




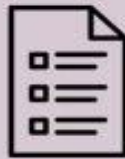




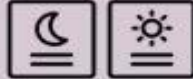









Knowledge Organisers

Year 10 – Half Term 5

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How to use a knowledge organiser – step by step guide

P2

	Look, Cover, Write, Check	Definitions of Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your KO.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your KO to condense and write down key facts or information onto flash cards.</p> 	<p>Use your KO to create a mini quiz. Write down your questions using your KO.</p> 	<p>Create a mind map with all the information you can remember from your KO.</p> 	<p>Ask a friend or family member to have the KO or flash cards in their hands.</p> 
Step 2	<p>Cover or flip the KO over and write down everything you can remember.</p> 	<p>Try not to use your KO to help you.</p> 	<p>Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other!</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your KO to see if there are any mistakes on your mind map.</p> 	<p>They can test you by asking you questions on different sections of your KO.</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat.</p> 	<p>Use your green pen to check your work.</p> 	<p>Ask a friend or family member to quiz you on the knowledge.</p> 	<p>Ask a friend or family member to quiz you using the questions.</p> 	<p>Try to make connections, linking the information together.</p> 	<p>Write down your answers,</p> 



START OF EXAM 5 MINS

1. Read the glossary
2. Read the information box and underline:

- Character
 - Setting
 - Place in story
3. Read the PASSAGE without looking at the questions. Focus on understanding what is going on.

Q1 – 5 mins IMPLICIT/EXPLICIT 4

Planning The Answer:

4. Read the question and THINK.
5. On the question draw a box around the lines to focus on.
6. Draw a box around those lines on the insert.

When Writing The Answer:

7. Use full sentences.
8. Only have one point per line.
9. Be careful not to repeat points.

Q2 10 mins LANGUAGE FOCUS 8

Planning The Answer

10. Underline the part of the question that tells you what you have to comment on e.g. 'the strangeness of the city'.
11. Identify the mood/tone/feeling of the piece.
12. On the insert underline and label:
 - Words and phrases
 - Language features & techniques (simile, metaphor, alliteration, personification, tripling, emotive language, sensory imagery, adjectives)
 - Sentence form (if aiming for top band).

When Writing The Answer:

13. Write an establishing sentence explaining the mood/tone linked to the question.
14. Write three BIG paragraphs (Evidence/Technique/Analysis)
 - Refer back to the establishing sentence (overview, ETA, ETA, ETA)
 - Do this for each bullet point in the question
 - Really focus on the explanation/analysis.

Q3 15 mins STRUCTURE 12

Planning The Answer

15. Draw a box around the phrase that says 'the whole of the source'.
16. On top of the insert write **OFFICE SHIFT**:
 - Opening
 - Focus
 - Foreshadowing
 - Introduction
 - Contrasting
 - Ending
 - SHIFT from:
 - Out/in
 - Individual/group
 - Thought/Action
 - Dialogue/Description
 - Past/Present/Future
17. Label each paragraph of the extract with one or more of the **OFFICE SHIFT** points.

When Writing The Answer:

18. Write your points into at least 4 PETA paragraphs (Point, Evidence, Technique, Analysis)

19. Sentence Stems:

- Para 1: The writer focuses us on...in the opening of the extract...
- Para 2: The writer builds/changes/shifts.... by....making the reader feel...
- Para 3: The writer leaves us feeling
- Para 4: A further structural technique used by the writer is...

You need at least 3 separate paragraphs – preferably 4

EXPLORATIONS IN CREATIVE READING & WRITING LANGUAGE PAPER 1 1 HOUR 45 MINUTES

Q4 30 mins How Far Do you...16

Planning The Answer:

20. Draw a box around the phrase that says 'Focus this part of your answer on...'
21. Draw a box around the PERSON who gives the opinion.
22. Draw a box around the section in the extract.
23. Underline the opinion in the question. Annotate to understand.
24. IF THE STATEMENT IS POSITIVE YOU ARE GOING TO AGREE.
25. Rescan the passage. Underline any additional language points linked to the focus of the question.
26. Write the word PLAN at the top of the answer space.
27. In your PLAN put in three points about the use of LANGUAGE – add terms/techniques such as alliteration, simile, metaphor, personification, sensory language, adjectives).
28. In your PLAN put two-three points about SENTENCE STRUCTURE (simple, short, long, compound, complex)

When Writing The Answer:

29. Write an opening sentence responding to the opinion in the question.
30. Write your five-six points from your PLAN into 5 PETAL paragraphs (point, evidence, technique, analysis, link back to statement)
31. Sentence Stems.
 - To some extent I agree with....PETAL
 - I certainly agree that... PETAL
 - However, it could also be argued that...PETAL
 - Overall I agree with the statement that.....PETAL

Q1 AO1

Q3 AO2

Q5 AO5 & AO6

Q2 AO2

Q4 AO4

Q5 CREATIVE WRITING 40 MINS 40 marks

Planning the answer: 10mins

32. Decide which of the two questions you want to do. We recommend, if there is the option, to do the picture one.
33. READ THE CONTEXT SENTENCE and the instruction.
34. Consider the atmosphere you want to create.
35. STEAL good vocabulary from the extract you have read and think of others.
36. Choose ONE event/moment in time (NOT DAYS OR YEARS)
37. Plan the shaper of your description. OFFICE SHIFT. Zoom in OR zoom out?
38. Make sure you cover **SAMOSAP** in your plan.

- SIMILE
- ADJECTIVES
- METAPHOR
- ONOMATOPOEIA
- SENSES
- ALLITERATION
- PERSONIFICATION

When writing the answer: 25 mins

39. Write your description / story
40. Start each paragraph in a different way:
 - Verb: 'ing' / 'ed' word
 - Adverb: 'ly' word
 - Preposition/Place word: 'on' / 'next to' / 'near' /
 - Adjectives: describing word
41. Remember to use a semi-colon (easiest way is to use where you what have used the word 'because'.
42. Remember to use a rhetorical question – this could make a good opening sentence.
43. Remember to use brackets to create an aside.
44. **PROOF READ YOUR WORK (5 mins)**
 - Read backwards to find spelling errors
 - Read forwards to find missing words and punctuation
45. It is okay to cross out and write a better word above a piece of dull or repeated vocabulary.



Knowledge Organiser: KS4 AQA LANGUAGE PAPER 2 – WRITERS’ VIEWPOINTS & PERSPECTIVES

START OF EXAM 5 MINS

- 1. Read the glossary
- 2. Read Source A **WITHOUT** looking at the questions. Focus on understanding what is going on.

Q1 – 5 mins IMPLICIT/EXPLICIT 4

- Planning The Answer:**
- 3. Read the instructions given for how to shade. This is marked electronically so it must be shaded right.
 - 4. Read all the statements before selecting.
 - 5. Eliminate those you know are wrong. Re-read all of the sentences for the ones you think are correct – double check.
 - 6. Shade in the boxes correctly for your choices.

- AFTER Q1 – 5 MINS**
- 7. Read the glossary.
 - 8. Read Source B without looking at the questions. Focus on understanding what is going on.

Q2 10 mins SIMILARITIES 8

- Planning The Answer**
- 10. Underline the part of the question that tells you what you have to comment on e.g similarities or differences.
 - 11. On BOTH sources underline quotations that link to the focus of the question.
 - 12. Match the pairs of quotations that allow you to show the most inference (3 pairs).

- When Writing The Answer:**
- In Source A, we learn about/that {question focus} is ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.) **Comparative Phrase**
- In Source B, we learn about/that ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.)
- Complete **MINIMUM** of two paragraphs REALLY well (three if you can manage.) Quote equally from both sources. Use comparative connective phrases.

Q3 15 mins LANGUAGE 12

- Planning The Answer**
- MAKE SURE YOU ARE WRITING ABOUT THE RIGHT SOURCE AND THE RIGHT LINES!!!**
- 13. Underline the part of the question that tells you what you have to comment on. E.g. ‘ how does Dickens use language to make the reader feel part of the fair’
 - 14. Identify the purpose of the language linked to the question (persuasive, descriptive, inclusive).
 - 15. On the insert scribble a reminder of devices you’d expect to see:
 - **Words and phrases**
 - **Language features (e.g. imagery or persuasive techniques)**
 - **Sentence form (if aiming for top band)**
- When writing the answer:**
- 16. Write an establishing sentence explaining the mood/tone linked to the question.
 - 17. Write three BIG paragraphs (Evidence/Term/Analysis)
 - Refer back to the establishing sentence (Overview, ETA, link phrase, ETA, link phrase, ETA)
 - Do this for each bullet point from the question.
- e.g. *In Source B, Dickens makes us feel part of the fair by using sensory imagery such as ‘bellowing of speaking trumpets’. This allows the reader to more easily visualise themselves at the fair. The personification of ‘the speaking trumpets’ captures the liveliness of the scene. Coupled with the adverb ‘gaily’ in ‘stalls lighted gaily’ the readers’ senses are awakened. The cumulative effect of the imagery evokes the lively atmosphere of the fair.*

AFORESTPACK: Alliteration, Fact, Opinion, Rhetorical Question & Repetition, Emotive Language & Exaggeration, Statistics, Triplets, Personal Pronouns, Anecdotes, Conditional clauses, Keep Repeating

Q5 - EXPLAIN		Q5 - ARGUE		Q5 – PERSUADE		Q5 – INSTRUCT / ADVISE	
• AFORESTPACK	• AFORESTPACK	• AFORESTPACK	• AFORESTPACK	• AFORESTPACK	• AFORESTPACK	• AFORESTPACK	• AFORESTPACK
• range of reasons	• formal language	• formal language	• emotive language	• emotive language	• emotive language	• formal language	• formal language
• range of appropriate detail	• balanced sentences	• balanced sentences	• apparent balance	• apparent balance	• apparent balance	• close relationship with audience providing reasons for a course of action	• close relationship with audience providing reasons for a course of action
• specific examples of different kinds to support	• people’s opinions (real or made up) countering opposing points of view	• people’s opinions (real or made up) countering opposing points of view	• mixture of first, second and third person	• mixture of first, second and third person	• mixture of first, second and third person	• empathy with the audience’s problem	• empathy with the audience’s problem
• explanation	• specific examples of situations	• specific examples of situations	• some short sentences	• some short sentences	• some short sentences	• several suggestions about what to do	• several suggestions about what to do
• range of responses to ‘why’	• range and variety of points	• range and variety of points	• identify with audience by using ‘we’	• identify with audience by using ‘we’	• identify with audience by using ‘we’	• use of modal verbs (e.g. might, could should)	• use of modal verbs (e.g. might, could should)
• range of responses to ‘how’	• a neat conclusion	• a neat conclusion	• perhaps some attempt to shock reader into Agreement	• perhaps some attempt to shock reader into Agreement	• perhaps some attempt to shock reader into Agreement	• build the confidence of the reader	• build the confidence of the reader
• different points expanded			varied choice of adverbs and adjectives	varied choice of adverbs and adjectives	varied choice of adverbs and adjectives	• address the reader directly in the second person (you)	• address the reader directly in the second person (you)
			• some ‘literary’ devices such as alliteration, groups of three	• some ‘literary’ devices such as alliteration, groups of three	• some ‘literary’ devices such as alliteration, groups of three	• use imperatives (e.g. ‘you should’, ‘make sure that you’, ‘be careful to’)	• use imperatives (e.g. ‘you should’, ‘make sure that you’, ‘be careful to’)










Q4 30 mins How Far Do you...16

- Planning The Answer:**
- 18. Draw a box around the phrase that says ‘You need to refer to.’
 - 19. Make sure you know which lines from each source you are writing about.
 - 20. Underline if you are being asked for differences or similarities.
 - 21. Circle the attitude word (attitude/viewpoint/perspective/experience)
 - 22. Draw a box around the focus: e.g. the fair
 - 23. Split a section of your page into two. Label each side with the names of the writers
 - 24. Note down ideas about each of the writers’ attitudes about the topic
 - 25. Underline quotations from each source to support the feelings from step 24
 - 26. On your plan number the points in the order they appear in Source A
- When writing the answer:**
- 27. Write an opening sentence that clearly refers to the question
 - 28. Write your 5 points from the plan into at least 5 PETAL paragraphs (Point (feeling/emotion/viewpoint)/ Label/ Evidence / Analysis **Comparative phrase** Point (feeling/emotion/viewpoint)/ Label/ Evidence / Analysis

Q5 – LETTER	Q5 – ARTICLE	Q5 - Text for a LEAFLET	Q5 - Text of a SPEECH	Q5 – ESSAY
Dear Sir/Madam or name	• Clear/apt/original title	• Clear/apt/original title	• Clear address to audience	• An effective introduction and conclusion.
Addresses	• Strapline / subheading	• Organisational devices such as inventive subheadings or Boxes	• Rhetorical indicators that an audience is being addressed throughout	
Date	• Subheadings		• A clear sign off, e.g. ‘Thank you for listening’	
Paragraphs	• Introductory paragraph	• Bullet points		
Yours sincerely/faithfully				

Q5 TRANSACTIONAL WRITING 40 MINS 40

- Planning the answer: 10mins**
- 29. Underline the **form/audience/purpose** in the question.
 - 30. Write the techniques for the purpose (explain, argues, persuade, instruct/advise) at the top of the paper.
 - 31. Write the punctuation list at the top (!?,,-)
 - 32. STEAL good vocabulary from the extract you have read and think of others
 - 33. Bullet point/mind map your ideas and then number them in the order you are going to write them in. **Think about circular structure.**
 - 34. If it is argue or persuade, open with a rhetorical question, controversial idea or emotive imagery and return to this at the end.
- When writing the answer: 25mins**
- 35. Write each paragraph with an idea of which techniques for the question purpose you are going to use.
 - 36. At the end of the paragraph cross off the techniques and punctuation you have used
 - 37. Remember to use a semi-colon (easiest way is instead of ‘so’/ ‘because’).
 - 38. Start each paragraph in a different way:
 - Verb: ‘ing’ / ‘ed’ word
 - Adverb: ‘ly’ word
 - Adjectives: describing word
 - Preposition/Place word: ‘on’ / ‘next to’ / ‘near’
- 39. PROOF READ YOUR WORK (5 mins)**
- Read backwards to find spelling errors
 - Read forwards to find missing words and punctuation
40. It is okay to cross out and write a better word above a piece of dull or repeated vocabulary.

Romeo Montague		Son of the Montague family
Juliet Capulet		Daughter of the Capulet family
Tybalt		Juliet's cousin, a prominent Capulet
Mercutio		Friend to Romeo – neither Capulet nor Montague
Benvolio		Romeo's cousin
Lord Capulet		Juliet's father and head of the Capulet family
Friar Lawrence		A Franciscan monk and friend to both families
Nurse		Juliet's confidante, very close to her, motherly
Prince Escalus		Leader of Verona, trying to keep peace between the families







<p>Themes</p> <p>Love Passionate love vs. courtly love. Often leads to violence.</p> <p>Fate No one can escape their fate.</p> <p>Violence and Conflict Opens and ends the play.</p> <p>Individuals Vs. Society R&J must turn against their families and society.</p> <p>Death Death is common and referenced throughout.</p>	<p>Context</p> <p>Honour Family honour was highly important.</p> <p>Gender Men controlled society.</p> <p>Arranged Marriage About status, power and wealth.</p> <p>Catholicism Based in Italy and meant marriage couldn't be undone.</p> <p>Family and Children Noble parents often used a 'nurse' to raise their children.</p> <p>Courtly Love Traditional approach to romance.</p>
<p>Symbols/motifs Poison, night, light/dark, dreams/Queen Mab, opposite views</p>	

Romeo *and* Juliet

Act 1	Set in Verona, we find two warring families – the Montagues and Capulets. There is a ball and two young people meet and fall in love: Romeo Montague and Juliet Capulet. Their families will never allow this.
Act 2	Romeo and Juliet continue to see each other secretly. Romeo wishes he was not a Montague and they decide they will secretly marry.
Act 3	Tybalt (Juliet's cousin) tries to fight with Romeo, who refuses. Mercutio (Romeo's friend) fights Tybalt instead and is killed when Romeo tries to stop them. Romeo then murders Tybalt in his anger and is banished from Verona. Capulet arranges for Juliet to marry Paris. She refuses and Capulet threatens to disown her.
Act 4	Juliet asks for help from Friar Lawrence. He gives her a sleeping potion that will make her appear dead so that on her supposed wedding day to Paris she will be carried to the family tomb, where Romeo will find her and run away with her.
Act 5	Romeo doesn't receive the letter about the plan. He hears Juliet has died and obtains poison for himself. Romeo sees Juliet (assuming she is dead) and poisons himself. Juliet awakens and, realising what has happened, kills herself with a dagger. The two families reconcile their differences and the feud ends.

Methods antithesis foreshadowing dramatic irony bawdy humour monologue soliloquy oxymoron metaphor simile imagery iambic pentameter juxtaposition tragedy antagonist	blank verse sonnet sonnet form suspense	Key Vocabulary patriarchy Elizabethan character society violence conflict resolution civil unrest marriage catholic Catholicism Shakespeare Verona Conspire	ambiguity predicament unease suicide brawl relationship adversity provoke mutiny adversary
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Key quotes	Character	Scene
“A pair of star-crossed lovers take their life	Chorus	Prologue
What, drawn, and talk of peace? I hate the word. As I hate hell, all Montagues, and thee.	Tybalt	Act 1 Scene 1
But, soft, what light through yonder window breaks? It is the east, and Juliet is the sun	Romeo	Act 2 Scene 2
That which we call a rose By any other word would smell as sweet.	Juliet	Act 2 Scene 2
For this alliance may so happy prove, To turn your households' rancour to pure love.	Friar Laurence	Act 2 Scene 3
A plague o' both your houses! They have made worms' meat of me	Mercutio	Act 3 Scene 1
Mercy but murders, pardoning those that kill.	Prince	Act 3 Scene 1
Hang thee, young baggage, disobedient wretch! I tell thee what: get thee to church o'Thursday, Or never after look me in the face	Capulet	Act 3 Scene 5
O true apothecary, Thy drugs are quick. Thus with a kiss I die.	Romeo	Act 5 Scene 3
O happy dagger, This is thy sheath: there rust, and let me die.	Juliet	Act 5 Scene 3
A glooming peace this morning with it brings. The sun, for sorrow, will not show his head.	Prince	Act 5 Scene 3
For never was a story of more woe Than this of Juliet and her Romeo	Prince	Act 5 Scene 3

Beckfoot Upper Heaton		Knowledge Organiser: Romeo and Juliet				P6	
Romeo and Juliet		AO1	AO2	AO3	AO4	METHODS	CONTEXT
Read, understand and respond to texts.		Analyse the language, form and structure		Show understanding of context		SPaG	
Act	PLOT	ROMEO	JULIET				
1 Fights and a Party	<p>Prologue: Family feud & fatal consequences for 2 young lovers</p> <ul style="list-style-type: none">There is a fight between two rival families (Montagues and Capulets) which is stopped by the Prince.Romeo is unhappy because Rosaline doesn't love him.Paris asks Capulet for Juliet's hand in marriage, but Capulet tells him she's not ready. Capulet throws a ball.Mercutio is invited to the ball, but Benvolio and Romeo crash it. This enrages Tybalt.Romeo and Juliet meet, talk, fall in love at first sight and kiss.	<p>Well-respected Montague. Falls in love with the daughter of his family's enemy and marries her in secret – kills her cousin in a rage and commits suicide wrongly believing Juliet to be dead.</p> <p>Initially knows more about love from books than experience: "thy love did read by rote" (Friar Lawrence)/ "Love is a smoke raised with the fume of sighs...a fire...a sea...a madness" / "young waverer" (Friar Lawrence) / "you kiss by th' book" (Juliet)</p> <p>Emotional, passionate and has to deal with rejection by Rosaline: "Is love a tender thing? It is too rough, Too rude, too boisterous, and it pricks like thorn."</p> <p>Fears fate & future: "O! I am Fortune's fool!"</p> <p>Falls overwhelmingly in love with Juliet at first sight: "what light through yonder window breaks? It is the east, and Juliet is the sun." / "speak again bright angel" / "O, she doth teach the torches to burn bright" / "Did my heart love till now?"/"faithful vow"</p> <p>Challenges barriers to Juliet: "with love's light wings did I o'erperch these walls"</p> <p>Tries to avoid fighting but worries that he's less manly: "good Capulet, which name I tender / As dearly as my own, be satisfied" / "O sweet Juliet, Thy beauty hath made me effeminate And in my temper softened valor's steel!"</p> <p>Hot-headed, enraged by the killing of Mercutio: "fire-ey'd fury be my conduct now!"</p> <p>Devastated by exile to Mantua: "Ha, banishment! Be merciful, say 'death'!...Heaven is here, Where Juliet lives"</p> <p>Horried by news of Juliet's death and decides to commit suicide: "I defy you stars...Juliet, I will lie with thee tonight."</p> <p>Gives violent warning to Balthazar not to interfere with his suicide: "I will tear thee joint by joint And strew this hungry churchyard with thy limbs."</p> <p>Urges Paris not to challenge him outside the Capulet tomb: "I beseech thee, youth, Put not another sin upon my head By urging me to fury."</p> <p>Sees Juliet is still beautiful in 'death': "Death, that hath sucked the honey of thy breath, Hath had no power yet upon thy beauty. Thou art not conquered."</p> <p>Dies as he began the play, by expressing love: "Thus with a kiss I die."</p>	<p>13-year-old Capulet. Defies family and gender expectations to marry the son of her family's enemy – overcome by grief at Romeo's death and commits suicide</p> <p>Young and innocent: "My child is yet a stranger in the world. She hath not seen the change of fourteen years."</p> <p>Idolised by her father: "She's the hopeful lady of my earth." / "My will to her consent is but a part"</p> <p>Falls in love with Romeo at first sight: "Then have my lips the sin that they have took." / "If he be married, My grave is like to be my wedding bed."</p> <p>Cautious about her love for Romeo: "It is too rash, too unadvised, too sudden, Too like the lightning."</p> <p>Conflicted between family loyalty and love for Romeo: "O Romeo, Romeo! wherefore art thou Romeo?" / "What's in a name? That which we call a rose, By any other word would smell as sweet." / "My only love sprung from my only hate!"</p> <p>Prepared to defy her family and the feud: "Deny thy father and refuse thy name...be but sworn my love, And I'll no longer be a Capulet."</p> <p>Commits herself to Romeo: "my true love is grown to such excess I cannot sum up sum of half my wealth."</p> <p>Impatient to be with Romeo after wedding: "Spread thy close curtain, love-performing night" / "O, I have bought the mansion of a love, But not possessed it, and though I am sold, Not yet</p> <p>Conflicted about Romeo after he kills Tybalt: "O serpent heart hid with a flowering face!" / "Beautiful tyrant! Fiend angelical!"</p> <p>Refuses father's order to marry Paris: "Delay this marriage for a month, a week. Or, if you do not, make the bridal bed in that dim monument where Tybalt lies."</p> <p>Angry at Nurse for her advice to marry Paris: "Ancient damnation! O most wicked fiend!"</p> <p>Brave - prepared to risk Friar Lawrence's plan: "Give me, give me! O, tell not me of fear!"</p> <p>Brave – does not fear death: "O happy dagger, This is thy sheath: there rust, and let me die."</p>				
2 A Secret Marriage	<ul style="list-style-type: none">In the Capulets' garden, Romeo overhears Juliet thinking aloud about how much she likes Romeo but is the son of her family's enemy. Romeo talks to her and they decide to get married.Romeo asks Friar Lawrence for help – he agrees to marry them.Romeo meets Mercutio and Benvolio, and they tease the Nurse who gives a message to Romeo from Juliet.After the Nurse tells Juliet the plan to marry that afternoon, they get married in secret.	<p>MERCUTIO Romeo's friend, playful, witty but aggressive – gets caught in the middle of the feud</p> <p>Tells Romeo to get over Rosaline: "If love be rough with you, be rough with love." Appalled by Romeo's refusal to fight Tybalt: "O calm, dishonorable, vile submission" Dies cursing both families: "A plague o' both your houses"</p>	<p>Initially calm and easy-going: "Content thee, gentle coz. Let him alone."</p> <p>Angered by Juliet's defiance: "Hang thee, young baggage! Disobedient wretch!"</p> <p>Verbally attacks Nurse for defending J: "Peace, you mumbling fool!"</p> <p>Juliet's death changes him: "O brother Montague, give me thy hand."</p>				
3 Deaths	<ul style="list-style-type: none">Tybalt kills Mercutio in a fight; in revenge, Romeo kills Tybalt. The Prince exiles Romeo from Verona as punishment.R & J spend the night together before R leaves the city.Juliet's parents tell her that she must marry Paris in two days but she tells them she can't. during an intense argument.	<p>FRIAR LAWRENCE</p> <p>Like a father to Romeo – wise, trusted, tries to help but actions lead to R & J deaths</p> <p>Sees opportunity to resolve feud: "For this alliance may so happy prove, To turn your households' rancour to pure love."</p> <p>Worries about consequences of R&J's love: "These violent delights have violent ends"</p> <p>Criticises Romeo's reaction to exile: "Art thou a man? ... Thy tears are womanish." / "Unseemly woman in a seeming man" / "A pack of blessings light upon thy back"</p>	<p>NURSE Devoted nanny to Juliet – talkative, silly well-meaning but irresponsible</p> <p>Thinks the world of Juliet: "Thou wast the prettiest babe that e'er I nurs'd" / "lamb" / "ladybird"</p> <p>Makes vulgar jokes about sex: "You shall bear the burden soon at night"</p> <p>Wishes J to be emotionally and physically content with R: "happy days to happy nights"</p> <p>Appears more devastated than J's family when J 'dies': "O woeful, woeful, woeful day...Never was seen so black a day as this."</p>				
4 Plans and Potions	<ul style="list-style-type: none">Juliet asks the friar to help, whose plan involves faking her death.Using Friar Lawrence's potion, Juliet fakes her own death. Friar Lawrence sends Romeo a letter telling him about the plan and to rescue her from her family tomb.Juliet's family think she's dead so bury her in the family tomb.	<p>BENVOLIO Romeo's loyal cousin, peacemaker and opposite to Tybalt</p> <p>Cares for Romeo: "What sadness lengthens Romeo's hours?"</p> <p>Protects Romeo after slaying of Tybalt: "Be gone, away! ... The Prince will doom thee death"</p> <p>Contrasts with Tybalt's hostility: "I do but keep the peace, put up thy sword."</p>	<p>TYBALT Juliet's cousin – aggressive and consumed with hatred for the Montagues</p> <p>Hateful, angry: "peace? I hate the word, As I hate hell, all Montagues, and thee." / "...a Montague. Fetch me my rapier, boy." / "To strike him dead I hold it not a sin."</p> <p>Obsessed with family honour: "Now by the stock and honour of my kin"</p> <p>Determined to kill Romeo: "Boy, this shall not excuse the injuries That thou hast done me. Therefore turn and draw."</p>				
5 Un-happy Ending	<ul style="list-style-type: none">R doesn't get the Friar's letter. He believes J to be dead and goes to her tomb to kill himself after buying some poison.Paris sees Romeo going to the tomb, they fight and R kills Paris.R places P's body in the tomb, lies next to Juliet and drinks the poison.Friar Lawrence finds out that R didn't get the letter so goes to the tomb.As Friar Lawrence arrives, Juliet wakes up. Juliet refuses to go with him and he doesn't want to get into trouble for Romeo's death, so the Friar leaves.When Juliet realises that Romeo is dead, she kills herself.Everyone comes to the tomb, where the friar has to explain what has happened.Grieving, Montague and Capulet realise that their feud has caused the suicides of their children so agree to make peace.						
THEMES		<p>GENDER: Women in the play are able to exert little influence. Capulet sees Juliet as his property and feels that she should be grateful for the match with Paris he has arranged. Juliet very aware that virtue and chastity were more important and valuable to women than men as they had to be chaste to secure a good marriage.</p> <p>FAMILY & MARRIAGE: Wealthy people often married not for love but for money, power and status; arranged marriages were common; Capulet tries to use Juliet as a 'bargaining chip'. The family was society in microcosm with the father as 'governor'. Juliet is torn between duty to her family and desire for personal happiness. R & J willing to give up their families for marriage. The young were expected to obey the old and Shakespeare celebrates the passion and independence of R & J.</p>	<p>FATE: The prologue establishes the idea that fate, not just the characters' actions, is to blame for the catastrophes. Many instances of luck impact on the characters such as the servant inviting Romeo to the ball, Friar John and his message being detained, Paris being at the Capulet tomb when Romeo arrives</p> <p>RELIGION: A powerful influence in the 16th century and it provided a set of moral rules to live by. Represented by Friar Lawrence who is trusted by all. R & J had to marry in order to be together. Religious imagery and references often used by characters.</p>				
<p>LOVE: R & J fall in true love at first sight. Their young love is genuine but impulsive and destructive. Romeo's 'love' for Rosaline is an passing infatuation and Romeo learns what true love is. There are numerous puns and jokes about sex, and R&J's relationship reflects physical desire too.</p> <p>CONFLICT & HONOUR: Personal and family reputation was crucial in the 16th century. Honour is important to all the characters – they can't ignore insults and have to defend the honour of their family. Characters like Benvolio and the Prince show how difficult it is to avoid the violence of the family feud. The violence gets worse in the second half of the play and the feud only stops because of the deaths of R & J.</p>							
		<div><div></div><div></div><div></div><div></div><div></div><div></div></div>					
		VOCABULARY					
		<p>Belligerent: aggressive and hostile</p>					<p>Impulsive: acts without thinking</p>
		<p>Idolatry: extreme admiration or love</p>					<p>Melancholy: feeling of thoughtful sadness</p>
		<p>Banishment: exile</p>					<p>Tormented: experiencing great suffering</p>
		<p>Dutiful: acts obediently</p>					<p>Despair: a total loss of hope</p>
		<p>Conflict: A struggle between two sides</p>					<p>Infatuation: obsession</p>
		<p>Tyrannical: treats people cruelly</p>					<p>Confidant: a trusted person</p>

UNIT 4F – FRACTIONS AND PERCENTAGES

PERCENTAGES – Videos 86/87/89/97/94

1	Find simple percentages of amounts	1% - Divide by 100 10% - Divide by 10 50% - Divide by 2 25% - Divide by 4
2	Use a multiplier to find a percentage	30% = multiply by 0.3 3% = multiply by 0.03
3	Find percentage change	$\frac{\text{Changed by}}{\text{Original amount}} \times 100$
4	Use a multiplier to find percentage increase/decrease (calculator)	Increase 30 by 15% $30 \times 1.15 = 34.5$ Decrease 50 by 10% $50 \times 0.9 = 45$
5	Calculate compound interest	$A = P(1 + i)^n$

FRACTIONS – Videos 77/68/69

The basics:

This pizza is $\frac{3}{4}$ shaded green



3 is the "numerator"
4 is the "denominator"



Notice that $\frac{6}{8}$ is exactly the same amount.
(both numbers doubled)

Multiplying fractions:

Just multiply numerators, multiply denominators, and **simplify** if possible

$$\frac{2}{4} \times \frac{2}{4} = \frac{4}{16} = \frac{1}{4}$$

Simplifying involves dividing numerator and denominator by their HCF
...HCF is the Highest Common Factor

Fractions of amounts:

Use simpler fractions to find the fraction you actually want:

Eg. $\frac{3}{4}$ of 32: $\frac{3}{4}$ of 32 = $32 \div 4 = 8$
so $\frac{3}{4}$ of 32 = $8 \times 3 = 24$

Divide by the denominator,
Then multiply by the numerator

In this example,
a whole pizza = 32



OPERATION WITH FRACTIONS – Videos

66/72/68/69/70

1	Equivalent Fractions	$\frac{1}{2}$ is the same as $\frac{4}{8}$
2	Adding Fractions • The denominator has to be the same. • Add the numerator.	$\frac{1}{2} + \frac{3}{4}$ we can make the bottom 4 $\frac{2}{4} + \frac{3}{4} = \frac{5}{4}$
3	Subtracting Fractions • The denominator has to be the same. • Subtract the numerator.	$\frac{3}{4} - \frac{1}{3}$ We can make the bottom 12. $\frac{9}{12} - \frac{4}{12} = \frac{5}{12}$
4	Multiplying Fractions • Multiply both top and bottom	$\frac{3}{5} \times \frac{2}{3} = \frac{6}{15}$ $\frac{6}{15}$ is the same as $\frac{2}{5}$
5	Dividing Fractions • KCF • Keep – Change - Flip	$\frac{4}{3} \div \frac{2}{5}$ becomes $\frac{4}{3} \times \frac{5}{2}$ $\frac{4}{3} \times \frac{5}{2} = \frac{20}{6} = \frac{10}{3}$

FRACTIONS, DECIMALS & PERCENTAGES – Videos

59/149

1	Equivalent fractions, decimals and percentages.	<table border="1"> <thead> <tr> <th>Decimal</th><th>Percentage</th><th>Fraction</th></tr> </thead> <tbody> <tr> <td>0.5</td><td>50%</td><td>$\frac{1}{2}$</td></tr> <tr> <td>0.25</td><td>25%</td><td>$\frac{1}{4}$</td></tr> <tr> <td>0.75</td><td>75%</td><td>$\frac{3}{4}$</td></tr> <tr> <td>0.2</td><td>20%</td><td>$\frac{1}{5}$</td></tr> <tr> <td>0.1</td><td>10%</td><td>$\frac{1}{10}$</td></tr> <tr> <td>0.3</td><td>33.3%</td><td>$\frac{1}{3}$</td></tr> </tbody> </table>	Decimal	Percentage	Fraction	0.5	50%	$\frac{1}{2}$	0.25	25%	$\frac{1}{4}$	0.75	75%	$\frac{3}{4}$	0.2	20%	$\frac{1}{5}$	0.1	10%	$\frac{1}{10}$	0.3	33.3%	$\frac{1}{3}$
Decimal	Percentage	Fraction																					
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0.1	10%	$\frac{1}{10}$																					
0.3	33.3%	$\frac{1}{3}$																					
2	Ordering FDP • Convert them all into the same form and then compare	<p>50% $\frac{6}{10}$ 0.45</p> <p>↓ ↓ ↓</p> <p>0.5 0.6 0.45</p> <p>0.45 0.5 0.6</p>																					

Vocabulary

1	Numerator	Top of a fraction
2	Denominator	Bottom of a fraction
3	Multiplier	A number when multiplied finds the percentage of an amount

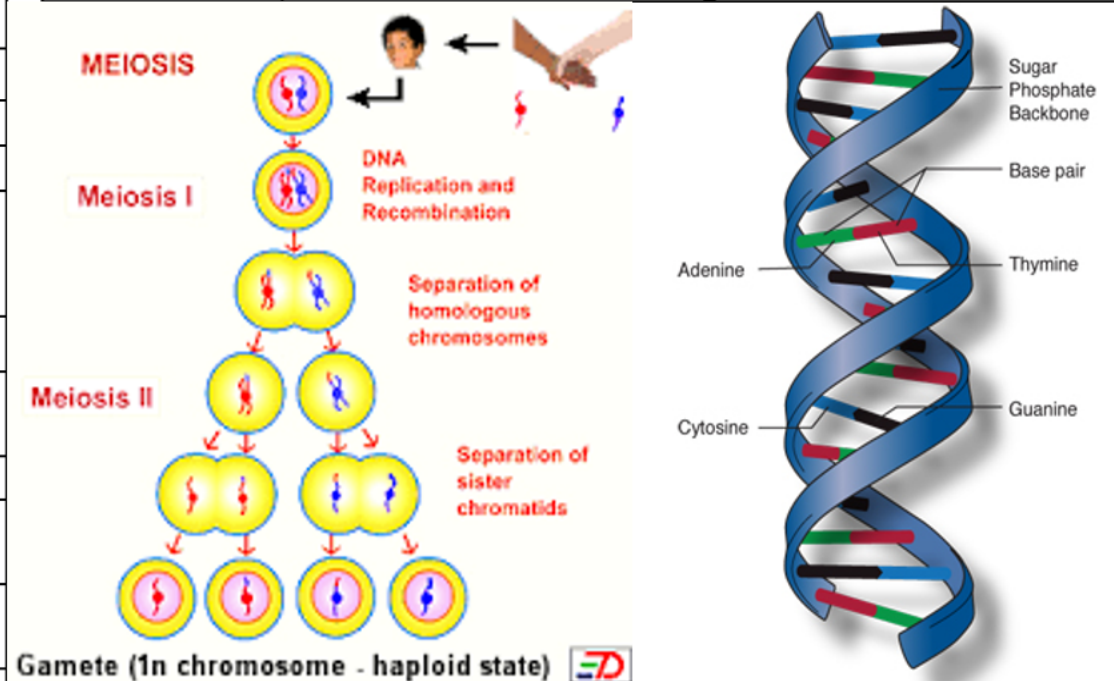
Key Terms

Knowledge Organiser – Variation

Diagrams

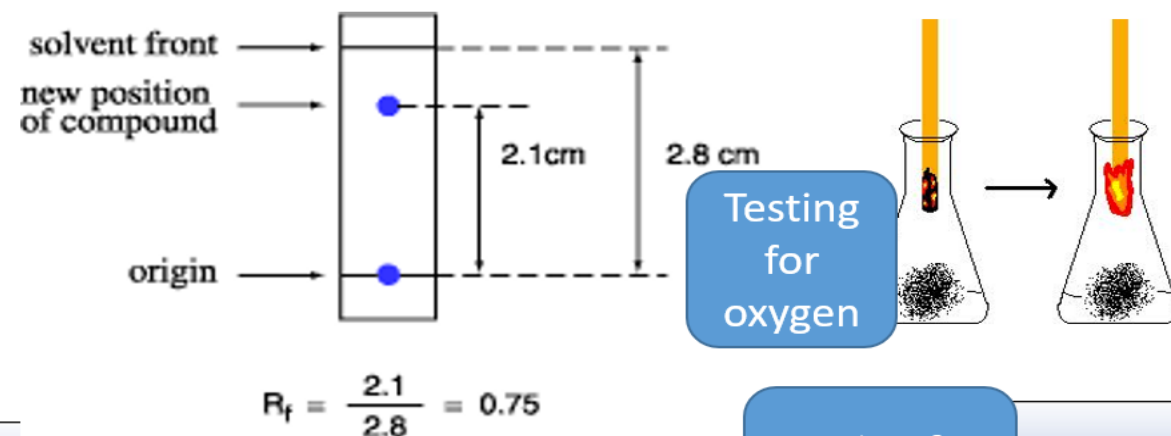
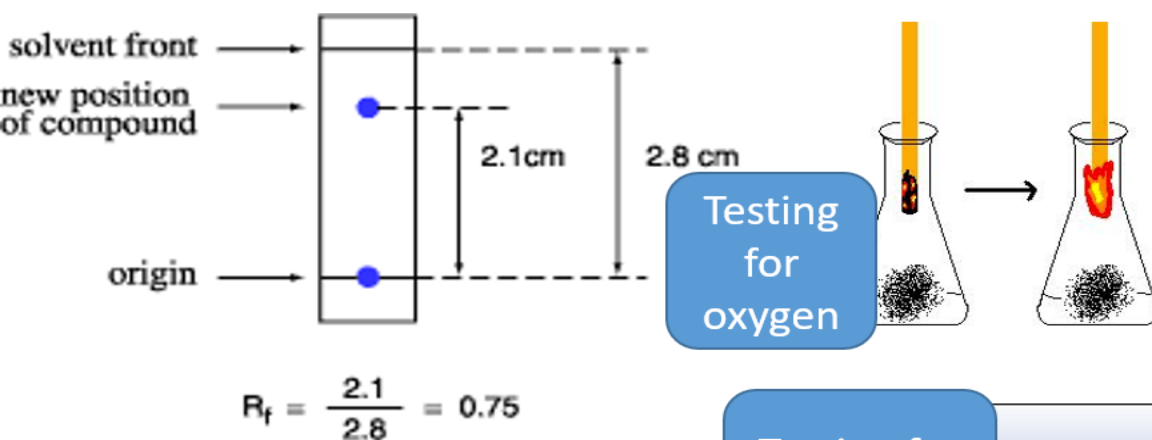
Asexual reproduction	Reproduction involving one parent, giving genetically identical offspring
Binary fission	The asexual reproduction of bacteria
Selective breeding	A process by which humans have chosen organisms to breed together to develop desirable characteristics
Artificial selection	Another name for selective breeding
Self-pollination	When pollen from one plant fertilises ova from the same plant
Cross-pollination	When pollen from one plant fertilizes ova from a different plant
Meiosis	Cell replication that produces four non-identical haploid cells from one diploid cell
Menstruating	Having a period as part of the menstrual cycle
Genome	One copy of all DNA found in your diploid body cells
DNA fingerprinting	The analysis of differences in DNA to identify individuals
Evolution	The theory first proposed by Charles Darwin that the different species found today formed as a result of the accumulation of small advantages that were passed on through generations
Double helix	The characteristic spiral structure of DNA
Nucleotide	A DNA base together with a sugar and a phosphate molecule that make up the backbone of the double helix
Transcription	The process of making an RNA copy of a gene sequence of DNA
Translation	The process of making a protein from an RNA copy of a gene sequence of DNA
Mutation	A permanent change to the DNA, which may be advantages, disadvantageous or have no effect
Ionising radiation	UV rays, x-rays and gamma rays that can cause mutations to DNA

Alleles	Two versions of the same gene, one from each parent
Genotype	The genetic make-up of an organism represented by letters
Phenotype	The physical characteristics of an organism
Punnett Square	A grid that used for determining the chance of inheritance
Cystic Fibrosis (CF)	A genetic disorder in which sufferers inherit recessive alleles from both parents and have excess mucus in their lungs



Knowledge Organiser – Chemical Analysis

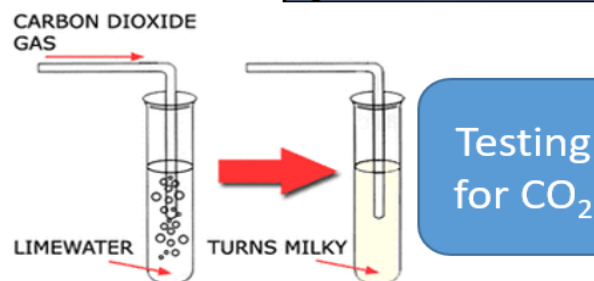
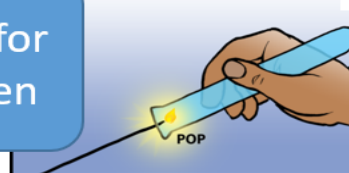
Pure substance	A single element or compound that is not mixed with any other substance.
Formulation	A mixture that has been designed as a useful product.
Chromatography	A technique that can be used to separate mixtures and the identify substances.



Testing for
chlorine using
litmus paper



Testing for
hydrogen



Testing
for CO₂

Knowledge Organiser – Chemical Analysis

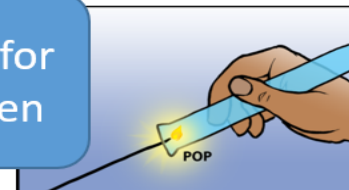
Pure substance	A single element or compound that is not mixed with any other substance.
Formulation	A mixture that has been designed as a useful product.
Chromatography	A technique that can be used to separate mixtures and the identify substances.

$$R_f = \frac{2.1}{2.8} = 0.75$$

Testing for
chlorine using
litmus paper



Testing for
hydrogen



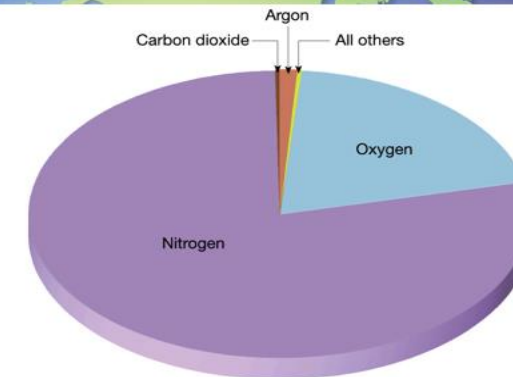
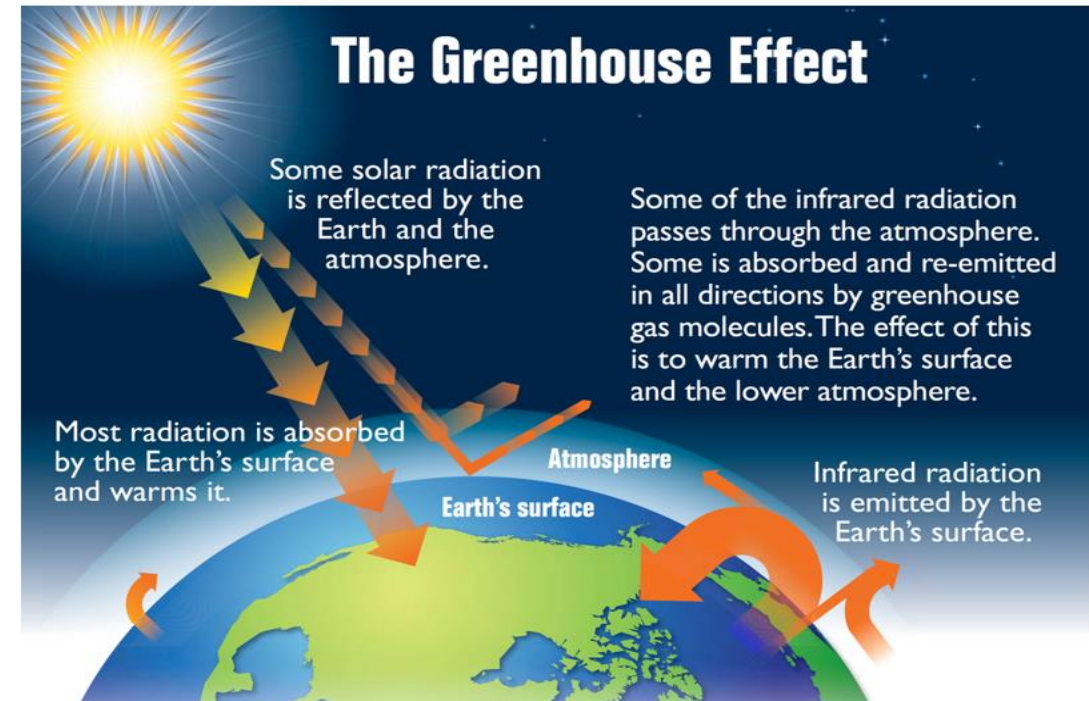
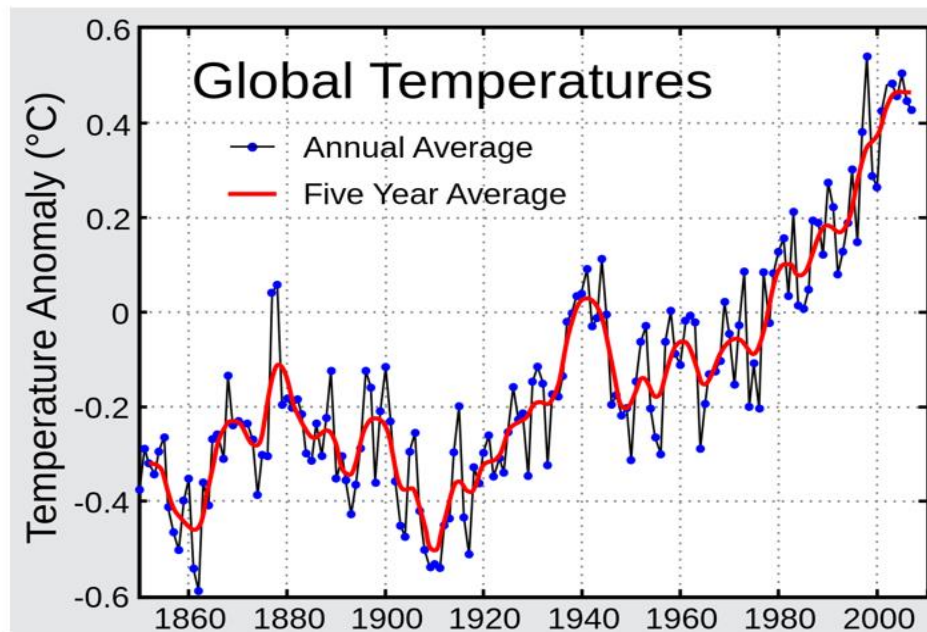
Testing
for CO₂

Key Terms

Knowledge Organiser – Chemistry of the Atmosphere

Diagrams

Greenhouse gas	A gas that absorbs long wavelength infrared radiation given off by the Earth but does not absorb the sun's radiation.
Global warming	An increase in the temperature of the Earth's surface.
Water stress	A shortage of fresh water.
Carbon footprint	The amount of carbon dioxide and other greenhouse gases given out over the full life cycle of a product, service or event.
Carbon neutral	Fuels and processes whose use results in zero net release of greenhouse gases to the atmosphere.



Early Atmosphere evolving

Volcanoes produced **Carbon dioxide, nitrogen (and a bit of methane and ammonia)**



↓ Oceans formed

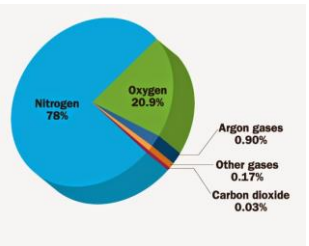
From condensed water.
Carbon dioxide dissolved in the oceans.
Carbonates precipitated (turned into solid bits) **to form sediments.**

↓ Green plants and algae

Took in CO_2 and released O_2 in **photosynthesis.**

↓ Sedimentary rocks and fossil fuels were formed:

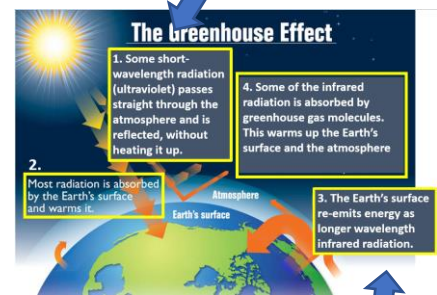
Decreased the CO_2 levels



Greenhouse Gases and Climate change

Carbon dioxide
Methane
Water Vapour

Short wavelength doesn't interact with the gases



Longer wavelength emitted does interact with the gases

Human activities increase the levels of CO_2 and CH_4

- CO_2**
- burning fossil fuels
 - Deforestation
- Methane**
- Cows (and rice paddies)
 - landfill

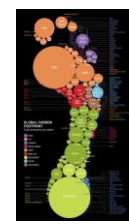
C14 The Earth's Atmosphere

Effects of climate change:

- Rising sea levels
- Droughts
- Extreme weather events
- Changes in wildlife distribution

Why do some people deny humans cause climate change????

Difficult to model.
Models are simplified.
Media can be biased.
MUST check the evidence is PEER REVIEWED



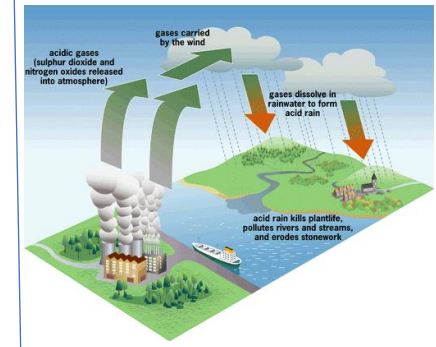
Carbon footprint
'Total amount of CO_2 and other greenhouse gases emitted over the full life cycle of a product, service or event'

- Solution:**
Reduce carbon footprint (emissions of CO_2 and methane)
- Use less fossil fuels
 - Carbon capture and storage
 - Eat less meat
 - Send less food waste to landfill

Atmospheric Pollutants




Gases released in combustion of fossil fuels and their effects:

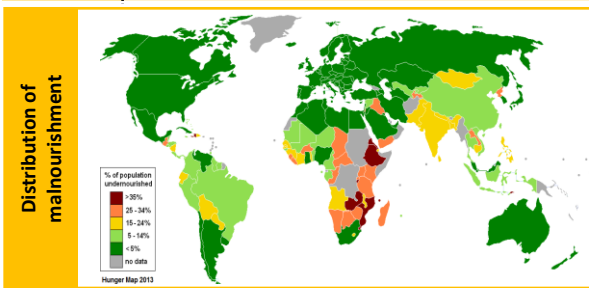
Gases	Released when	Effects caused
Carbon dioxide	All fossil fuels burn	Global warming
Water vapour	All fossil fuels burn	None
Carbon monoxide	Incomplete combustion of fuels (not enough O_2)	Poisonous gas
Solid particulates	Solid fuels burn incompletely	Global dimming Asthma
Sulphur dioxide	Coal burns (sulphur is an impurity in coal)	Acid rain Respiratory problems
Nitrous oxides	Nitrogen in air reacts with oxygen at high temperatures	Acid rain Respiratory problems






What are Resources?	
Key term	Definition
Resources	Materials that have value for people. They may be needed for basic survival e.g. water, or appreciated as something that improves quality of life e.g. coffee.
Resource management	The control and monitoring of resources so they don't become depleted or exhausted.
Surplus	When there is more of a resource than is needed to meet demand.
Deficit	When there is not enough of a resource to meet demand.

Global inequalities in the supply and consumption of resources

	<ul style="list-style-type: none"> Average UK calorie consumption is 3200 calories per person per day. Average calorie consumption in Mali is 2590 calories per person per day. Areas of greatest population growth have highest levels of undernourishment. Demand depends on changing diets and increasing population. Supply depends on climate, soil and level of technology.
	<ul style="list-style-type: none"> Fresh water is unequally distributed. Water footprint is the amount of water used per day. Global average is 1240 litres per day Bangladesh is 896 litres per day, USA is 2483 litres per day. Water scarcity (where demand is greater than supply) can be physical e.g. reduction in rainfall or economic e.g. lack of money to enable access to water. 1 in 5 (more than 1.2 billion people) live in areas of water scarcity. 1 in 3 (2.4 billion people) have no access to clean drinking water.
	<ul style="list-style-type: none"> The richest 13% of people globally use 50% of the world's energy. The poorest 13% of people globally use 4% of the world's energy. Countries import and export energy. Some countries do not have their own sources of energy.



The significance of food, water and energy to economic and social well being

Water food and energy are key for human wellbeing. All lead to social and economic benefits, which all increase the standard of living and quality of life.	
Food 	<ul style="list-style-type: none"> Calories provide energy. Availability of food depends on climate, soil and level of technology. Malnourishment leads to disease and death. In children it can lead to underperforming at school which decreases economic wellbeing in life. In adults they will be less productive (less able to work). Globally more than 1 billion people are malnourished. 2 billion are undernourished (poor diet). Obesity is an issue in some areas, mainly HICs.
Water 	<ul style="list-style-type: none"> Used for survival, washing, food production, industry. Clean, safe water enables development and allows people to break free from the cycle of poverty. Globally 2 billion people drink from contaminated water sources. Over 500,000 people a year die because of diarrhoeal diseases linked to contaminated water supplies.
Energy 	<ul style="list-style-type: none"> Traditionally we get energy from oil, coal and wood. Many different sources are generated by changing technology. Used for electricity production, heating, transport and for water supply (e.g. wells). Supports industrialisation and development.

Changing demand for Energy in the UK creates opportunities and challenges

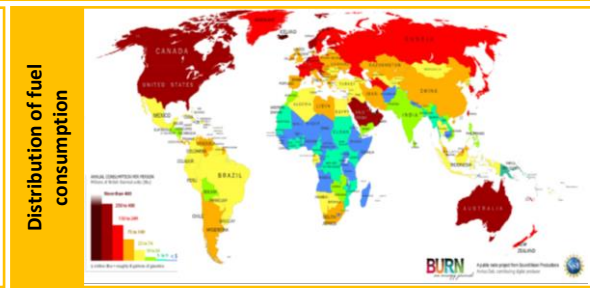
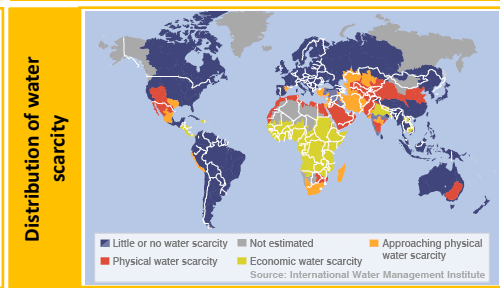
The changing energy mix	<p>UK Energy mix in 2015 :</p> <ul style="list-style-type: none"> Fossil fuels (65%) Coal 31%, Gas 25%, Nuclear 19%, Renewable sources 22%. In 1970 91% from fossil fuels. The UK has invested in renewable energy e.g. solar energy and subsidies are given by the government.
Decreasing domestic supply of oil, coal and gas.	<ul style="list-style-type: none"> Reserves of North Sea oil and gas are declining. EU regulations on gas emissions has led to a decrease in fossil fuel use. Energy efficient appliances and industry mean less energy is used in homes and industry.
Economic and environmental issues linked to energy use.	<ul style="list-style-type: none"> It is cheaper to import coal into the UK than to mine it. Nuclear Power Stations are being decommissioned and all current plants will close by 2023 – there are issues of contamination and disposal of nuclear waste. Economic issues – costs, jobs, set up costs, research, reliability. Environmental costs – ecosystems, waste, noise, emissions, pollution, radiation leaks.

Unit 2c



The Challenge of Resource Management

enjoylearnsucceed



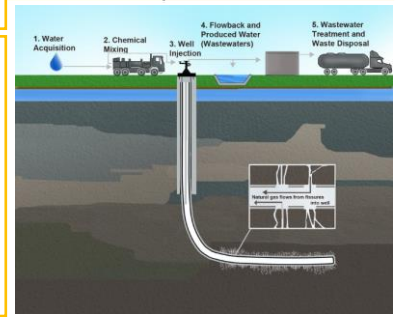



Changing demand for food in the UK creates opportunities and challenges

<p>The growing demand for high value food exports from LICs and all year demands for seasonal food and organic produce.</p>	<ul style="list-style-type: none"> Food used to be seasonally and locally sourced. Now we eat globally sourced foods all year. In 2013 47% of UK food was imported. More disposable income has led to an increased demand for greater quantities and wider choice. Not all foods can be grown the UK, and some foods can only be grown at certain times e.g. strawberries in July and August. High quality products are five times the price of similar products e.g. Madagascan vanilla, gourmet coffee. Positive impacts : Jobs and wages for those in LICs, more tax income leads to a better quality of life. Negative impacts – less land for locals to farm for themselves, high water use and exposure to chemicals (pesticides and fertilisers). Organic – no pesticides or fertilisers used. Since the 1990s there has been an increase in demand. Now worth £2 billion a year in the UK.
<p>Larger carbon footprints due to the increased number of food miles travelled.</p> 	<ul style="list-style-type: none"> Food can be grown more cheaply elsewhere. Production and transport create a carbon footprint. 17% of the UK's carbon footprint is due to food. Tomatoes have less of a carbon footprint being grown in Spain and imported to the UK than if we grew them in the UK where greenhouses would have to be heated. Annual food miles travelled by UK food imports is 18.8 billion miles. 68% of food imported to the UK is from within the EU, 32% from the rest of the world. UK are now encouraging buying local and having an allotment.
<p>A trend towards agribusiness.</p>	<ul style="list-style-type: none"> Agribusiness is a farm run as a business with the main aim being profit. Agribusiness has significant impacts on the environment as they are associated with heavy use of pesticides and fertilizers leading to reduction in wildlife and eutrophication. East Anglia has a lot of agribusinesses. 

Fracking – Opportunities and Challenges

Opportunities <ul style="list-style-type: none"> Shale gas is readily available in UK. Will act as a bridging fuel until alternative technologies are developed. Increased cost of fuel makes fracking now affordable. 	Challenges <ul style="list-style-type: none"> Contaminated water is pumped back into the ground and can affect water supplies. Fracking uses a lot of energy. 3% of gas extracted is lost to atmosphere; this is methane, a greenhouse gas.
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Resource Security	
Key term	Definition
Food security	When the demand for food is lower than the supply of food there will be a surplus. This means that a location is food secure.
Food insecurity	When the demand for food is greater than the supply of food there will be a deficit. This means that the location is food insecure. This may also be referred to as food shortage .
	Security and insecurity can be used to describe access to energy and water as well.

Global food insecurity



Global food security is measured by the FSI –food security index.

This is calculated using indicators;

- country's level of nutrition
- food stocks
- political stability

The highest concentration of countries at risk from food insecurity is in sub Saharan Africa. Other countries with food insecurity include Afghanistan, Haiti and Bangladesh.



Food consumption

- Global food consumption varies across the world
 - Canada, the USA and Europe consume the most.
 - Sub Saharan Africa food consumption is at its lowest.
- Global food consumption is increasing for several reasons
- Increasing levels of development and higher standards of living mean more people can afford to buy more food.
 - There are growing populations, particularly in India, Indonesia and China.
 - There is greater availability of food due to improved transport and storage.

Food availability	
The global supply of food is uneven.	
Countries like China and India have high agricultural outputs.	
The USA, Brazil and UK also achieve high outputs due to intensive farming methods and high capital investment.	
Countries in sub –Saharan Africa produce less food because they have unreliable rainfall, drought, low investment and lack of education and training.	

Factors affecting food supply

Climate	Climate affects the productivity and the types of food that can be grown. Regions experiencing extreme temperatures and rainfall struggle to produce food.
Climate change	Climate change affects global farming patterns and productivity. Weeds and pests will thrive in warmer conditions. Rising global temperatures are causing pests and diseases to spread north and south from the Tropics.
Technology	Without technology, food yields tend to remain low. Unskilled use of technology, like poor use of irrigation (pipes) can lead to waterlogging. In HICs, mechanisation and agribusinesses give high levels of productivity.
Poverty	The poorest people cannot afford any form of technology, irrigation or fertilisers.
Lack of water	This effects many areas that suffer food scarcity, particularly in sub-Saharan Africa. These areas are likely to become drier and more desertified in the future as temperature rises.

Conflict	Can lead to the destruction of crops and livestock, to food insecurity and possibly even famine and death.
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Impacts of food insecurity				
Famine	Undernutrition	Soil erosion	Rising prices	Social Unrest
Famine is a widespread shortage of food often causing malnutrition, starvation and death. Famine in Somalia 2010-2012 258,000 people died. 18% of child population died due to lack of food.	This is the lack of a balanced diet. It is a major public health problem in sub-Saharan Africa. Diets in these regions are frequently lacking in protein, carbohydrates, vitamins and minerals.	This involves the removal of fertile top soil layers by wind and water (link back to the causes of desertification). -overgrazing -deforestation -cultivation of marginal land .	Food prices are rising across the world. This is mainly due to the increased prices in fertilisers, animal feed, food storage, processing and transportation. LICs and the poorest people in NEEs are hit by higher food costs.	The 21 st century has seen lots of social unrest- especially in North Africa and the Middle East. 'Food riot' correspond with high prices in food.



Strategies to increase food supply

Irrigation This is the artificial watering of the land involving the extraction of water from rivers or underground aquifers. Some countries have large scale irrigation schemes e.g. dams.	Biotechnology Uses living organisms to make or modify products or processes. This includes GM crops. These produce higher yields. In some countries there is conflict over GM crops due to health and environmental reasons.
Aeroponics Plants are sprayed with fine water mist containing plant nutrients. Excess water can be collected and re used. This enables small –scale farmers to increase yields and lower production costs.	Appropriate technology This means using skills or materials that are cheap and easily available to increase output without putting people out of work. For example – a bicycle being used to produce the power to remove the outer shell of coffee beans.
Hydroponics Plants are grown in gravel or mineral rich water. Feed is dripped onto roots. Light is used in the winter months.	The 'new' Green Revolution Modern farming techniques- use of machines/ chemicals. The ' new' era of this is focussing on sustainability and community e.g. water harvesting, soil conservation, irrigation and improving science.

A scheme to increase food supply.

Located in Kent, the site involves four huge greenhouses using hydroponics.

Advantages <ul style="list-style-type: none">Supports more than 500 jobs.Produces food all year round.Provides UK with food security.	Disadvantages <ul style="list-style-type: none">Money generated mostly goes to large companies not community.Requires a lot of energy.Causes visual & light pollution.
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Sustainable food management



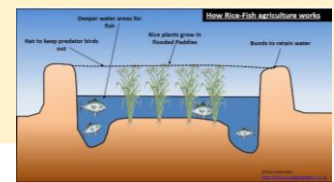
Permaculture A system of food production which follows the patterns and features of natural ecosystems- non polluting and healthy. E.g. crop rotation, managing woodland, composting waste.	Urban Farming The growing and processing and distribution of food in and around towns/cities. -healthy choice of food -creates jobs -opens up green spaces -attracts wildlife
Seasonal food Local food sourcing is more sustainable as it reduces food miles and carbon foot print. Locals famers markets can make seasonal food readily available.	Meat /fish from sustainable sources Small scale livestock farms using organic methods. Catching limits (quotas) of fish, monitoring fish breeding and prices.

A sustainable food example in a LIC.

Jamalpur, Banglahdesh

Farmers introduce another 'crop' into their rice fields- small fish that can live in the flooded paddy fields. It increase the rice yields plus the locals get a supply of fish.

The scheme is sustainable, involves local people and improves the diet of the people. It is relatively easy to set up. It is a good example of appropriate technology.



Knowledge Organiser: Conflict and Tension in Asia 1950—1975

Conflict and Tension in Asia 1950-1975

The Red Menace

Following the Second World War, Western nations were engaged in a cold war with communist nations. The two ideologies of communism and democracy were headed by two superpowers, the USSR and the USA respectively. These two superpowers feared fighting each other directly due to their fear of mutual destruction via nuclear weapons. Instead, they waged war by proxy; each country trying to ensure that smaller nations were either democratic or communist supporters.

Communism	Democracy
Held the belief that the government should be run by a communist party – unelected and powerful.	Held the belief that governments should be selected by the people through representative elections.
Believed that wealth should be shared between the citizens of a nation and, ultimately, the entire world population.	Believed that capitalist economics should hold sway, meaning that people had the opportunity to become independently wealthy.
Believed that the well-being of the community, be it local, national or international, was more important than the well-being of individuals.	Believed that society is made up of individuals and their families and that these individuals should have liberal freedoms to act as they wish.
Distrusted members of society who were not workers, such as teachers, intellectuals and others.	Held a general belief that it was important to have some sectors of society that were richer than others, these riches gained by merit.
Examples of communist countries in 1950: <ul style="list-style-type: none"> • USSR • China • North Korea • East Germany • Hungary 	Examples of democratic countries in 1950: <ul style="list-style-type: none"> • USA • United Kingdom • South Korea • West Germany • France



Conflict and Tension in Asia 1950-1975

The Korean War 1950-1953

Following the Second World War, the Korean peninsula was split into two countries – the communist North liberated by the USSR, and the democratic South liberated by the USA.

Korean War Timeline	
Sept. 1950	North Korea invades South Korea with backing from the USSR. South is nearly totally overrun.
Oct. 1950	The USA joins the war on the side of South Korea with the support of the UN. General MacArthur leads his troops in retaking South Korea, and then pushes north, taking most of North Korea also.
Jan. 1951	China supports North Korea with 200,000 troops and pushes the UN forces back past the capital of South Korea, Seoul.
Mar. 1951	General MacArthur threatens to invade China, against the wishes of President Truman.
April 1951	General MacArthur is fired by Truman for his attitude.
1951	A stalemate is reached along the 38th Parallel (see map).
1952	Peace talks begin.
Nov. 1952	US elections see Truman replaced with Eisenhower who calls for a quick end to the war.
Mar. 1953	Joseph Stalin, leader of the USSR, dies. Morale in North Korea is damaged.
July 1953	An end to open hostilities is declared.



Possible Reasons for the War

The exact reason for the start of this war is unclear. Some factors may have included:

- USSR and China planned it together to gain more power.
- Both countries were used as proxies by the USSR and USA to fight each other indirectly.
- Kim Il Sung, (N. Korea), simply wanted to conquer S. Korea.
- Stalin, (USSR) showing Mao, (China), that he was the boss of Asia.
- South Korea provoked an attack from North Korea to bring the USA in to support them.

The Truman Doctrine

President Truman promised to help stop the spread of communism across the world in 1947. Despite US efforts to support the Chinese Nationalist Chiang Kai-Shek take control of China, the communist Mao Zedong turned the most populous country on earth communist in 1949.

The Role of the UN

The UN agreed to join the war on the side of South Korea, but only because the USA was the most powerful voice at the table. Stalin and the USSR were boycotting the UN and China had been blocked from joining the UN by the USA. Troops from 18 UN countries joined the war, the majority from the USA.

Knowledge Organiser: Conflict and Tension in Asia 1950—1975

Vietnam Knowledge Organiser

Consequences of the Korean War

USA	China	USSR	Korea
The USA prevented communism from spreading to South Korea but lost 30,000 men and spent ~\$40 billion.	Gained the respect of the USSR and prevented a US invasion of North Korea but lost 500,000 men and a valuable trading partner in the USA.	Gained a better relationship with China and avoided direct conflict with the USA. They were happy for the USA and China to fight instead.	1.3 million Koreans died on both sides of the conflict. Homes, farms, factories and infrastructure were destroyed. The two countries were not united as some had hoped and the USA has had a military presence guarding the border on the 38th Parallel to this day, (37,000 men and women as of 2018).

Viet Minh

Ho was the leader of the 'Viet Minh'; a group of resistance fighters against the Japanese rule during the Second World War. He learnt a lot about guerrilla warfare and was a staunch communist. He led forces that beat the French and gained independence for Indochina. He was a vastly popular leader in North Vietnam. He believed that Vietnam should be a single communist country and wanted to liberate South Vietnam from the cruel rule of President Diem. He led the National Liberation Front ('Viet Cong') in the Vietnam war against the USA.



Indochina to Vietnam

Before the Second World War, Indochina was a French colony. It was captured during the Second World War by Japan and conditions for the populace were harsh. The French reclaimed the country in 1945 but were not popular. Following a crushing military defeat at Dien Bien Phu in 1954, France agreed to grant Indochina independence as four separate countries; Cambodia, Laos, North Vietnam and South Vietnam. Much like in Korea, North Vietnam is communist and South Vietnam is democratic.

Viet Cong Tactics

The Viet Cong fought using guerrilla tactics; they favoured hit-and-run attacks from the jungle, ambushes and the use of traps such as the spike trap pit. They lived in and operated from underground tunnel systems to avoid American bombing runs. The Viet Cong were supplied by the Ho Chi Minh trail, a series of trails throughout Vietnam, crossing into Cambodia and Laos at several points. Ho Chi Minh believed that the Viet Cong would be victorious through their use of numbers and by encouraging South Vietnamese to join their cause.

The Domino Theory

The USA were afraid that Communism would spread across Asia if North Vietnam successfully invaded South Vietnam. It could 'knock over' Cambodia, Laos, Thailand and even India. The US supported France in its fight against independence and joined the Vietnam war to stop this domino effect before it began.



US Tactics

The US began attacks on the Viet Cong with heavy bombing raids. President Johnson began Operation Rolling Thunder following the Gulf of Tonkin incident. American bombers dropped bombs, Agent Orange and napalm across the jungle. Agent Orange was a herbicide used to destroy the plants in wide areas by poisoning the environment. Napalm was a chemical that burned hotter and longer than conventional weapons. Napalm would stick to its victim and burn them down to the bone. 'Search and Destroy' tactics were introduced when bombing proved ineffective; teams of soldiers were sent to villages that were sympathetic to the Viet Cong and would shoot Viet Cong members on sight.

Bombing Pros and Cons

- Pro:** Disrupted supply routes (Ho Chi Minh trail).
- Pro:** Required less manpower than 'boots on the ground'.
- Pro:** Forced North Vietnam to join peace talks.
- Con:** Bombing could not defeat the Viet Cong alone.
- Con:** It cost an estimated \$400,000 to kill 1 Viet Cong fighter.
- Con:** 14,000 US and South Vietnamese planes were shot down.

The Gulf of Tonkin

Before 1964, the US had military 'advisors' in South Vietnam and were not officially at war with the North. When US ships were attacked by North Vietnam in 1964, President Johnson used this to start a war officially. Operation Rolling Thunder began in February 1965.

Presidential Timeline

Eisenhower (1953-1961)	Kennedy (1961-1963)	Johnson (1963-1969)	Nixon (1969-1974)
Provided South Vietnam with \$1.6 billion between 1954 and 1960. Did not send troops to fight in Vietnam.	Sent approximately 16,000 US 'advisors' to help train the South Vietnamese army. Continued financial aid.	Ramped up the war following the Gulf of Tonkin incident, officially declaring war on North Vietnam. Began 'Operation Rolling Thunder'.	Sought an end to the war through 'Vietnamization'; the withdrawal of US and replacement by South Vietnamese. Bombed Cambodia and oversaw the American exit from the conflict.

Knowledge Organiser: Conflict and Tension in Asia 1950—1975

Vietnam Knowledge Organiser

US Protests

The Red Menace

The Vietnam War was the first war in history to be regularly televised. Images of dying people, burning jungle and injured soldiers helped to turn the American people against the war.

Journalists such as Walter Cronkite told the American people how the war was really going and events such as the My Lai Massacre shocked people 'back home'. Some say that the media lost the war for America, as an unhappy public led to the early withdrawal of the US army.

The My Lai Massacre

When the public learned of the massacre of some 400 civilians in the village of My Lai at the hands of American soldiers, they were outraged. Lieutenant William Calley Jr. was sent to prison for life for personally killing 22 people during the massacre.

Powerful Pictures

Images of civilian deaths shocked the American people. An execution of a Viet Cong fighter was televised in 1968 and a picture showing a screaming, naked 10-year-old girl running from a napalm attack became the most well-recognised image of the war. This was not how the USA wanted to be seen at home or abroad.

The Kent State Shootings

A peaceful protest at Kent State University in 1970 led to the killing of four students that were protesting the war as panicked police shot into a crowd.

The Pentagon Protest

50,000 protestors converged on the home of the US military in 1967 to protest the war. Protestors pushed flowers into the barrels of the Military Police's guns in a show of 'flower power'.



Nixon and the End

When elected in 1968, he promised to end the war. He started the process of 'Vietnamization' – replacing US troops for South Vietnamese.

This idea was welcomed by the American public, but some were dismayed in 1970 when Nixon launched bombing raids on North Vietnam, Cambodia and Laos in order to destroy the Ho Chi Minh trail and quicken the end of the war.

Nixon entered into secret peace talks with North Vietnam as early as 1969, but his spokesman, Henry Kissinger, was not successful.

Peace talks in Paris in 1973 were more successful, leading to a full withdrawal of American troops by March of that year. Nixon said he'd achieved 'peace with honour'.



The Tet Offensive

1968 saw the Viet Cong launch a massive offensive into South Vietnam, raiding 100 cities and even the American Embassy in Saigon. The Viet Cong hoped that the people of South Vietnam would rise up and join them, but this didn't happen. North Vietnam was repelled at the loss of 10,000 experienced troops. Although this was an American victory, the media portrayed it as a defeat. How could such an offensive even be launched against the powerful US? In the words of Walter Cronkite, 'What the hell is going on? I thought we were winning this war.'



Walter Cronkite: 'What the hell is going on?'

Knowledge Organiser: Conflict and Tension in Asia 1950—1975

Vietnam Knowledge Organiser

Aftermath

Two years after the Americans left Vietnam, the North conquered the South, uniting the country. American personnel fled the country, with the last helicopter carrying US personnel and fleeing South Vietnamese leaving in April 1975.

Consequences of the Vietnam War

USA	Vietnam
<p>The USA suffered a loss of face after the war. A superpower had seemingly lost to a tiny communist country.</p> <p>The American public lost faith in the military and in the ethics of the government.</p> <p>Thousands of soldiers who had fought in Vietnam came home physically or psychologically injured. Many battled with alcoholism, drug abuse, PTSD and some even developed cancer owing to the handling of Agent Orange. Most were not given a heroes' welcome when they got home as so many people were against the war.</p>	<p>3 million Vietnamese (from both North and South) were killed, including some 2 million civilians. 5 million civilians were made into refugees as the jungle was poisoned and burned around them. Rivers were poisoned, and 5.4 million acres of jungle was destroyed.</p> <p>North and South Vietnam were united as a communist country, leading to a further 50,000 civilian deaths accounted to those fleeing the regime in boats, only to be drowned or murdered by pirates during the 1970s.</p> <p>Vietnam was plunged into a cycle of poverty and hardship as the US sanctioned all trade with the country until the mid-1990s.</p>



Aftermath

Year	Event
1954	French defeat at Dien Bien Phu leads to the creation of communist North Vietnam and non-communist South Vietnam.
1959	Ho Chi Minh trail created.
1960	Ho Chi Minh creates the Viet Cong (National Liberation Front).
1961	16,000 US 'advisors' sent by President Kennedy to support South Vietnam.
1962-3	Number of 'advisors' is gradually increased.
1964	Gulf of Tonkin incident. President Johnson is given permission by congress to do 'whatever is necessary'.
1965	Operation Rolling Thunder begins.
	The first US ground troops come to shore at Da Nang (3,500).
1966	Americans build large camps and control towns; the Viet Cong control the countryside.
1967	The Pentagon Protest.
1968	The Tet Offensive. Military defeat for the Viet Cong, media defeat for US.
	Operation Rolling Thunder ends.
	My Lai Massacre.
1969	Nixon begins 'Vietnamization.'
	Secret peace talks begin.
	The public learn of the My Lai massacre.
1970	Fighting spreads to Cambodia and Laos in an effort to disrupt the Ho Chi Minh trail. Kent State Massacre.
1972	American troops almost gone from Vietnam. Bombing continues on Hanoi, the capital of North Vietnam.
1973	Ceasefire signed in Paris. US troops leave.
1974	North Vietnam launched invasion of South Vietnam.
1975	Saigon falls, last Americans flee, Vietnam becomes fully communist.

Me, My Family and Friends

Knowledge Organiser

Key Vocabulary

Les noms

l'amour (m)	love
la barbe	beard
le beau-père	step-father/father in law
la belle-mère	step-mother/mother in law
les cheveux (m)	hair (on head)
le copain / la copine	friend, mate
le demi-frère	half-brother/step-brother
la demi-sœur	half-sister/step-sister
la femme	wife
la fille	daughter
le fils	son
le frère	brother
la grand-mère	grandmother
le grand-père	grandfather
les grands-parents (m)	grandparents
les lunettes (f)	glasses/spectacles
le mari	husband
la mort	death
la naissance	birth
le nom	name/surname
l'oncle (m)	uncle
le / la partenaire	partner
le petit ami	boyfriend
la petite amie	girlfriend
la petite -fille	granddaughter
le petit-fils	grandson
le prénom	first name

les rapports (m)	relationships
le sens de l'humour	sense of humour
la sœur	sister
la tante	aunt
les yeux (m)	eyes

Les adjectifs

aimable	kind
aîné(e)	elder
bavard(e)	chatty/talkative
beau / belle / bel	beautiful
bête	stupid/silly
bouclé(e)	curly
célibataire	single
court(e)	short
égoïste	selfish
fâché(e)	angry
frisé(e)	curly
généreux / généreuse	generous
gentil / gentille	kind/nice
gros / grosse	fat
heureux / heureuse	happy
injuste	unfair
jeune	young
joli(e)	pretty
laid(e)	ugly
long / longue	long
méchant(e)	naughty/nasty

mi-long	medium length
mort(e)	dead
né(e) le...	born on the...
paresseux / paresseuse	lazy
pénible	annoying
raide	straight
séparé(e)	separated
sportif / sportive	sporty
sympa	kind/nice
de taille moyenne	medium height
timide	shy
tranquille	quiet/calm
travailleur / travailleuse	hard-working
triste	sad
unique (fils / fille unique)	only (child)
vieux / vieil / vieille	old

Les verbes

s'appeler	to be called
avoir...ans	to be...years old
se disputer	to argue
dire	to say/tell
s'entendre avec	to get on with
se faire des amis	to make friends
se marier	to get married/to marry
partager	to share
sortir	to go out

Key Ideas

- La composition de ta famille
- Les relations avec ta famille et tes amis
- Les qualités d'un bon ami / d'une bonne amie
- Ce que tu fais avec ta famille et tes amis
- Ton opinion du mariage

Key Phrases

je m'appelle	my name is
j'ai ...ans -	I have ...years (age)
dans ma famille il y a	in my family there is/are
je m'entends avec -	I get on with
je ne m'entends pas avec	I don't get on with
je me dispute avec	I argue with
j'ai les cheveux....	I have hair... (description of hair colour, style etc)
mon père / ma mère est....	my father/mother is...
mon meilleur ami / ma meilleure amie est...	my best friend (m/f) is...
mes parents sont	my parents are...
un bon ami / une bonne amie est	a good friend (m/f) is...
à mon avis le mariage c'est...	in my opinion marriage is...



URDU	English	URDU	English
ڈاؤن لوڈ	to download	ایک یوٹیوب چینل	a Youtube channel
پیک کھولیں	To de-stress / relax	ناولوں	novels
میری تشویش کو بھول جاؤ	to forget my worries	گھنٹے خرچ	to spend hours
موجودہ تناکرے	for / since	پڑھنے	reading

adjectives	intensifiers
کم فعال / دلچسپ / اچھا کھلاڑی / یوریت / مشکل بڑا تیز / چست / تھکا ہوا / صحت مند / مفید دلچسپ / کمزور / خوفناک / تکبر / تھکتی / سنجیدہ پہلوان / چالاک / منظم / جلد باز / ایماندار	یہ بھی / بہت / کافی / ایک چھوٹا / زیادہ / بلکہ انتہائی / تو / تقریباً / بہتر / اچھی طرح
	time phrases
	گزشتہ کل / جب میں نے تھا... سال
	آج / ہر دن / عام طور پر موجودہ
	مستقبل کل / بعد میں

Fancy Phrases

۱۔ کیا میں اس کے بارے میں
پر جوش ہوں...
۲۔ یہ مجھے اچھا محسوس ہوتا ہے۔
۳۔۔۔۔۔ پھیلائیں،
۴۔ مجھے لگتا ہے کہ یہ ہے...
۵۔ جہاں تک میں فکر مند ہوں...

Module 3: تفریحی وقت کی شناخت اور ثقافت



Key questions to answer

کیا آپ ایک کھلاڑی ہیں؟
کیا آپ موسیقی پسند کرتے ہیں؟
اختتام ہفتہ پر آپ کیا کرنا پسند کرتے ہیں؟
کیا آپ کے پاس ایک موبائل فون ہے؟
ٹیکنالوجی اہم ہے؟
آپ کی پسندیدہ فلم / کتاب / کھیل گروپ کیا ہے؟
اگلے ہفتے کے آخر میں آپ کے منصوبے کیا ہیں؟
آپ نے پچھلے ہفتے کے آخر میں کیا کیا؟

Key grammar

- Opinions
- Conditional tense
- tenses
- Direct object pronouns
- Past + present

Subtopics

- sport
- Books
- Films
- TV
- Technology
- Cinema

Connectives

FIRST — سب سے پہلے
THEN — پھر
FOR — FOR
FOR — کے لئے

Infinitive	English	present	perfect (I have done)	imperfect (I was / used to)	future (I will do)	conditional (I would do)
کھیلنا	to play	میں کھیلتا ہوں	میں نے ادا کر کے	میں کھیلتا تھا	میں کھیلتا ہوں	میں کھیلتا ہوں
پڑھنا	to read	میں پڑھتا ہوں	میں نے پڑھ لیا	میں پڑھتا تھا	میں پڑھتا ہوں	میں پڑھتا ہوں
جانے کے لئے	to go	میں جا رہا ہوں	میں چلا گیا	میں جا رہا تھا	میں جاؤں گا	میں جاؤں گا
کنا	to do	میں کر رہا ہوں	میں نے کیا	میں کر رہا تھا	میں کرؤں گا	میں کرؤں گا
ہونا	to have	میں ہوں	میں نے پائی	میں نے	میں ہوں گا	میں ہوں گا

PRE-PRODUCTION

This is the planning stage for your digital product. It is everything which happens before production begins.

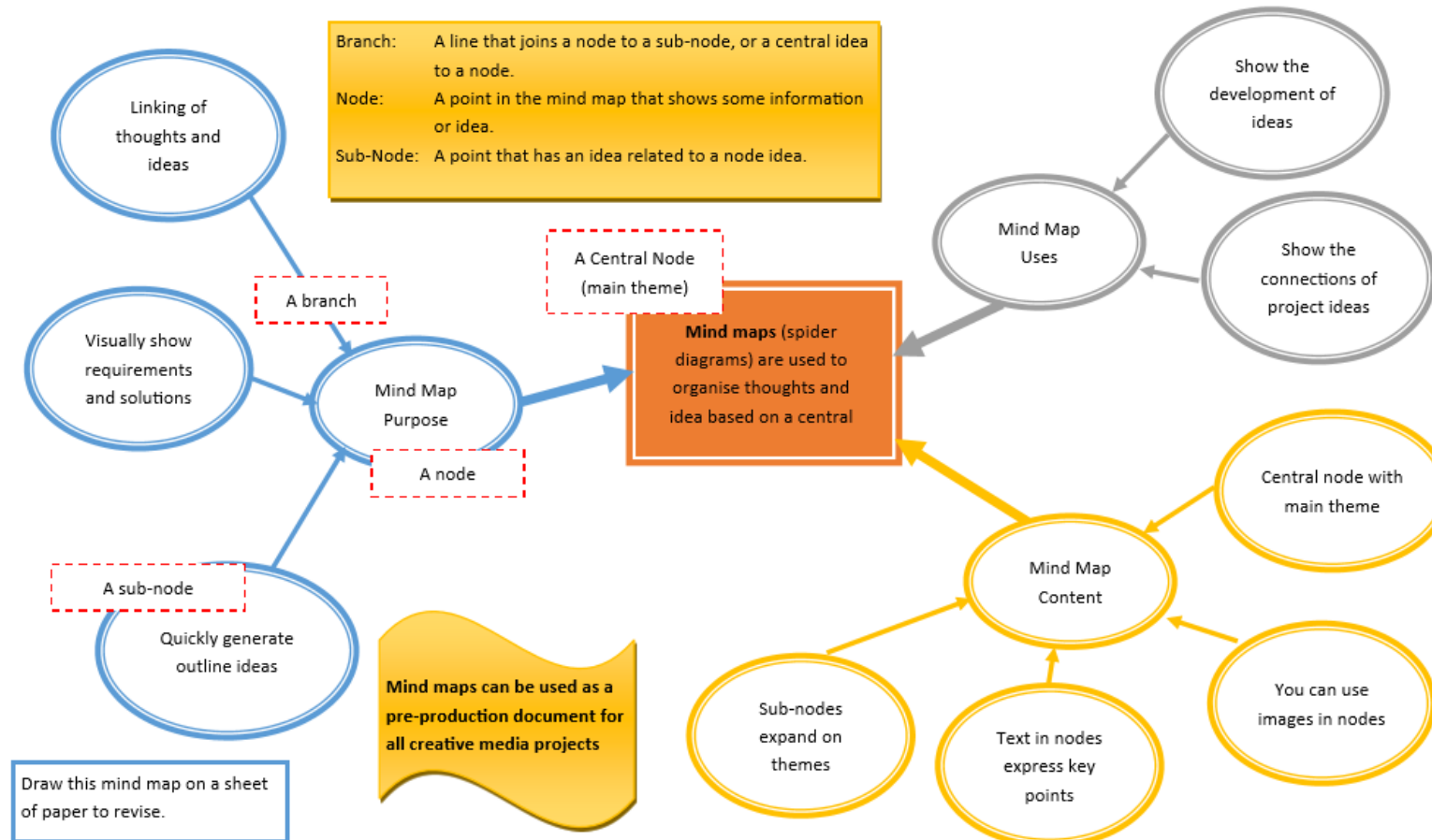


Component 2: DEVELOPING DIGITAL MEDIA PRODUCTION SKILLS

Knowledge Organiser: Mind Maps



You must be able to understand the purpose and use the content of different pre-production documents



PRODUCTION

This is the planning stage for your digital product. It is everything which happens before production begins.

Component 2: DEVELOPING DIGITAL MEDIA PRODUCTION SKILLS

<i>What is hardware?</i>	<i>What is software?</i>	<i>What are resources?</i>	<i>What is digitising?</i>
The equipment used.	Programs or applications used to create pre-production documents (which is different software used for reports or web research).	Covers both hardware, software and people.	This means making a digital copy that can be stored and distributed electronically.
<i>Hardware</i>	<i>Software</i>	<i>Techniques for pre-production documents</i>	
<p>The devices and equipment that could be used to create or digitise pre-production documents are, for example:</p> <ul style="list-style-type: none"> • A computer system, e.g. PC (desktop or laptop), Mac® but also tablets such as an iPad®. • Computer peripherals, e.g. keyboard, mouse, track pad, graphics tablet, display monitor, microphone, speakers. • Imaging devices, e.g. digital camera, scanner. • Other equipment, e.g. pens, pencils, paper (since some pre-production documents should be drawn by hand). 	<p>There are many different types of applications which could be used to create or digitise pre-production documents and each can be used for different purposes.</p> <ul style="list-style-type: none"> • Image editing or desktop publishing: Adobe Photoshop®, Illustrator®, Serif DrawPlus/Affinity Designer®, Pixelmator, Microsoft Publisher®. <ul style="list-style-type: none"> ○ Used to create a digital mood board, visualisation diagram or storyboard. • Word processing: Microsoft Word®, Apple Pages®. <ul style="list-style-type: none"> ○ Used to create a visualisation diagram or mood board. • Presentation software: Microsoft Publisher®, Apple Keynote®. <ul style="list-style-type: none"> ○ Used to create a visualisation diagram or mood board. • Web browser: Internet Explorer®, Safari®, Firefox®, Chrome™. <ul style="list-style-type: none"> ○ Used to obtain content for a mood board, or for an online applications such as mind maps. • Dedicated software applications: for example 'Freemind' for mind maps, 'Storyboard That™' or 'Toom Boom Storyboard™'. 	<p>There are two techniques used in making pre-production documents: creating and digitising.</p> <p>Creating is where you use the hardware devices to create the original pre-production document in a digital or electronic format. You then save work using a suitable file name and file format.</p> <p>Methods of digitising pre-production documents which have been completed by hand would include:</p> <ul style="list-style-type: none"> • Photographing the work, such as for a mood board or mind map. • Scanning the work, such as for a visualisation diagram or storyboard. 	
<p>Exam Tip</p> <p>Make sure you understand the difference between creating something original in a digital format and digitising what has already been created.</p>		<p>Think about it</p> <p>Scanning is a good option for A4 documents but a digital camera is a quick way for anything much larger. Think about what you could do with photographs, video clips and even sound recordings.</p>	

Develop a brand identity and promotional plan to target a customer profile

How would you describe a brand?

Strategy - a plan of action designed to achieve a long-term or overall aim.

Brand personality - excitement, sophistication, reliability, easily recognisable, engaging etc.

An identity - a visual look, colours, design, typeface, logo placement)

An image - customers' perceptions, low cost, quality, lifestyle)



Branding methods and techniques

- A logo (e.g. a graphical symbol, colour, name)

- Sounds/jingles 



- Straplines/catchphrases/slogans



i'm lovin' it

- Celebrity endorsements



- Characters (e.g. animated character, animal)



Why branding is used

- Trust
- Recognition
- Image
- Quality
- Differentiation
- Adding value
- Build customer loyalty



Command verbs for coursework criteria.

Analyse - Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.

Create - To originate, e.g to produce a solution to a problem

Demonstrate - Show in an explicit way

Describe - Give an account, including all the relevant characteristics, qualities, or events.

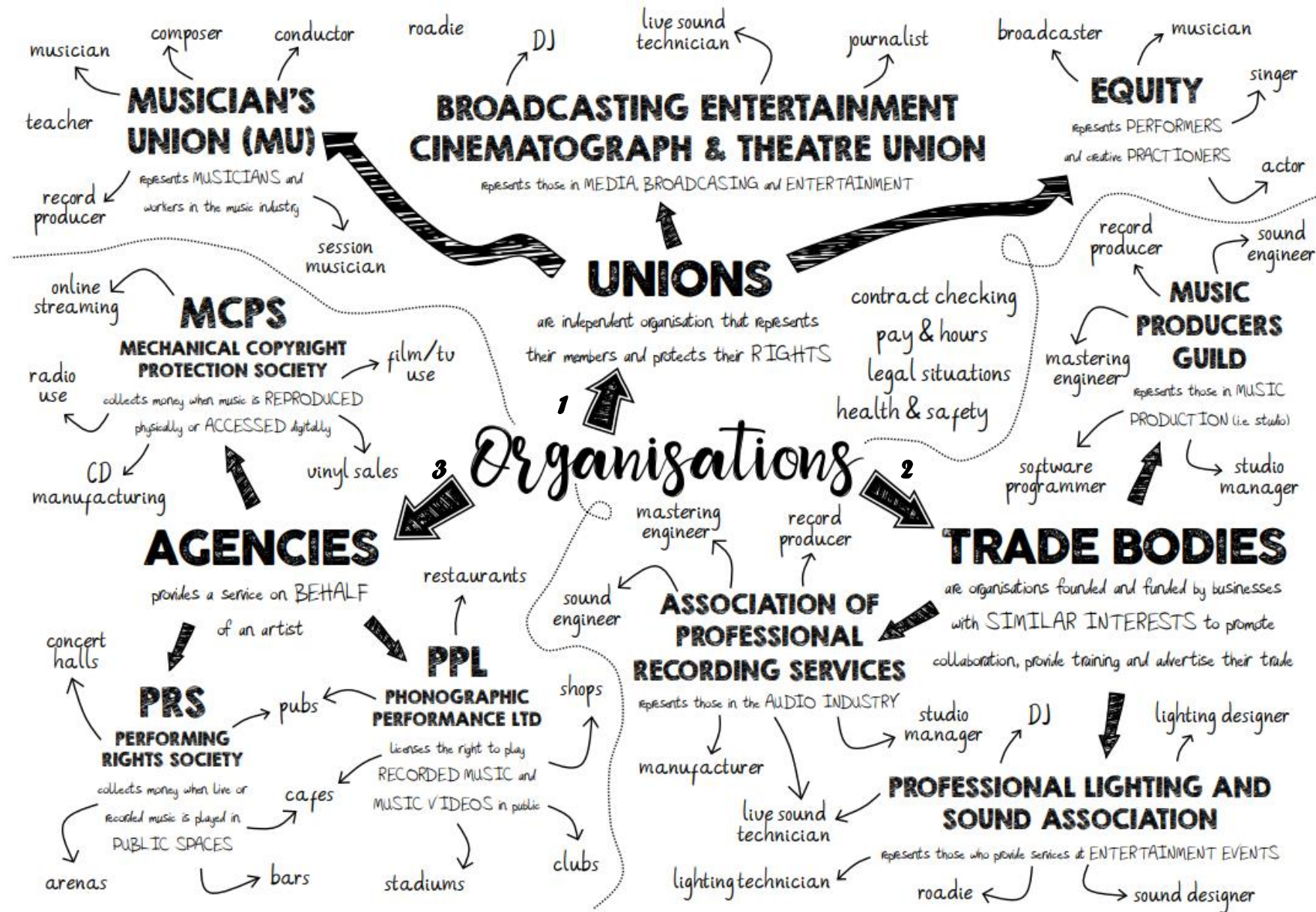
Evaluate - Make a qualitative judgement taking into account different factors and using available knowledge/experience/evidence

Explain - To give account of the purposes or reasons

Identify Recognise, list, - name or otherwise characterise

Investigate - To inquire into (a situation or problem)

The Music Industry



Tier 2 Vocabulary:

Collaborate – work together with other people

Produce – to make

Build – join things/add on
Publish – prepare and give out

Record – create an audio, visual or written version that can be used later

Select – choose something
Identify – say what something is

Establish – show that something is true

Label – give something a name

Locate – figure out where something is

Expand – make something bigger

Evaluate – decide if something is good or bad

Communicate – share information with others

Describe – say what something is like

Explain – give reasons

Consider – think about

Conclude – decide whether something is true

The Music Industry

Section 1: Unions

Protect worker's RIGHTS!

- ✓ Musician's Union (**MU**) – *artists, composers, instrumental teachers.*
- ✓ Broadcasting, Entertainment, Cinematograph & Theatre Union (**BECTU**) – *Live Sound Technician, Journalist, Roadie.*
- ✓ **Equity** – *Musician, Broadcaster, Actor.*

Section 3: Agencies

Provides a service for an artist!

- ✓ Performing Rights Society (PRS) – *collects money when music is played or performed in public places.*
- ✓ Phonographic Performance Limited (PPL) – *licence to be allowed to play recorded music/music videos in public places.*
- ✓ Mechanical Copyright Protection Society (MCPS) – *collects money when music is reproduced or accessed digitally.*

Section 2: Trade Bodies

Advertises the trade they're in!

- ✓ Music Producer's Guild (**MPG**) – *Those in music production e.g. Producer, Sound Engineer, Studio Manager.*
- ✓ Association of Professional Recording Services (**APRS**) – *Those in the audio industry e.g. Live Sound Engineer, Mastering Engineer, Manufacturer.*
- ✓ Professional Lighting and Sound Association (**PLASA**) – *Those in entertainment events e.g. DJ, Roadie, Lighting Technician.*



Tier 2 Vocabulary:

Collaborate – work together with other people

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Explain – give reasons

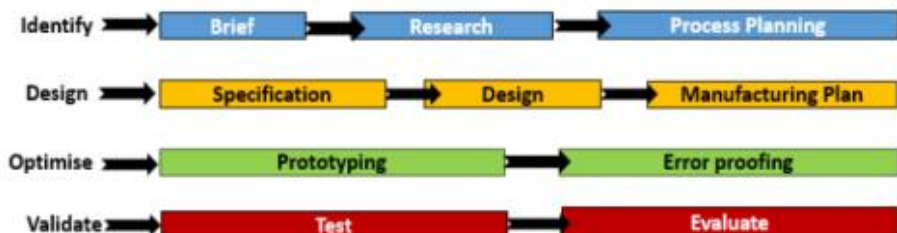
Consider – think about

Conclude – decide whether something is true

Knowledge Organiser:

R105: OCR Engineering design Examination Subject Knowledge

Quality Control: a system of maintaining standards in manufactured products by testing and checking throughout the making stages.

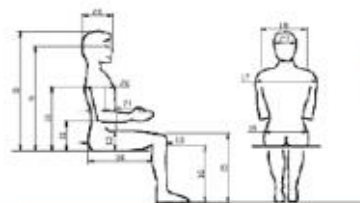


- A Design Brief is a **statement of how you are going to solve the Design Problem**.
- Research findings and Client feedback can be used to create a **Process Plan**.
- A Design Specification is a **list of requirements your product has to meet in order to be successful**.
- After a Specification has been developed, the **designing** of the product will begin.
- Once the final design has been chosen, a **Manufacturing Plan** is then created.
- Prototyping** is the creation of a **model** or "**mock-up**" of a product after the Design Process
- Error Proofing** is ensuring that the product cannot be assembled or used in an incorrect way
- Testing** and **Evaluation** happens because designers need to ensure the product is successful before being released, and is competitive with the market.

Specification Points	Meaning
Aesthetics	What the product will look like, style, colour, etc.
Customer	Who the Target Market is, how it will appeal to them, what Anthropometrics and Ergonomics will be used, etc.
Cost	Cost to make, as well as cost to sell
Environment	Where it will be used
Safety	How it will be safe to use, what standards and regulations it will have to meet
Size	What dimensions it will be, as well as components and parts
Function	What the purpose of the product will be, and what Features it will have
Materials	What it will be made from
Manufacture	How it will be made

Product requirements are what a product has to meet/ must do. Common requirements are:

- Features – *what makes a product unique and sellable*
- Performance – *how well it completes its function*
- Target Market – *how it appeals to its customers*
- Working Environment – *how it is suitable for where it will be used*
- Constraints – *what is must do or must not do*
- Ergonomics – *how its comfortable and safe to use*
- Lifecycle – *what environmental impact it makes (and how that can be reduced)*



Anthropometrics is the **study of measurements of the human body**
Ergonomics is the **application of anthropometrics in order to make products and places efficient, comfortable and safe to use**

Technology Push is when new developments in materials and technologies improve existing products/ create new ones
Market Pull is when consumers demand improvements/new products. Often found by conducting market research



British Standards Kitemark shows that a product has consistently met the requirements of the British Standards Institute. These regulations are of a higher standard than European ones



European Conformity Symbol shows that a product has consistently met the minimum requirements of the EU

Sales and Supply of Goods Act 1994

All Products have to be of a "satisfactory quality. They have to be safe, fit intended purpose, not be faulty

Trade Descriptions Act

False or misleading information must not be given out about products. E.g. accurate information must be given out who made the product

Consumer Protection Act 1987

The right to claim compensation if a defective product causes death, damage or injury

The Waste Electrical and Electronic Equipment Regulations 2013

The government regulate the amount of electronics going to landfill as the chemicals and electronics can harm the environment and wildlife
 Companies must provide electronic disposal for their products



One-off Production

This is the manufacture of **one item**
 This item can be custom made/ designed (bespoke manufacture)



Batch Production

This is where small quantities of identical items are made (10s-1000s)
 To ensure all items are identical, jigs, moulds and templates to aid workers

Just-in-time production (JIT)

This is when products made to order, but can be used in conjunction with any other scale of production



Mass Production (High-Volume Production)

This is where large quantities of products are made (10,000s-100,000s)
 There are often assembly lines (for the main product) and sub-assembly (for small pieces and components)



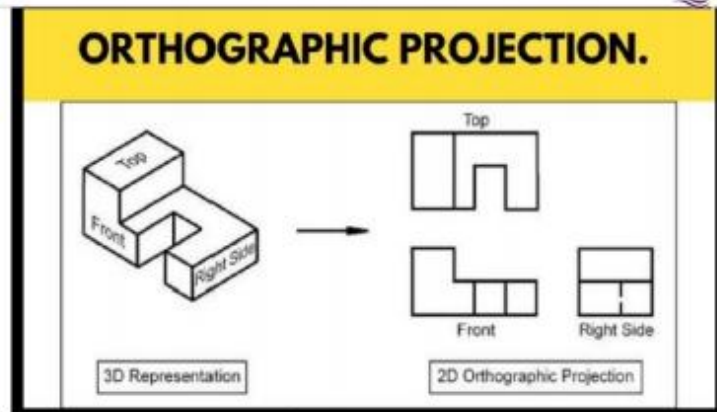
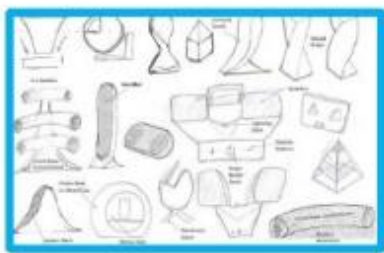
Continuous Production

This is when large quantities of products are produced (100,000s +)
 However, unlike Mass Production this is **never ending** production e.g. power plants

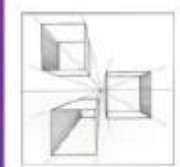
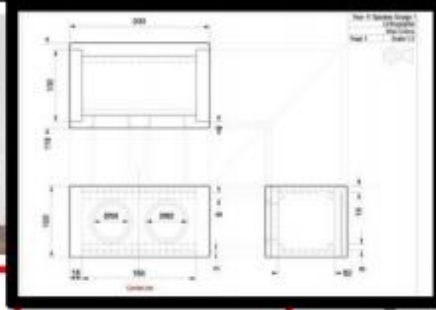
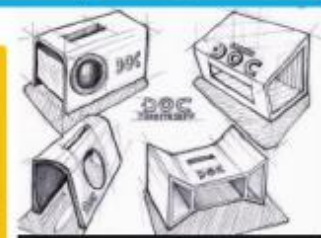
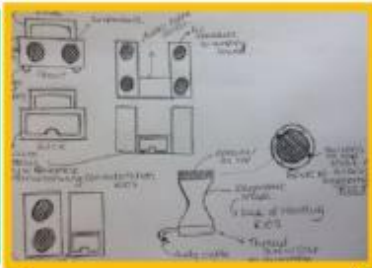


Knowledge Organiser:

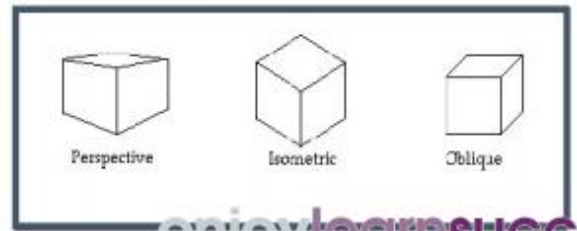
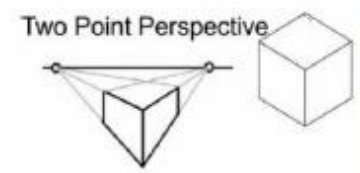
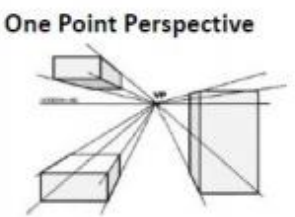
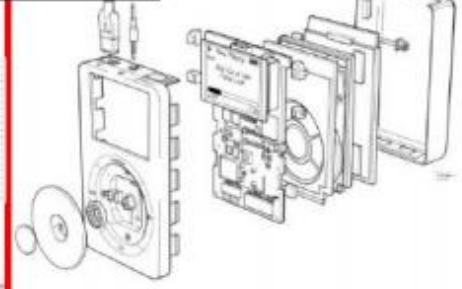
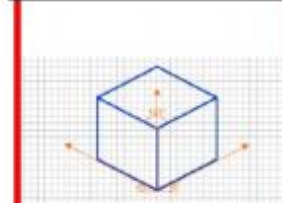
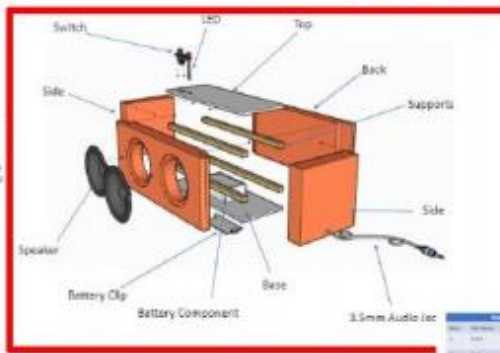
R107: OCR Engineering design
Designing and developing Ideas



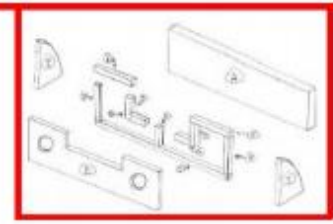
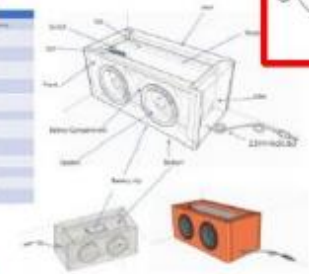
- Key Words:
- Thumbnail sketch
 - Initial idea
 - Developed idea
 - Working drawing
 - Dimension
 - CAD
 - Standardised
 - Component
 - Oblique
 - One Point Perspective
 - Two point perspective
 - Orographic Projection
 - Freehand
 - Thick and Thin lines
 - Rendering
 - Annotation
 - Two Dimensions
 - Three Dimensions
 - Exploded View



1 Point perspective:
Horizon
Vanishing point
Construction line
3D situation



Part	Material	Quantity
1	Aluminium	1
2	Steel	1
3	Plastic	1
4	Wood	1
5	Glass	1
6	Concrete	1
7	Brick	1
8	Stone	1
9	Marble	1
10	Granite	1



LO3: Understand how hospitality and catering provision meets health and safety requirements

AC3.1 Personal safety responsibilities in the workplace

It is both the employer's and employee's responsibility to make sure they follow health and safety rules at work because:

- They help prevent accidents
- They ensure the business is a safe place to work
- They ensure food is safe to eat

Abbreviation	Full name
HASAWA	Health and safety at work act 1974
RIDDOR	Reporting of injuries diseases and dangerous occurrences regulations 2013
COSHH	Control of substances hazardous to health regulations 2002
PPER	Personal protective equipment at work regulations 1992 http://www.hse.gov.uk/pubns/indg174.pdf
MHR	Manual handling operations regulations 1993

HASAWA 1974

Employers must ensure that:

- Equipment is tested for safety and correctly maintained
- Chemicals are stored and used correctly by trained staff
- **Risk assessments** are completed
- A **health and safety policy statement** is given to employees
- Safety equipment and clothing are provided
- Health and safety training is given and updated regularly



Employees must ensure that they:

- Work in a safe way so they do not put others in danger
- Follow the health and safety rules set by the employer
- Wear safety clothing and equipment provided by the employer
- Report anything that poses a health and safety risk, or something that could be a risk.

Risk assessments : a way of identifying things that could cause harm to people in the workplace

Health and safety policy statement : a written statement by an employer of its commitment to health and safety for employees and the public

RIDDOR 2013

This regulation require employers to report certain workplace incidents to the Health and Safety Executive (HSE) such as:

- Death and serious injury (for example serious burns)
- Dangerous occurrences (for example near-miss events such as the collapse of equipment)
- Work-related diseases (for example occupational dermatitis)
- Flammable gas incidents (for example leaking gas)
- Dangerous gas fitting (for example faulty gas cooker)

Employers must also keep a record of any injury, disease or dangerous accident.

An employee must ensure that:

- They tell their line manager or union representative if they see any health and safety issue that concerns them
- Any injury at work are recorded in an accident book

If nothing is done about a health and safety concern that an employee has reported, it can be reported to the HSE.

COSHH 2002



The control of Substances Hazardous to Health (COSHH Regulations covers substances that are hazardous to health, for example:

- Chemicals, for example cleaning materials
- Fumes, from machinery and cooking processes
- Dusts, for example from icing sugar and flour
- Vapours from cleaning chemicals, for example oven cleaner
- Gases from cookers

Any substances hazardous to health must be:

- Stored, handled and disposed of according to COSHH Regulations
- Identified on the package or container
- Shown in writing and given a risk rating
- Labelled as toxic, harmful, irritant, corrosive, explosive or oxidising.

An employer should ensure that employee use of and exposure to these substances is kept to a minimum.

An employee should ensure that they are trained in the use of these substances. They should take note of the intentional symbols that are used to identify the different types of substances and how they can cause harm.

PPER

Personal Protective Equipment (PPE) is clothing or equipment designed to protect the wearer from injury. It is sometimes necessary when cleaning as the chemicals used in the workplace are often stronger than those we may use at home.

These regulations require employers to provide suitable high-quality protective clothing and equipment to employees who may be exposed to a risk to their health and safety while at work. This can include:

- **Gloves** to protect hands from cleaning materials and metallic-style gloves to be used when cutting meat
- **Goggles** to prevent eyes being splashed with chemicals
- **Facemasks** to prevent inhalation of any chemicals or powder
- **Long sleeves** to prevent contact with skin on arms
- Waterproof aprons to be worn on top of clothing

Signs to remind employees what PPE to wear and when should also be visible.

Employees are expected to attend training sessions on how to wear PPE and to wear it in the workplace as instructed by the employer



MHR

The manual Handling Operations Regulations protect employees from injury or accident when they are lifting or moving heavy or awkward shaped boxes. Items that are hot, frozen or sharp may also need to be carried in the hospitality industry-this is also covered by these regulations.

Employers must complete a risk assessment whenever items need to be moved, and provide adequate training.

Employees must be trained in correct manual handling techniques and lifting; moving equipment should be provided when appropriate.

Lifting

When handling boxes, cartons and trays, there is a correct way to lift:

- Always keep your back straight when lifting
- Bend your knees and use the strength in your arms
- Never reach forward
- Keep the item close to your body and make sure you hold the item firmly
- Use protective clothing if there are sharp edges to boxes or cartons
- Never attempt to carry items that are too heavy-always get help.



LO3: Understand how hospitality and catering provision meets health and safety requirements

AC3.2 Risks to personal safety in hospitality and catering

Can you spot the 17 hazards in the image below?



Potential risks to employees, suppliers and customers

Risk to employees

Stress, fatigue, Using equipment, Trip hazards, Food and drink spillages, Using hazardous chemicals, Inadequate clothing worn, Using electrical appliances, Moving and lifting objects, Fire and explosion, Bullying and harassment, Injuries, Inadequate lighting, Inadequate ventilation, Inadequate signage, Theft, Assault, Undesirable people on the premises

Risk to suppliers

Using equipment, Trip hazards, Food and drink spillages, Inadequate clothing worn, Moving and lifting objects, Fire and explosion, Injuries, Inadequate lighting, Inadequate signage

Risk to customers

Food poisoning, Food allergies, Trip hazards, Food and drink spillages, Fire and explosion, Theft, Assault, Undesirable people on premises.

Risks to health and personal safety



Risks to security



Levels of risks

A risk assessment should be carried out to identify risks. It is a way of identifying things that could cause harm to people in the workplace. All workplaces must have the necessary risk assessments in place. In business there are five steps to risk assessment:

1. Identify the hazard
2. Decide who might be harmed and how
3. Evaluate the risk and decide on **controls** (precautions)
4. Record the findings and implement them.
5. Review the assessment and update if necessary.

Calculating Risk

It is possible to calculate whether the level of **risk** is high, medium, or low. To do this, the **hazard** severity and the likelihood of it happening are given a score on a scale of one to five. They can then be multiplied together to give a level of risk. The overall aim is to reduce the risk to an acceptable level (as close to 1 as possible)

Scales used to calculate the level of risk:

Hazard severity	Likelihood of occurrence	Scale
Trivial	Remote (almost never)	1
Minor	Unlikely (occurs rarely)	2
Moderate	Possible (uncommon)	3
Serious	Likely (not frequent)	4
Fatal	Very likely (frequently)	5

Level of risk = hazard severity X likelihood of occurrence

Low risk 1-8	Medium risk 9-12	High risk 15-25
Continue to review regularly to ensure controls remain effective	Continue but implement additional controls where possible and monitor regularly	Stop the activity Identify new controls Activity must not proceed until risks are reduced to a low or medium level

LO3: Understand how hospitality and catering provision meets health and safety requirements

AC3.3 Personal safety control measures for hospitality and catering provision

Control measures for employees

The control measures outlined in the table can be put in place to help protect employee's personal safety.

Hazard	Control
Stress, fatigue	Employees need to be monitored closely and adequate rest breaks should be allocated
Using equipment	The instruction manual needs to be followed, with training given if needed
Trip hazards	Floors need to be clutter free; exits and entrances need to be clear
Food and drink spillages	Clear up spillages immediately and use warning signs
Using hazardous chemicals	Wear protective clothing where necessary; training should be given on use of chemical; chemicals should be stored correctly; COSHH regulations need to be followed
Inadequate clothing worn	The correct PPE should be worn at all times; wear aprons that are done up correctly; shoe laces should be tied up.
Using electrical appliances	The equipment should be maintained and cleaned regularly; training should be given if necessary; it should be given if necessary; it should be PAT tested regularly by a qualified electrician
Moving and lifting objects	Wear correct PPE; training on safe lifting techniques should be given

Control measures for employees cont.

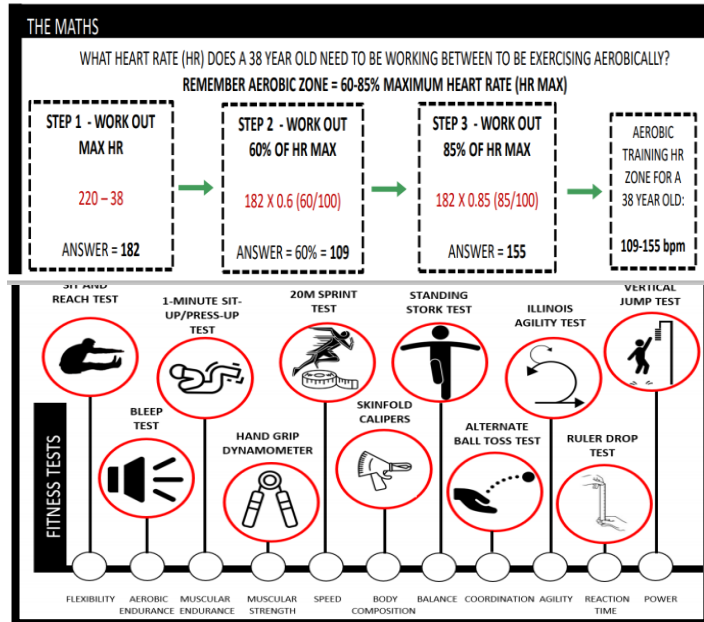
Hazard	Control
Fire and explosion	Under the Fire Safety Order 2005, employers must ensure there is a low risk of fire and explosion by: <ul style="list-style-type: none"> Having fire alarms and making sure they are tested regularly Making sure escape routes are clear and adequately signed Having suitable equipment such as fire extinguishers available
Bullying and harassment	Protocols and policies should be in place to ensure that this does not happen; there should be an open culture if anyone needs to report it.
Injuries	Kitchens and restaurants can be dangerous places- there should be a first aid kit and a trained first aider
Inadequate lighting	Lighting must be bright enough to work safely in; if a light is broken it should be fixed
Inadequate ventilation	Good ventilation is needed in a catering kitchen; this is normally provided by extractor fans, which remove steam, heat and smells; the kitchen may be hot so drinking water should be available
Inadequate signage	Signs need to be clear and visible; staff need to be made aware of what the signs mean
Theft	A secure area should be available for staff to leave personal belongings
Assault	Train staff on how to deal with aggressive customers and diffuse volatile situations
Undesirable people on premises	Have a security system to monitor who is entering the premises; any suspicious person should be reported; effective signage in and out procedures are required.

Control measures for customers

Hazard	Control
Food poisoning	Hazard Analysis and Critical Control Point (HACCP) systems put in place to ensure food prepared, cooked and served is safe to eat
Food allergies	Detailed information must be given to customers on any allergens in the dishes
Trip hazards	Make sure areas where customers go are well lit and that there are no trailing wires or clutter on the floor
Food and drink spillages	Spillages must be cleared up straight away and appropriate signage used
Fire and explosions	Emergency exits must be well lit and signposted; fire extinguishers should be in place and staff should be trained in how to use them
Assault	Staff should ensure the safety of customers if another person is aggressive
Theft/fraud	Ensure that card transactions are done in front of the customer; provide a secure place for their belongings
Undesirable people on premises	Any suspicious person should be challenged and not allowed to mix with customers



Max Heart Rate – 220 - age



Method of Training	Component of Fitness
Continuous Training- steady pace	Aerobic Endurance
Fartlek- (Speed Play) Sprint, Jog , walk	Aerobic Endurance
Interval Training –high intensity then rest	Aerobic Endurance/Speed
Circuit Training – variety of exercises	Aerobic Endurance/Muscular Strength/Muscular Endurance
Hollow Sprints- high intensity and short jog	Speed
Accelerative Sprints- speed increases to max	Speed
SAQ Speed , Agility and Quickness	Speed/Agility
Plyometric- Jumping onto or over objects	Power/Muscular Strength
Resistance Training – e.g.. Resistance band	Power/Muscular Strength/Muscular Endurance
Free Weights- Sets and Repetitions	Power/Muscular Strength/Muscular Endurance
Static Stretching – a held stretch	Flexibility
Dynamic Stretching– stretch with movement	Flexibility
Proprioceptive Neuromuscular Facilitation (PNF)	Flexibility

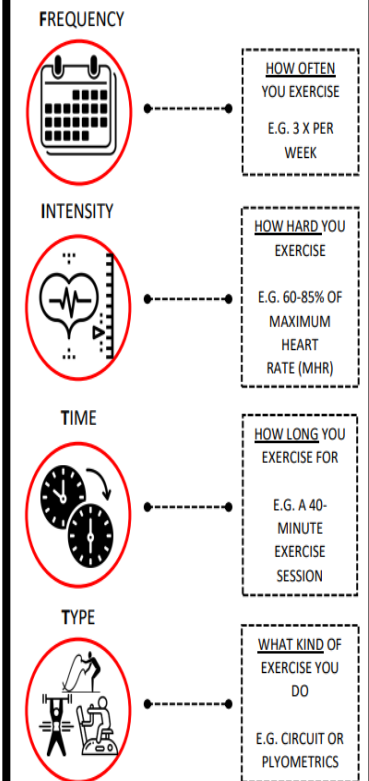
Physical Components of Fitness (FAMVEE)



Skill Components of Fitness (ABOPF)

PRINCIPLES OF TRAINING

FITT PRINCIPLES



Additional Principles of Training

SPECIFICITY – TRAINING TO THE SPECIFIC NEEDS OF THE INDIVIDUAL E.G. SPORT, POSITION, AGE ETC

PROGRESSIVE OVERLOAD – MAKING TRAINING GRADUALLY HARDER SO THE BODY GRADUALLY IMPROVES AND ADAPTS

ADAPTATION – BODY ADAPTS IN RESPONSE TO TRAINING

REST AND RECOVERY – ALLOWS ADAPTATION TO TAKE PLACE AND AVOID INJURIES/ILLNESS DUE TO FATIGUE. IT REPLENISHES ENERGY STORES.

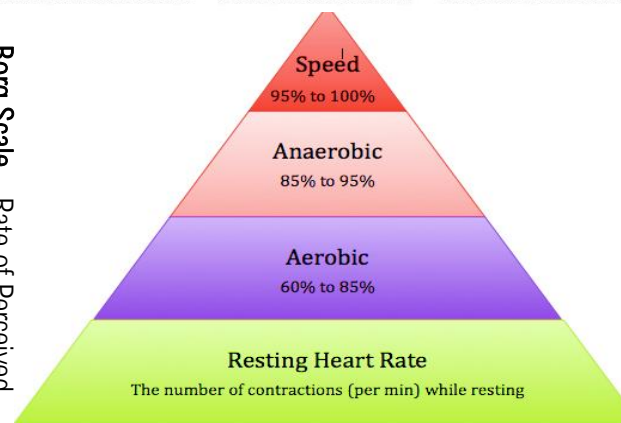
REVERSIBILITY – IF TRAINING STOPS OR THE INTENSITY OF EXERCISE IS NOT SUFFICIENT TO CAUSE ADAPTATION, TRAINING EFFECTS ARE REVERSED

INDIVIDUAL DIFFERENCES – THE TRAINING PROGRAMME SHOULD BE DESIGNED TO MEET THE NEEDS OF THE INDIVIDUAL

VARIATION – THE TRAINING PROGRAMME MUST CHANGE TO PREVENT BOREDOM

Borg Scale – Rate of Perceived Exertion (RPE) – value x 10 to find out heart rate.	
6	No exertion
7	
8	
9	
10	
11	Light
12	
13	Somewhat hard
14	
15	Hard (heavy)
16	
17	Very hard
18	
19	
20	Maximal exertion

Borg Scale – Rate of Perceived Exertion (RPE) – value x 10 to find out heart rate.



Btec Sport Unit 2-Rules and Regulations Half Term 5

- **Rules** (or laws)-Regulated by a governing body of a sport
- **Rules** are used **DURING THE GAME**
- Example- Football-Kick off, throw-in, goal kick, offside.
- **Regulations**- also made by the governing body of the sport.



Regulations take place **before and after the game** or they are **decisions** based on making the game **appropriate safe and fair**.

Regulation Considerations- Players



Equipment



Playing Surface/facility



Time



Roles of Officials



Criteria

Pass- Describe (WHAT) the rules and Regulations for **TWO** selected Sports.
Merit-Explain the rules and regulations of **TWO** selected sports.