is it calculated?

Profit per Unit is the amount of profit a business makes on just one item sold.

Profit per Unit is calculated by:

Selling Price per Unit – Total Costs per Unit

Use the following information…

Selling Price = £1.20 per cake
Fixed Costs = £350
Variable Costs = £0.20 per cake

To calculate…
- Total Costs for 500 cakes = 350 + (0.20 x 500) = £450
- Revenue for 500 cakes = 500 x 1.20 = £600
- Profit per Unit = £1.20 – (450 ÷ 500) = £0.30

What is the purpose of Market Research?

The purpose of Market Research is initially to find out what customers want and need – this helps businesses develop products that are more likely to be successful. Market Research is also used to understand customers' tastes and opinions and can change the design or specification of products based on the outcomes of the research. Finally, Market Research can also be used to gauge what products are already on the market and what competitors are doing.

What is Primary (field) Market Research? Give example methods…

Primary Research, sometimes called Field Research, is when businesses gather their own data and information. This can be done through surveys, questionnaires, focus groups, observations, consumer trials and 'taste tests'. The data gathered is unique to the business and does not already exist.

What are the benefits of Primary (field) Research?

Carrying out Primary Research means that the results are exactly what the business wants to find out, because the research has been tailor made for their own specific needs. Researchers can include everything the business wants to find out from their potential customers.

What are the drawbacks of Primary (field) Research?

Primary Research is usually more expensive to carry out than Secondary Research, because the business is creating and gathering everything from scratch. This also means that Primary Research is more time consuming to carry out and is, therefore, slower to get results for the business.

What is Secondary (desk) Market Research? Give example methods…

Secondary Research, sometimes called Desk Research, is when the business uses data or information that already exists. This is not tailor made for the business. Methods of Secondary Research include Internet research, books, newspapers and data already collected by competitors, the Government or other sources of statistics.

What are the benefits of Secondary (desk) Market Research?

Secondary Research is quicker to complete, because the data has already been collected and, in some cases, analysed. Secondary Research is also cheaper to carry out – looking at websites for Internet Research is clearly cheaper than preparing and carrying out a questionnaire, for example.

What are the drawbacks of Secondary (desk) Market Research?

The data that is used when completing Secondary Research is not unique and not specific to the business's needs, unlike when Primary Research is carried out. Secondary Research doesn't allow businesses to ask further questions to those that took part in the research either.
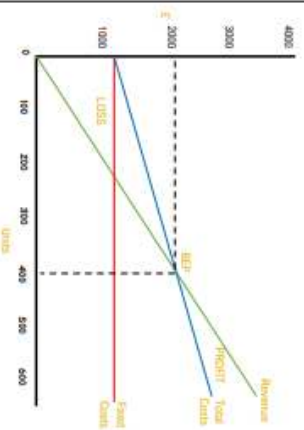

What is Break-even?

Break-even is the point at which a business does not make a profit or a loss – its revenue from sales and its total costs are equal. The number of products that must be produced/sold to reach this point is called the Break-even Point.

How is Break-even calculated?

The formula for Break-even is:

Fixed Costs
Selling Price per Unit – Variable Cost per Unit

Label this Break-even Graph…

£
4000
3000
2000
1000

0   100   200   300   400   500   600
Units

LOSS
Profit
Revenue
Total Costs
Fixed Costs

BEP — 400 Units

What is this business's Break-even Point? 400 Units

Why is Break-even information useful for a business?

Businesses who calculate their Break-even point know what output they need in order to be profitable; so, they know how many products to produce or can generate a sales target in order for them to make a profit.

What does increasing selling prices do to the Break-even Point?

Increasing selling prices will lower a business's Break-even Point, they will need to produce/sell less in order to Break-even.

What impact does increased costs have on the Break-even Point?

An increase in either Fixed or Variable Costs (or both) will result in a higher Break-even Point for a business, they will need to produce/sell more in order to Break-even.

Year 11 Term 1 Knowledge Organiser Booklet

What is the Product Lifecycle?

All products have a life span – this is short for some products or, in the cases of popular products, quite extensive (long). The Product Lifecycle is a set of stages that a product will go through in its lifetime. It is important to note that not all products go through all stages of the lifecycle.

Label this diagram of the Product Lifecycle….

SALES / TIME
Development – Introduction – Growth – Maturity – Saturation – Decline
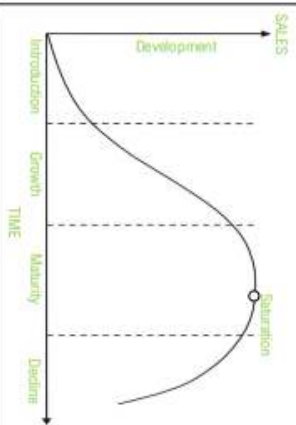
Explain each stage of the Product Lifecycle…

☆ **Development** – Sometimes called Research and Development, this is the stage before the product is released where the business will be designing and testing the product as well as completing their market research.

☆ **Introduction** – At this stage, the product is launched into the market. Businesses might be advertising the new product a lot at this stage to increase awareness and might include introductory offers.

☆ **Growth** – If the launch of the product is a success, it will enter this stage – remember not all products go through all stages of the lifecycle – same may decline and never grow! At the growth stage, sales of the product will increase.

☆ **Maturity** – At this stage, most customers have tried or bought the product. New competitors might be on the scene. Sales are at their highest, but the rate of growth is now slow.

☆ **Decline** – In this final stage, sales decline. Continuing this trend will mean that the product will be withdrawn from the market. If businesses are aware of the Product Lifecycle though, they will be able to extend the life of a product once they have identified it is in decline.

What is an Extension Strategy?

An Extension Strategy is the name given to the action a business takes when it identifies a product is entering the decline stage of the Product Lifecycle. These actions aim to extend the life of a product, by keeping the product within the maturity stage, and should improve sales.

What Extension Strategies can businesses use?

Businesses could advertise their product to remind customers that it exists and to encourage them to purchase it. The price of the product could be reduced. Businesses might choose to explore other markets – like targeting a different audience or selling in another country, this would expose the product to new customers. The packaging of the product could be updated to get customers' attention.

What is Product Differentiation?

As the name suggests, Product Differentiation refers to what is DIFFERENT or what STANDS OUT about the product or service a business is launching. Being clear about what is different about a product will help it compete.

How can Product Differentiation be achieved?

- Businesses should try to build a strong brand image for their goods or services.
- Businesses should focus on the function, cost and appearance of their products (the Design Mix).

To stand out, business could offer improved/better:
- Design mix (see above)
- Location
- Product Features
- Product Functions
- Better services (delivery etc.)
- After sales services (extended guarantees etc.)
- Design/Appearance of their products
- Identify a clear USP for their product

Differentiation is about the product itself, not the price etc.

Cambridge National in Enterprise & Marketing – R064 Learning Outcome 3

What is a USP?

USP stands for Unique Selling Point. This is a specific thing that a business identifies about their product or service that is different (unique). Businesses identify a USP for their products or services to help them DIFFERENTIATE from others on the market.

How can identifying a USP for a product help sales?

If a business identifies a USP for a product or service, they can use this within their advertising. If the market already has existing products or services being sold, having a USP will help a new product stand out and will give customers a reason to change their habits and purchase the new product.

What does 'External Factors on Product Development' mean?

External Factors are the things that are out of a business's control. If a business is developing new products or services, they must consider when developing new products or services these external factors could be different for each country they choose to sell in.

Explain the three categories of External Factors that could affect Product Development. Give examples for each.

☆ **Technological Developments** – technology is changing and updating at a fast pace. Businesses must keep up to date with these developments or they'll be left behind by competitors. Technology could make it easier to manufacture products, for example, or could change customers' preferences.

☆ **Economic Issues** – unemployment, recession, boom and other economic factors may affect how a business's product is developed and how successful the product is overall. In times of high unemployment, for example, people are more likely to be purchasing essential items and will avoid luxuries. If a business sells luxury items, this is going to have an impact on their sales and they need to be aware of this (produce less, advertise more, differentiate).

☆ **Legal Issues** – businesses need to make sure they understand different laws when producing and selling products and ensure they do not break any of these laws. Laws could have an impact on the way a product is manufactured or could change the designs of some products to ensure they meet safety standards within a particular country. Businesses must also ensure they do not copy other people's/business's ideas (Copyright/Patents) when developing new products. Meeting legal obligations could cost the business more to produce a product but will ensure the business is less likely to break laws and therefore should avoid having legal cases against them.

What factors do businesses consider when setting a price for a new product?

☆ Income levels of target customers (how much they're able to pay)

☆ How much target customers are willing to pay for products

☆ The prices competitors are charging for similar products

☆ The amount products cost to produce

Why is it important for businesses to consider these factors before setting a price?

If businesses didn't consider what customers are able/willing to spend, then the price set could be too high – this would mean the business loses out on sales. If the product was priced a lot higher than that of the business's competitors, then it would struggle to compete. If the cost of production is not considered, businesses could end up selling a product at a loss.

Explain each advertising method used to attract/retain customers and outline why businesses may choose to use each method…

☆ **Leaflets** – these are small handouts given to customers in the street or posted to people (not specifically addressed to anyone). Businesses use these because they're cheap to make and can be kept by customers if needed (so they can be referred to for the business's phone number, for example).

☆ **Social Media** – websites/apps such as Facebook, Twitter and Instagram. These are used because they're cheap to advertise and accounts are free to create. It is possible to target adverts and specific people (ages etc.).

☆ **Websites** – multiple pages hosted on the internet. Customers often visit a business's website for information about the business itself or products they sell – it's now unusual for a business to not have its own website.

☆ **Newspapers** – these can be either local (in one area) or national (all around the country). Advertising here can be expensive but can get a large audience. It's difficult to target at specific groups of people using this method though.

☆ **Magazines** – magazine advertising can also be expensive but often magazines are based on specific topics or aimed at a specific age group/gender, so this means it's easy for a business to target their advertising.

☆ **Radio** – Again this can be either local or national. Adverts can grab people's attention with sound/music, but customers can't keep any information or might miss parts.

Cambridge National in Enterprise & Marketing – R064 Learning Outcome 4

What is a Pricing Strategy?

A pricing strategy is a specific system used to set prices. There are lots of different pricing strategies that businesses can use, and some businesses use more than one on the same product. There are four you need to know for your exam (below). REVISE THEM!

Pricing Strategies…

Competitive Pricing is…

When a business looks at what competitors are charging and considering what price they are going to charge for their products or services. It doesn't necessarily mean they charge a lower price (though they could in order to be competitive).

Psychological Pricing is…

When businesses avoid using round numbers for their prices, instead choosing to end prices with figures like 99p. This gives the psychological impression that the products are not as expensive - £2999 instead of £3000, for example, is only £1 off, but appears cheaper.

Price Skimming is…

When businesses charge a HIGH price for a new product or service because people will be willing to pay for it as it's new and sought after. This price is then lowered over time as other products are released or the product itself becomes more common.

Price Penetration is…

When businesses charge a LOW price when a product or service is first launched and then increase the price over time. This encourages people to give the product or service a chance, with the hope that they'll buy it again. This is a way of changing customers' established buying habits.

What types of businesses/products are each of these promotion techniques best suited to? How do they help businesses attract or retain customers?

☆ **Discounts** – these are appropriate for all products or services. They help businesses attract customers, who will buy because of a discounted price, and can encourage repeat custom if the price is discounted again at a later date.

☆ **Competitions** – competitions are often used by businesses that advertise on social media. They encourage people to interact with the brand, which can attract new customers.

☆ **Buy one get one free (BOGOF)** – these are suited more to businesses that sell products, rather than services, and to businesses that sell products that people consume (use a lot of) – like groceries.

☆ **Free gifts/product trials** – these are mostly suited to new products, so that new customers can test them out.

☆ **Loyalty Schemes** – this promotion method is used for products that people consume a lot of or buy regularly, like coffee. These schemes are mainly used to retain customers, as their loyalty will be rewarded with discounts/freebies.

How does each of these customer service techniques help to attract/retain new customers?

☆ **Product Knowledge** – as more and more people buy online, businesses that offer expert knowledge can compete more with online retailers. This can attract customers.

☆ **Customer Engagement** – this means that the business's employees interact with customers in a polite way and makes them feel special. This can help retain customers – if they're happy with the service, they'll likely return.

☆ **After Sales Service** – businesses can offer guarantees on products, maintenance and servicing. All of these additional services will help attract customers but will also mean that customers return to the business.

What is customer service?

Customer service is when a business provides assistance, support or advice to the people that are buying their products or services. Good customer service will mean people are happy to return, therefore retaining customers. It can also lead to a good reputation, which can help to attract new customers.

Year 11 Term 1 Knowledge Organiser Booklet

Forms of Ownership for Business Start-ups....

Sole Trader
- **Number of Owners:** 1 (one owner, but can have employees working there)
- **Legal Requirements to Start:** Register as self-employed with HMRC
- **Liability:** Unlimited Liability – the debts are the responsibly of the owner.
- **Decision Making:** The owner is responsible for all the business's decisions.
- **Distribution of Profits:** The owner chooses what to do with any profits made.

Partnership
- **Number of Owners:** 2 minimum
- **Legal Requirements to Start:** Register with HMRC. A Deed of Partnership is also usually drawn up to state how the business will operate.
- **Liability:** All partners will have Unlimited Liability. They will all be responsible for any debt the business may have.
- **Decision Making:** Decision making is shared between partners, this is usually included in the Deed of Partnership (how much say each partner gets).
- **Distribution of Profits:** Again, % will be agreed within the Deed of Partnership.

Limited Liability Partnership (LLP)
- **Number of Owners:** 2 minimum
- **Legal Requirements to Start:** Register with HMRC and complete an LLP Agreement that outlines how the LLP will be run.
- **Liability:** Partners have Limited Liability. They only stand to lose what they have invested if the business gets into financial difficulty.
- **Decision Making:** This will be decided when the business is formed and written in the LLP Agreement.
- **Distribution of Profits:** Again, this will be in the LLP Agreement.

What is a Functional Area?
A Functional Area is a 'department' within a business. Each department has its own specialisms and responsibilities, known as their functional activities. Functional Areas will often work together, communicating to ensure the business runs smoothly.

Human Resources
Description...
The Human Resources Functional Area deals with the business's employees. If you think that this function deals with PEOPLE, then it should be easy to remember by relating the word HUMAN to PEOPLE within the business.

Main Activities/Responsibilities...
- Recruiting employees
- Ensuring the right number of people are working within the business (no shortages, not too many employees)
- Training employees
- Performance management (giving employees targets and checking on how well they're working)
- Health and Safety within the workplace
- Ensuring the business keeps to all laws relating to employment and employees

Marketing
Description...
The Marketing Functional Area is responsible for identifying what customers wants and needs are. This Functional Area is then responsible for developing products that meet these wants and needs.

Main Activities/Responsibilities...
- Carrying out Market Research
- Finding out customers' opinions
- Gathering feedback from customers
- Developing a marketing mix for the products the business offers (focusing on PRICE, PRODUCT, PLACE and PROMOTION

Functional Areas / Activities

Operations
Description...
Sometimes referred to as the 'Production Department', this Functional Area is responsible for the process that turns inputs (raw materials) into outputs (finish goods) that can be sold to customers.

Main Activities/Responsibilities...
- Planning how products will be manufactured
- Producing the product or service
- Quality control
- Stock control
- Ordering stock
- Logistics (delivery of stock / finish products)

Finance
Description...
This Functional Area is responsible for everything to do with money in the business. They also organise the financial performance reports on an annual basis.

Main Activities/Responsibilities...
- Budgets
- Organising resources
- Ordering
- Preparing financial statements
- Reporting on financial performance

What is the difference between function activities in a small start-up business and a large company?
In a small business start-up, all of the above functional activities are likely to be carried out by the same person (if it's a sole trader business) or a handful of people (in a partnership). There won't be dedicated teams of people to do all of the different activities required.

In larger firms, Functional Areas will have big teams of people all working together on specific tasks within the same department. The departments will still communicate with one another, but there is less likely to be shared responsibilities.

Which Functional Area would complete the following tasks?

Task	Functional Area
Checking Quality of Products	Operations
Organising delivery of parts	Operations
Carrying out Market Research	Marketing
Health and Safety	Human Resources
Manufacturing Products	Operations
Advertising Products	Marketing
Paying employees' wages	Finance
Posting adverts for a job	Human Resources

What is liability (in terms of Business Ownership)?
Liability means responsibility and it refers to whether owners will be responsible for the debt of a business, should it get into financial difficulty.

Explain the term Limited Liability....
If an owner has Limited Liability, they will only lose what they have invested in a business. Shareholders in companies have limited liability – if they invested £500, and the business failed and owed money, they would only lose their £500 – they wouldn't have to cover any more of the debt, even if the business owed millions.

Explain the term Unlimited Liability....
This is a risk for a business owner as, if they have Unlimited Liability, they are responsible for all the debts of a business. This means that if their business fails and owes people money, they will have to cover this debt, even if it means losing their personal possessions.

What is a franchise?
A franchise is when someone buys the rights to an existing business's name to run as their own business. Basically, they're setting up their own business but using the name and ideas of an existing business.

What are the benefits of owning a franchise?
The franchisee (who buys the franchise) will benefit from guidance and help from the franchisor (who sells the rights to their business name). The business idea is already a success, so they could be more likely to succeed than if setting up on their own. They will also benefit from any advertising the franchise does.

What are the drawbacks of owning a franchise?
Franchisees have to pay the franchisor for the rights to their name – this is more expensive than setting up a new business. Franchisees must also pay royalties to the franchisor on a regular basis. It is also unlikely the franchise can make changes to the business format.

What is Capital?
Capital is the name given to the money that is used to launch a new business or to launch a new product.

Explain each source of Capital (include any benefits and/or drawbacks)....
- **Own Savings** – This is the owners' own money. They won't have to pay interest (unlike a loan) but do risk their own savings if investing.
- **Friends & Family** – Borrowing from friends or family may not include interest and doesn't need paperwork but can lead to friction if not paid back.
- **Loans** – Loans from banks or other organisations can help raise capital quickly but will have interest added to the amount paid back.
- **Crowdfunding** – This is where lots of people pledge small amounts of money, usually online. This can be slow to raise the amount of capital needed.
- **Small Business Grant** – Sometimes Governments give grants to encourage businesses to set up. Some grants do not require pay back or may be interest free.
- **Business Angels** – Investors on the TV show 'Dragons Den' would be considered Business Angels. They invest in a business idea in exchange for pay back or part ownership of the business.

What is a Business Plan?
A Business Plan is a document that is drawn up before a business is launched to describe the new business idea.

What should a Business Plan contain?
- Business Aims and Objectives (what it wants to achieve/when)
- Business Strategies
- Business Operations (how will the business be run on a daily basis. Who owns the business? Who will make decisions?)
- Sales Plan
- Marketing Plan (marketing, promotions and advertising?)
- Financial Forecasts (cash flow forecasts – how much money is predicted to come in and go out each month? How much profit does the business predict it will make in the first year/over a longer period?)

Why is it important for new start-ups to have a Business Plan?
New businesses can be difficult to set up and, unfortunately, most will fail. Having a Business Plan should reduce the risk of failure, especially if the plan is detailed and realistic, as all eventualities will be planned for. A Business Plan is also used to share the business's ideas with third parties – it is unlikely, for example, that a bank will lend money to a new start-up without a detailed plan that includes financial forecasts.

Year 11 Term 1 Knowledge Organiser Booklet

Key terms and definitions		Key terms and definitions	
Areas of Outstanding Natural Beauty (AONB)	In England, Wales, and Northern Ireland) an area of countryside designated by a government agency as having natural features of exceptional beauty and therefore given a protected status	Listed buildings	A listed building, or listed structure, is one that has been placed on one of the four statutory lists maintained by Historic England in England, Historic Environment
Sites of Special Scientific Interest (SSSI)	A formal conservation designation. Usually, it describes an area that's of particular interest to science due to the rare species of fauna or flora it contains - or even important geological or physiological features that may lie in its boundaries	Protected areas	A protected area is a clearly defined geographical space, recognised, dedicated and managed, through legal or other effective means, to achieve the long term conservation of nature with associated ecosystem services and cultural values
		Green belt	An area of open land around a city, on which building is restricted
Heritage Coast	A heritage coast is a strip of coastline in England and Wales, the extent of which is defined by agreement between the relevant statutory national agency and the relevant local authority	National Parks	An area of countryside, or occasionally sea or fresh water, protected by the state for the enjoyment of the general public or the preservation of wildlife.
Services	a system supplying a public need such as transport, communications, or utilities such as electricity and water	World Heritage Sites	A natural or man-made site, area, or structure recognized as being of outstanding international importance and therefore as deserving special protection. Sites are nominated to and designated by the World Heritage Convention
Synthesising	To combine so as to form a new, complex product		
Infrastructure	The basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise	Environmentally Sensitive Area (ESA)	An area officially designated as containing landscapes or wildlife that would be threatened by unrestricted development
Ordnance survey maps	An Ordnance Survey map is a detailed map produced by the British or Irish government map-making organization.		
Web based maps e.g. satellite	Web mapping is the process of using the maps delivered by geographic information systems (GIS) in World Wide Web.	Protection orders	A restraining order or protective order is an order used by a court to protect a person, business, company, establishment, or entity, and the general public, in a situation involving alleged domestic violence, assault, harassment, stalking, or sexual assault
Sequencing	Arrange in a particular order		
Terrain	A stretch of land, especially with regard to its physical features	Utility	an organization supplying the community with electricity, gas, water, or sewerage