


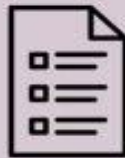




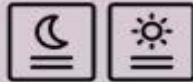











# Knowledge Organisers

## Year 10 – Half Term 6

Contents:			
How to use your Knowledge Organisers – a step by step guide			P2
English	P3-9	Music	P28-29
Mathematics	P10-15	Creative Media Production	P30
Science	P16-18	Business and Enterprise	P31-32
Geography	P19-21	Engineering	P33-34
History	P22-25	Hospitality and Catering	P35-39
French	P26	P.E.	P40
Urdu	P27	BTEC Sport	P41

# How to use a knowledge organiser – step by step guide

	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 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

## 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 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.




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



# Romeo and Juliet

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

**Symbols/motifs**  
Poison, night, light/dark, dreams/Queen Mab, opposite views

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.

<p><b>Methods</b></p> <p>antithesis foreshadowing dramatic irony bawdy humour monologue soliloquy oxymoron metaphor simile imagery iambic pentameter juxtaposition tragedy antagonist</p>	<p>blank verse sonnet sonnet form suspense</p>	<p><b>Key Vocabulary</b></p> <p>patriarchy Elizabethan character society violence conflict resolution civil unrest marriage catholic Catholicism Shakespeare Verona Conspire</p>	<p>ambiguity predicament unease suicide brawl relationship adversity provoke mutiny adversary</p>
---	--	--	---

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

		AO1	AO2	AO3	AO4	METHODS	CONTEXT
		Read, understand and respond to texts.		Analyse the language, form and structure		Show understanding of context	
Act	PLOT	ROMEO		JULIET			
1 Fights and a Party	<p><b>Prologue: Family feud &amp; fatal consequences for 2 young lovers</b></p> <ul style="list-style-type: none"> <li>There is a fight between two rival families (Montagues and Capulets) which is stopped by the Prince.</li> <li>Romeo is unhappy because Rosaline doesn't love him.</li> <li>Paris asks Capulet for Juliet's hand in marriage, but Capulet tells him she's not ready. Capulet throws a ball.</li> <li>Mercutio is invited to the ball, but Benvolio and Romeo crash it. This enrages Tybalt.</li> <li>Romeo and Juliet meet, talk, fall in love at first sight and kiss.</li> </ul>	<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><b>Emotional, passionate and has to deal with rejection by Rosaline:</b> "Is love a tender thing? It is too rough, too rude, too boisterous, and it pricks like thorn."</p> <p><b>Fears fate &amp; future:</b> "O! I am Fortune's fool!"</p> <p><b>Falls overwhelmingly in love with Juliet at first sight:</b> "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><b>Challenges barriers to Juliet:</b> "with love's light wings did I o'erperch these walls"</p> <p><b>Tries to avoid fighting but worries that he's less manly:</b> "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><b>Hot-headed, enraged by the killing of Mercutio:</b> "fire-ey'd fury be my conduct now!"</p> <p><b>Devastated by exile to Mantua:</b> "Ha, banishment! Be merciful, say 'death'...Heaven is here, Where Juliet lives"</p> <p><b>Horried by news of Juliet's death and decides to commit suicide:</b> "I defy you stars...Juliet, I will live with thee tonight."</p> <p><b>Gives violent warning to Balthazar not to interfere with his suicide:</b> "I will tear thee joint by joint And strew this hungry churchyard with thy limbs."</p> <p><b>Urges Paris not to challenge him outside the Capulet tomb:</b> "I beseech thee, youth, Put not another sin upon my head By urging me to fury."</p> <p><b>Sees Juliet is still beautiful in 'death':</b> "Death, that hath sucked the honey of thy breath, Hath had no power yet upon thy beauty. Thou art not conquered."</p> <p><b>Dies as he began the play, by expressing love:</b> "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><b>Young and innocent:</b> "My child is yet a stranger in the world. She hath not seen the change of fourteen years."</p> <p><b>Idolised by her father:</b> "She's the hopeful lady of my earth." / "My will to her consent is but a part"</p> <p><b>Falls in love with Romeo at first sight:</b> "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><b>Cautious about her love for Romeo:</b> "It is too rash, too unadvised, too sudden, Too like the lightning."</p> <p><b>Conflicted between family loyalty and love for Romeo:</b> "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><b>Prepared to defy her family and the feud:</b> "Deny thy father and refuse thy name...be but sworn my love, And I'll no longer be a Capulet."</p> <p><b>Commits herself to Romeo:</b> "my true love is grown to such excess I cannot sum up sum of half my wealth."</p> <p><b>Impatient to be with Romeo after wedding:</b> "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 <b>Conflicted about Romeo after he kills Tybalt:</b> "O serpent heart hid with a flowering face!" / "Beautiful tyrant! Fiend angelical!"</p> <p><b>Refuses father's order to marry Paris:</b> "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><b>Angry at Nurse for her advice to marry Paris:</b> "Ancient damnation! O most wicked fiend!"</p> <p><b>Brave - prepared to risk Friar Lawrence's plan:</b> "Give me, give me! O, tell not me of fear!"</p> <p><b>Brave – does not fear death:</b> "O happy dagger, This is thy sheath: there rust, and let me die."</p>	antithesis foreshadowing dramatic irony brawly humour monologue soliloquy oxymoron metaphor simile imagery iambic pentameter juxtaposition tragedy antagonist blank verse sonnet sonnet form suspense	<p><b>Verona:</b> R &amp; J set in Verona in the fourteenth century. Verona was a rich, lively, cultured city but had been afflicted by violence for centuries. Political leaders clashed with religious leaders for power, status and wealth and many people were obliged to take sides.</p> <p><b>Women:</b> Society in the 16<sup>th</sup> century was patriarchal: men were dominant and women were inferior and expected to marry as young as 12. Noblewomen like Juliet would have received some education but there was little freedom in most areas of life for women. Lower class women received no education and would have worked as some sort of servant.</p> <p><b>Queen Elizabeth I:</b> Provided a powerful example of a strong female in a male-dominated society, living by rules established by men. She was not representative of women in wider English society and was celebrated as an exceptional woman. Admired by Shakespeare and led England to great wealth, prosperity and national confidence.</p> <p><b>Tragic Hero:</b> <i>Romeo and Juliet</i> is a tragedy and the characters of Romeo and Juliet can be seen as <i>tragic heroes</i> (main character whose downfall brought about by own actions or <i>tragic flaw</i>). Both are guilty of loving too much and too quickly and acting too rashly.</p> <p><b>The Plague:</b> Elizabethan England and Renaissance Verona were badly affected by outbreaks of the painful, deadly and contagious 'black death'. Many parents (including Shakespeare) lost children to the plague and it provides a metaphor for Mercutio's final curse as the Montagues and Capulets all lose children. Romeo doesn't get Friar Lawrence's letter because Friar John s detained for fear he may have the plague.</p>		
2 A Secret Marriage	<ul style="list-style-type: none"> <li>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.</li> <li>Romeo asks Friar Lawrence for help – he agrees to marry them.</li> <li>Romeo meets Mercutio and Benvolio, and they tease the Nurse who gives a message to Romeo from Juliet.</li> <li>After the Nurse tells Juliet the plan to marry that afternoon, they get married in secret.</li> </ul>						
3 Deaths	<ul style="list-style-type: none"> <li>Tybalt kills Mercutio in a fight; in revenge, Romeo kills Tybalt. The Prince exiles Romeo from Verona as punishment.</li> <li>R &amp; J spend the night together before R leaves the city.</li> <li>Juliet's parents tell her that she must marry Paris in two days but she tells them she can't, during an intense argument.</li> </ul>						
4 Plans and Potions	<ul style="list-style-type: none"> <li>Juliet asks the friar to help, whose plan involves faking her death.</li> <li>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.</li> <li>Juliet's family think she's dead so bury her in the family tomb.</li> </ul>						
5 Un-happy Ending	<ul style="list-style-type: none"> <li>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.</li> <li>Paris sees Romeo going to the tomb, they fight and R kills Paris.</li> <li>R places P's body in the tomb, lies next to Juliet and drinks the poison.</li> <li>Friar Lawrence finds out that R didn't get the letter so goes to the tomb.</li> <li>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.</li> <li>When Juliet realises that Romeo is dead, she kills herself.</li> <li>Everyone comes to the tomb, where the friar has to explain what has happened.</li> <li>Grieving, Montague and Capulet realise that their feud has caused the suicides of their children so agree to make peace.</li> </ul>						
		<b>MERCUTIO</b> Romeo's friend, playful, witty but aggressive – gets caught in the middle of the feud		<b>CAPULET</b>		<b>LOCATIONS</b>	
		<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"</p> <p><b>Dies cursing both families:</b> "A plague o' both your houses"</p>		<p>Feuding with Capulet. Begins as doting father but becomes aggressive &amp; controlling</p> <p>Initially calm and easy-going: "Content thee, gentle coz. Let him alone." Angered by Juliet's defiance: "Hang thee, young baggage! Disobedient wretch!" Verbally attacks Nurse for defending J: "Peace, you mumbling fool!" Juliet's death changes him: "O brother Montague, give me thy hand."</p>		<p>Streets of Verona Capulet mansion Juliet's chambers Friar Lawrence's cell Mantua The Capulet tomb</p>	
		<b>FRIAR LAWRENCE</b>		<b>NURSE</b> Devoted nanny to Juliet – talkative, silly well-meaning but irresponsible		<b>SYMBOLS/MOTIFS</b>	
		<p>Like a father to Romeo – wise, trusted, tries to help but actions lead to R &amp; J deaths</p> <p><b>Sees opportunity to resolve feud:</b> "For this alliance may so happy prove, To turn your households' rancour to pure love."</p> <p><b>Worries about consequences of R&amp;J's love:</b> "These violent delights have violent ends"</p> <p><b>Criticises Romeo's reaction to exile:</b> "Art thou a man? ... Thy tears are womanish." / "Unseemly woman in a seeming man" / "A pack of blessings light upon thy back"</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>		<p>Poison; Night; light/dark imagery; thumb-biting; Dreams/Queen Mab; opposing points of view.</p>	
		<b>BENVOLIO</b> Romeo's loyal cousin, peacemaker and opposite to Tybalt		<b>TYBALT</b> Juliet's cousin – aggressive and consumed with hatred for the Montagues			
		<p><b>Cares for Romeo:</b> "What sadness lengthens Romeo's hours?"</p> <p><b>Protects Romeo after slaying of Tybalt:</b> "Be gone, away! ... The Prince will doom thee death"</p> <p><b>Contrasts with Tybalt's hostility:</b> "I do but keep the peace, put up thy sword."</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><b>Obsessed with family honour:</b> "Now by the stock and honour of my kin"</p> <p><b>Determined to kill Romeo:</b> "Boy, this shall not excuse the injuries That thou hast done me. Therefore turn and draw."</p>			

THEMES		VOCABULARY	
<p><b>LOVE:</b> R &amp; 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&amp;J's relationship reflects physical desire too.</p> <p><b>CONFLICT &amp; HONOUR:</b> Personal and family reputation was crucial in the 16<sup>th</sup> 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 &amp; J.</p>	<p><b>GENDER:</b> 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><b>FAMILY &amp; MARRIAGE:</b> 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 &amp; 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 &amp; J.</p>	<p><b>FATE:</b> 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><b>RELIGION:</b> A powerful influence in the 16<sup>th</sup> century and it provided a set of moral rules to live by. Represented by Friar Lawrence who is trusted by all. R &amp; J had to marry in order to be together. Religious imagery and references often used by characters.</p>	<p><b>Belligerent:</b> aggressive and hostile</p> <p><b>Impulsive:</b> acts without thinking</p> <p><b>Idolatry:</b> extreme admiration or love</p> <p><b>Melancholy:</b> feeling of thoughtful sadness</p> <p><b>Banishment:</b> exile</p> <p><b>Tormented:</b> experiencing great suffering</p> <p><b>Dutiful:</b> acts obediently</p> <p><b>Despair:</b> a total loss of hope</p> <p><b>Conflict:</b> A struggle between two sides</p> <p><b>Infatuation:</b> obsession</p> <p><b>Tyrannical:</b> treats people cruelly</p> <p><b>Confidant:</b> a trusted person</p>





# Knowledge Organiser: Unseen Poetry, GCSE English Literature, Paper 2

How to tackle an unseen poem?		
Voice: Who is speaking? 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person? Monologue?		Themes: Big ideas?
Subject: What is the explicit (obvious) meaning?	<p><i>North of Childhood</i> by J Galassi <i>For B.</i></p> <p>Somewhere ahead I see you watching something out your window, what I don't know. You're tall, not on your tiptoes, green, no longer yellow, no longer little, little one, but the changeless changing seasons are still with us. Summer's back, so beautiful it always reeks of ending, and now its breeze is stirring in your room commanding the lawn, trying to wake you to say the day is wasting, but you're north of childhood now and out of here, and I've gone south.</p>	Highlight: Interesting Vocabulary
Subject: What is the implied (implicit) meaning?	<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>- Beginning</li> <li>- Middle</li> <li>- End</li> </ul>	Imagery: what pictures / metaphors spring to mind?

## Unseen Poetry

- Question 1 – Single Poem Analysis (24 marks + 4 marks SPAG)
- Question 2 – Poetry comparison (8 marks)

Assessment Objectives Links	
<b>AO1</b>	Convincing, critical analysis and exploration; Judicious use of precise references
<b>AO2</b>	Analysis of writer's methods with subject terminology used judiciously. Exploration of effects of writer's methods on reader
<b>AO3</b>	Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Skills Link	
<p><b>Ability to make statements about:</b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Images</li> <li>• Effects of language</li> <li>• Effects of images</li> <li>• Initial effects</li> <li>• Consequences</li> </ul>	
Comparison Word/Phrase Bank:	
<p><b>Similarities:</b> In common with, shared ideas, similarly, equally, also</p>	
<p><b>Differences:</b> However, in contrast, different from, alternatively,</p>	

# Knowledge Organiser: Unseen Poetry, GCSE English Literature, Paper 2

## Unseen Poetry

- Question 1 – Single Poem Analysis (24 marks + 4 marks SPAG)
- Question 2 – Poetry comparison (8 marks)

How to tackle an unseen poem?		Assessment Objectives Links		POETRY DEVICES – LANGUAGE <i>(Devices in bold – for a pass)</i>		POETRY DEVICES – STRUCTURE			
Voice: Who is speaking? 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person? Monologue?		Themes: Big ideas?		AO 1	Convincing, critical analysis and exploration; Judicious use of precise references	<b>Abstract</b>	<b>An idea rather than a real thing</b>	<b>Chronological</b>	<b>In order of time</b>
Subject: What is the explicit (obvious) meaning?	<p><i>North of Childhood</i> by J Galassi</p> <p><i>For B.</i></p> <p>Somewhere ahead I see you watching something out your window, what I don't know. You're tall, not on your tiptoes, green, no longer yellow, no longer little, little one, but the changeless changing seasons are still with us. Summer's back, so beautiful it always reeks of ending, and now its breeze is stirring in your room commanding the lawn, trying to wake you to say the day is wasting, but you're north of childhood now and out of here, and I've gone south.</p>	Highlight: Interesting Vocabulary	AO 2	Analysis of writer's methods with subject terminology used judiciously. Exploration of effects of writer's methods on reader	<b>Alliteration</b>	<b>Repeated first letter</b>	Caesura	A big break in the middle of a line	
			<b>Ability to make statements about:</b> <ul style="list-style-type: none"> <li>• Language</li> <li>• Images</li> <li>• Effects of language</li> <li>• Effects of images</li> <li>• Initial effects</li> <li>• Consequences</li> </ul>		<b>Antagonist</b>	Evil main character	<b>Enjambment</b>	<b>A sentence runs over more than one line</b>	
Subject: What is the implied (implicit) meaning?	Structure	Imagery: what pictures / metaphors spring to mind?	Comparison Word/Phrase Bank:		<b>Assonance</b>	Repeated vowel sound	<b>lambic pentameter</b>	5 sets of weak/strong beats in a line	
			<b>Similarities:</b> In common with, shared ideas, similarly, equally, also  <b>Differences:</b> However, in contrast, different from, alternatively,		<b>Authentic</b>	Seems genuine/truthful	<b>Juxtaposition</b>	Two opposites	
						<b>Cliché</b>	Over-used phrase	<b>Layout</b>	Position of lines/words on the page
						<b>Consonance</b>	Repeated consonant sound	<b>Anaphora</b>	Repeated first few words at start of lines
						<b>Concrete</b>	<b>A solid/real example</b>	<b>Oxymoron</b>	Two opposite words next to each other
						<b>Colloquial language</b>	Local/casual language	<b>Rhyme scheme</b>	The organisation of the rhyme
						<b>Emotive</b>	<b>Makes you feel emotional</b>	<b>Rhyming couplet</b>	Two lines that rhyme next to each other
						<b>Euphemism</b>	Alternative words to make something nasty sound okay	<b>Rhythm</b>	The beat
						<b>Extended metaphor</b>	A series of metaphors all relating to each other	<b>Stanza/Verse</b>	A paragraph in a poem
						<b>Half rhyme</b>	Nearly rhymes	<b>Volta</b>	The turning point of a poem
						<b>Hyperbole</b>	<b>Exaggeration</b>	<b>Repetition</b>	<b>Something repeated</b>
						<b>Imagery</b>	<b>Something used to describe something else</b>	<b>POETRY DEVICES – FORM</b>	
						<b>Internal rhyme</b>	Rhyme that is on the same line	<b>Auto-biographical</b>	About the poet
						<b>Irony</b>	Sarcasm	<b>Ballad</b>	Story poems – often 4 lines stanzas
						<b>Metaphor</b>	<b>Something is described as being something else</b>	<b>Blank verse</b>	Verse with no rhyme – usually 10 syllables
						<b>Mood</b>	<b>Atmosphere</b>	<b>Dramatic monologue</b>	A character speaks to the reader
						<b>Onomatopoeia</b>	A verb sounds like what it does	<b>Epic</b>	Tragic/heroic story poems
						<b>Personification</b>	A non-human thing is given human qualities	<b>First person</b>	'I'
						<b>Plosive</b>	Letters p/t/k/b/d/g	<b>Free verse</b>	No regular rhyme/rhythm
						<b>Protagonist</b>	Good main character	<b>Haiku</b>	3 lines, syllables 5/7/5. Often about nature
						<b>Question</b>	<b>Asks something</b>	<b>Lyrical</b>	Emotional and beautiful
						<b>Rhyme</b>	<b>Words that sound the same</b>	<b>Narrative</b>	<b>A story</b>
						<b>Semantic field</b>	Words that are about the same thing	<b>Ode</b>	Lyrical poem often addressed to one person
						<b>Sibilance</b>	A repeated s sound	<b>Phonetic spelling</b>	Written like it sounds
						<b>Simile</b>	<b>Something is described as being like/as something else to describe it</b>	<b>Rhetoric</b>	Persuasive
						<b>Symbol/ symbolism</b>	<b>Something that represents something else</b>	<b>Sonnet</b>	14 lines, ababcdcdefegf, Often love poem
						<b>Tone/Voice</b>	<b>Emotion</b>	<b>Shape poem</b>	Poem is in shape of the main subject
								<b>Third person</b>	<b>He/she/they</b>

Key quotations	
Scrooge	'as solitary as an oyster' 'as hard and sharp as flint' 'squeezing, wrenching, grasping, covetous old sinner' 'tight-fisted hand at the grindstone' 'no warmth could warm, no wintry weather chill' 'Are there no prisons? Are there no workhouses?' 'decrease the surplus population' 'a solitary boy neglected by his friends' 'lonely boy sitting by a feeble fire' "Nothing. There was a boy singing a Christmas Carol at my door last night. I should like to have given him something; that's all" "if you have aught to teach me, let me profit by it" ' Scrooge hung his head to hear his own words quoted by the Spirit, and was overcome with penitence and grief' "Spirit!" he cried, tight clutching at its robe, "hear me. I am not the man I was" "I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future" "I am as giddy as a schoolboy" "Not a farthing less. A great many back payments are included in it" 'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father'
Marley	' Old Marley was as dead as a door-nail' "I wear the chain I forged in life...I made it link by link, yard by yard, and of my own free will I wore it" ' The chain was made up of cash boxes, ledgers, heavy purses' "Mankind was my business! [...] The deals of my trade were but a drop in the comprehensive ocean of my business"
Ghost of Christmas Past	'like a child: yet not so like a child as like an old man' ' from the crown of its head there sprung a bright clear jet of light' " would you so soon put out, with worldly hands, the light I give. Is it not enough that you are one of those whose passions made this cap, and force me through whole trains of years to wear it low upon my brow" "Rise. And walk with me." "Leave me! Take me back. Haunt me no longer!"
Ghost of Christmas Present	'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' ' It was clothed in one simple green robe, or mantle, bordered with white fur' 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' "I see a vacant seat [...] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die" "If he be like to die, he had better do it, and decrease the surplus population" 'the ghost grew older, clearly older' 'From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable' "This boy is Ignorance. This girl is Want. Beware them both, and all of their degree, but most of all beware this boy, for on his brow I see that written which is Doom"
Ghost of Christmas Yet to Come	'The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery' 'Scrooge feared the silent shape so much that his legs trembled beneath him' "Spirit...I see, I see. The case of this unhappy man might be my own. My life tends that way, now" ' Still the Ghost pointed downward to the grave by which it stood'
Belle	"Our contract is an old one" "Another idol has displaced me" "A golden one" "I have seen your nobler aspirations fall off, until the master passion, Gain engrosses you"
Fezziwig	"Why, it's old Fezziwig! Bless his heart; it's Fezziwig alive again!" 'They shone in every part of the dance like moons' 'Fezziwig cut -- cut so deftly, that he appeared to wink with his legs' "The happiness he gives, is quite as great as if it cost a fortune" "Yo ho there! Ebenezer! Dick! No more work tonight!"
Fred	"I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time" "Don't be angry Uncle. Merry Christmas!" "I mean to give him the same chance every year, whether he likes it or not, for I pity him." "Let him in! It is a mercy he didn't shake his arm off."
Cratchit family	' The clerk's fire was so very much smaller that it looked like only one coal' 'dressed out but poorly in a twice-turned gown' 'his threadbare clothes darned up and brushed, to look seasonable' 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame' "he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see" 'Such a bustle ensued that you might have thought a goose the rarest of all birds; a feathered phenomenon' 'Mrs Cratchit entered -- flushed, but smiling proudly -- with the pudding, like a speckled cannon-ball' ' Bob held his withered little hand in his, as if he loved the child, and wished to keep him by his side, and dreaded that he might be taken from him' "A merrier Christmas, Bob, my good fellow, than I have given you for many a year. I'll raise your salary, and endeavour to assist your struggling family"
Key themes and ideas	
Poverty, Fate, Charity, Transformation, Capitalism, Greed, Money, Redemption, Family, Friendship, Religion, Morality, Isolation/Loneliness, Choices, Memory and the past, Compassion, Forgiveness, Guilt and blame, Time, Rationality	
Settings	
Scrooge's workplace, Scrooge's living room, Scrooge's bedroom, the village from Scrooge's childhood, Scrooge's school, Fezziwig's party, the Cratchit residence, the streets of London, the Beetling shop, Fred's residence, the graveyard.	



Social and Historical Context			
Poverty	Industrial Revolution	The Workhouse	Capitalism
<p>The population of the towns and cities was increasing rapidly. Due to the effects of the industrial revolution, people were flocking into the towns and cities in search of employment. Large numbers of people were looking for work, so wages were low, barely above subsistence level. If work dried up, or was seasonal, men were laid off, and because they had hardly enough to live on when they were in work, they had no savings to fall back on. Living conditions for the poor were appalling- large houses were turned into flats and the landlords who owned them, were not concerned about the upkeep or the condition. These houses were extremely overcrowded and dirty. There were children living with their families in these desperate situations but there were also numerous homeless children living on the streets of London. Sometimes, the only water the poor had access to was from the sewage ditch in the street.</p>	<p>During the Victorian era, Britain became one of the world's primary economic powers. After the invention of steam power, many people moved from rural areas to the cities to search for higher paying work. The people who moved to the city in search of work were dubbed the "working class". Britain became an industrial hub and the economy was strong. With a sharp increase in production, Britain's trade industry increased drastically as well. Everything converted from traditional, manual labour to machine-driven, highly-productive labour. This caused a reduction in the amount of men needed for work, which therefore increased poverty levels and crime in the cities. Working with machinery was also was more dangerous and life threatening for the workers.</p>	<p>The Poor Law Amendment Act of 1834 allowed the poor to receive public assistance only if they went to the workhouse. Workhouses were deliberately made to be miserable in order to deter the poor from relying on public assistance. In the workhouse, the poor had to work for their food and accommodation. Workhouses were appalling places and the poor would often beg on the streets or die to avoid going to these places. Upon entering the workhouse, the poor were stripped and bathed. If a family entered the workhouse, they were split up and they would be punished if they tried to speak to one another. Children received an education which did not include the two most important skills of all, reading and writing, which were needed to get a good job. They sometimes were 'hired out' to work in factories and mines where they were made to do dangerous and deadly jobs.</p>	<p>The word capital means "something of value". Capitalism is an economic system in which people who own the means of production (factories, land, shops, tools, machines, shipping companies etc.) are able to make a lot of money by producing what people want and need. Capitalism has a more or less free market economy. That means prices move up or down according to the availability of the products. The people who own the businesses (capitalists) produce these popular goods and employ workers on a wage to produce them. These workers use their skills to produce products which are then sold for a profit by the business owner. The profit is not shared with the employees. Some people argue that this system hurts workers, because businesses make more money by selling things than they pay the workers. Business owners become rich while workers remain poor and exploited.</p>
<b>Dickens' ideas and intentions</b>		<b>Language</b>	<b>Structure and Form</b>
<p>Dickens' writing criticised economic, social, and moral issues in the Victorian era. He showed compassion and empathy towards the vulnerable and disadvantaged people in English society, and help to bring about several important social reforms. Dickens' deep social commitment and awareness of social issues come from his traumatic childhood, where his father was imprisoned for debt, and he was forced to work in a shoe-blackening factory at 12 years old. In his adult life, Dickens developed a strong social conscience and empathised with the victims of social and economic injustice.</p> <p>Dickens' intention in A Christmas Carol is to draw readers' attention to the plight of the poor and to highlight the hypocrisy of Victorian society. He juxtaposes the wealth and greed of capitalists with the poorer classes and draws attention to the way in which the greed and selfishness of some impacts on the quality of the lives of others. His moral message appears to be that we should care for our fellow man. The transformation of Scrooge suggests that Dickens feels it is never too late for change and redemption. Dickens emphasises the importance of family, friendship and charity in bringing about this change.</p>		<p><b>Satire</b>- use of humour or ridicule to criticise  <b>Asyndeton</b>- list without conjunctions  <b>Polysyndeton</b>- list with conjunctions (and)  <b>Simile</b>- comparing using 'like' or 'as'  <b>Metaphor</b>- saying one thing is another  <b>Personification</b>- make object human  <b>Pathetic fallacy</b>- weather to create mood  <b>Pathos</b>- language to evoke pity  <b>Allusion</b>- reference to another literary work  <b>Hyperbole</b>- exaggerated statement  <b>Connotation</b>- associated meaning of word  <b>Characterisation</b>- built up description of character in text  <b>Semantic field</b>- words related in meaning  <b>Imagery</b>- visually descriptive language</p>	<p><b>Conflict</b>- problem faced by characters  <b>Resolution</b>- point where conflict is resolved  <b>Foreshadowing</b>- clue about something later  <b>Foreboding</b>- sense that something will occur  <b>Juxtaposition</b>- two contrasted ideas  <b>Backstory</b>- insight into character's past  <b>Exposition</b>- revelation of something  <b>Poetic justice</b>- good rewarded bad punished  <b>Melodrama</b>- exaggerated characters/events  <b>Motif</b>- repeated image or symbol  <b>Antithesis</b>- contrast of ideas in same grammatical structure  <b>Authorial intrusion</b>- where author pauses to speak directly to reader  <b>Allegory</b>- characters/events represent ideas about religion, morals or politics</p>

## UNIT 2F - ALGEBRA

### USING EXPRESSIONS AND FORMULAE - Videos 155/287/154/279

1	Writing Formulae (Derive) <b>Substitute letters for words</b> in the question.	Bob charges £3 per window and a £5 call out charge. $C = 3N + 5$ Where N=number of windows and C=cost								
2	Expression, Equation, Identity, Formulae	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #f0f0f0;">An Expression</td> <td style="background-color: #e0e0e0;">An Equation</td> </tr> <tr> <td><math>4a + 7b</math></td> <td><math>4a + 12 = 60</math></td> </tr> <tr> <td style="background-color: #e0e0e0;">A Formula</td> <td style="background-color: #d0d0d0;">An Identity</td> </tr> <tr> <td><math>A = \pi r^2</math></td> <td><math>(a+b)^2 = a^2 + 2ab + b^2</math></td> </tr> </table>	An Expression	An Equation	$4a + 7b$	$4a + 12 = 60$	A Formula	An Identity	$A = \pi r^2$	$(a+b)^2 = a^2 + 2ab + b^2$
An Expression	An Equation									
$4a + 7b$	$4a + 12 = 60$									
A Formula	An Identity									
$A = \pi r^2$	$(a+b)^2 = a^2 + 2ab + b^2$									
3	Substitution: replacing letters with negative numbers	$a = -3, b = 2$ and $c = 5$ . Find: 1. $2a = 2 \times -3 = -6$ 2. $3a - 2b = (3 \times -3) - (2 \times 2) = -13$								
4	Rearranging formulae: Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make $x$ the subject of $y = \frac{2x-1}{z}$  Multiply both sides by $z$ $yz = 2x - 1$ Add 1 to both sides $yz + 1 = 2x$ Divide by 2 on both sides $\frac{yz + 1}{2} = x$ We now have $x$ as the subject.								

### SUBSTITUTION – Videos 782/783

1	Collecting like terms • Collect all your different letters together	$4a + 3b + 2a - 2b$ $4a + 2a = 6a$ $3b - 2b = 1b$ Answer: $6a + 1b$
2	Simplifying expressions	$2a \times 3a = 6a^2$ $4a \div 2a = 2$
3	Substitution • Replace the letters with the numbers. • Multiply them as $2y$ is actually 2 times $y$ .	If $x = 2$ and $y = 3$ , what is the value of $4x + 2y$ ? $4 \times 2 = 8$ and $3 \times 2 = 6$ $8 + 6 = 14$ 14

### Vocabulary

1	Equation	is an expression equaling another. Eg $3b + 2 = 2d$
2	Identity	is two expressions that always equal each other, regardless of the variables. Eg $2(a + 5) \equiv 2a + 10$
3	Formulae	shows the relationship between terms. Eg $4a + b = c$
4	Factorise	The reverse of expanding. Use common factors to put brackets back into an expression.

### EXPANDING AND SIMPLIFYING EXPRESSIONS – Videos 156/157/158/159/160/161/162/168

1	Like terms	Terms with the same variable. eg. $4x$ and $5x$ are like terms. $6a$ and $3b$ are not.
2	Expand single brackets	To expand a bracket, <b>multiply each term in the bracket</b> by the expression <b>outside</b> the bracket. $3(x + 7) = 3x + 21$
3	Expand double brackets	Multiply each term in the second bracket by each term in the first. $(x + 7)(x + 2) = x^2 + 9x + 14$
4	Factorise linear expressions	The <b>reverse of expanding</b> . Factorising is writing an expression as a product of terms by <b>'taking out' a common factor</b> . $6x - 15 = 3(2x - 5)$ , where 3 is the common factor.

# UNIT 3F – GRAPHS, TABLES AND CHARTS

## REPRESENTING DATA – Videos 401/425/427/428

- Information you are collecting listed.
- Column for tallies.
- Column for frequency.

Milk		21
Dark		5
White		13
Total		40

**2 Bar Chart**

- Frequency on y-axis.
- Information you are collecting on the x-axis.
- Bars same width.
- Equal gaps between bars.
- Title explaining what the chart shows.

**Eye colours in a Year 8 Class**

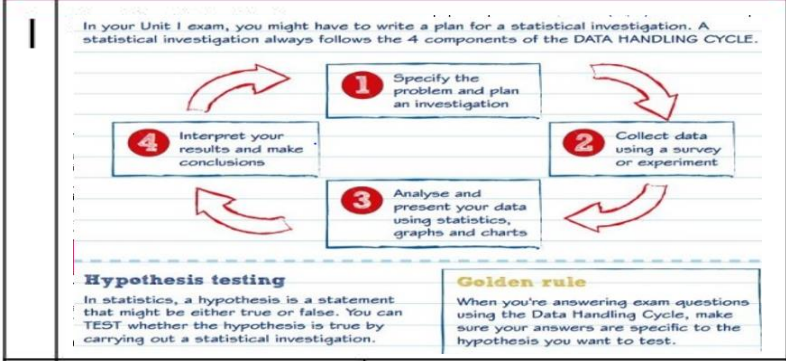
Eye Colour	Frequency
Green	4
Blue	12
Brown	8

**3 Pie Chart**

- Divided into sectors which shows the relative size of the data.
- Needs a key or labels to clearly show what each sector represents.
- Sectors calculated using parts of 360°.

Pet	Percentage
Dogs	46%
Cats	25%
Fish	21%
Hamsters	8%

## REPRESENTING DATA – Videos 392/393



<b>2 Quantitative(number)</b> Data that is numbers Discrete or continuous	<b>Qualitative (worded)</b> Data that in word. Eg. people's favourite colour.
<b>3 Discrete</b> Data that can only take certain values.	<b>Continuous</b> Data that can take any value within a range. Eg. height.

## SCATTER GRAPHS - Videos 453/454

1	Causality	When one variable influences another variable
2	Line of best fit	A straight line that best represents the data on a scatter graph
3	Positive, Negative or No Correlation	

## TWO WAY TABLES- Videos 422/423

These are used to show how data falls into 2 different categories. For example gender and favourite sport to watch

**What is your favorite sport to watch on television?**

	Football	Basketball	Baseball
Males	40	22	15
Females	12	16	45
Total	52	38	60

*A two-way table divides data into groups in rows going across and columns going down the table*

## Vocabulary

1	Data handling cycle	1) Specify the problem/ pick hypothesis 2) Collect data 3) Process the data and represent on a graph 4) Interpret and discuss the results
2	Correlation	The relationship between different sets of data.
3	Line of best fit	Shows the general direction a group of points seems to follow.
5	Frequency	The number of times something occurs.



# 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

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

$\xrightarrow{\div 4}$        $\xrightarrow{\div 4}$   
 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:  $\frac{1}{4}$  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 <ul style="list-style-type: none"> <li>The denominator has to be the same.</li> <li>Add the numerator.</li> </ul>	$\frac{1}{2} + \frac{3}{4}$ we can make the bottom 4 $\frac{2}{4} + \frac{3}{4} = \frac{5}{4}$
3	Subtracting Fractions <ul style="list-style-type: none"> <li>The denominator has to be the same.</li> <li>Subtract the numerator.</li> </ul>	$\frac{3}{4} - \frac{1}{3}$ We can make the bottom 12. $\frac{9}{12} - \frac{4}{12} = \frac{5}{12}$
4	Multiplying Fractions <ul style="list-style-type: none"> <li>Multiply both top and bottom</li> </ul>	$\frac{3}{5} \times \frac{2}{3} = \frac{6}{15}$ $\frac{6}{15}$ is the same as $\frac{2}{5}$
5	Dividing Fractions <ul style="list-style-type: none"> <li>KCF</li> <li>Keep – Change - Flip</li> </ul>	$\frac{4}{3} \div \frac{2}{5}$ 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" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #f2f2f2;">Decimal</th> <th style="background-color: #f2f2f2;">Percentage</th> <th style="background-color: #f2f2f2;">Fraction</th> </tr> </thead> <tbody> <tr><td>0.5</td><td>50%</td><td><math>\frac{1}{2}</math></td></tr> <tr><td>0.25</td><td>25%</td><td><math>\frac{1}{4}</math></td></tr> <tr><td>0.75</td><td>75%</td><td><math>\frac{3}{4}</math></td></tr> <tr><td>0.2</td><td>20%</td><td><math>\frac{1}{5}</math></td></tr> <tr><td>0.1</td><td>10%</td><td><math>\frac{1}{10}</math></td></tr> <tr><td>0.3</td><td>33.3%</td><td><math>\frac{1}{3}</math></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																					
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%	$\frac{1}{3}$																					
2	Ordering FDP <ul style="list-style-type: none"> <li>Convert them all into the same form and then compare</li> </ul>	<table style="width: 100%; text-align: center;"> <tr> <td>50%</td> <td><math>\frac{6}{10}</math></td> <td>0.45</td> </tr> <tr> <td>↓</td> <td>↓</td> <td>↓</td> </tr> <tr> <td>0.5</td> <td>0.6</td> <td>0.45</td> </tr> <tr> <td>↙</td> <td>↘</td> <td>↘</td> </tr> <tr> <td>0.45</td> <td>0.5</td> <td>0.6</td> </tr> </table>	50%	$\frac{6}{10}$	0.45	↓	↓	↓	0.5	0.6	0.45	↙	↘	↘	0.45	0.5	0.6						
50%	$\frac{6}{10}$	0.45																					
↓	↓	↓																					
0.5	0.6	0.45																					
↙	↘	↘																					
0.45	0.5	0.6																					

## 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

# UNIT 5H – ANGLES AND TRIGONOMETRY

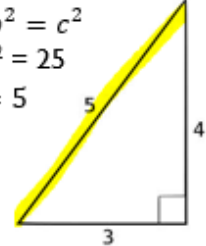
## Properties of Quadrilaterals/ Interior and Exterior Angles of a Triangle – Videos 824/825/562/563

SPECIAL QUADRILATERALS (4 sided polygon) - Properties			
1	Square		4 equal sides 4 right angles 2 pairs of parallel sides Diagonals cross at right angles 4 lines of symmetry Rotational symmetry order 4
2	Rectangle		2 pairs of equal sides 4 right angles 2 pairs of parallel sides 2 lines of symmetry Rotational symmetry order 2
3	Rhombus		4 equal sides 2 pairs of equal angles 2 pairs of parallel sides Diagonals cross at right angles 2 lines of symmetry Rotational symmetry order 2
4	Parallelogram		2 pairs of equal sides 2 pairs of equal angles 2 pairs of parallel sides 0 lines of symmetry Rotational symmetry order 2
5	Kite		2 pairs of equal sides 1 pairs of equal angles 2 pairs of parallel sides Diagonals cross at right angles 1 lines of symmetry Rotational symmetry order 1
6	Trapezium		1 pair of parallel sides
7	Isosceles Trapezium		1 pair of parallel sides 1 pair of equal sides 2 pairs of equal angles 1 lines of symmetry Rotational symmetry order 1

2	Sum of interior angles	For an n-sided polygon Sum of interior angles = $180 \times (n - 2)$
3	Sum of exterior angles	For all polygons: Sum of exterior angles = 360
4	Regular polygons	<i>Exterior angle</i> = $360 \div \text{number of sides}$ <i>number of sides</i> = $360 \div \text{Exterior Angle}$ <i>Interior angle</i> = $180 - \text{Exterior angle}$




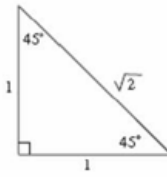
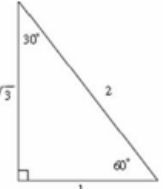
## PYTHAGORAS – VideoSs 498/499

<b>1</b>	Finding the hypotenuse (longest side) $a^2 + b^2 = c^2$	$a^2 + b^2 = c^2$ $3^2 + 4^2 = 25$ $\sqrt{25} = 5$ 
<b>2</b>	Finding a shorter side	$a^2 = c^2 - b^2$
<b>3</b>	Proving with Pythagoras	If $a^2 + b^2 = c^2$ Then Triangle is RIGHT ANGLED

## Vocabulary

1	Hypotenuse	the longest side of a right-angled triangle, opposite the right angle.
2	Interior	the inner part of something; the inside
3	Exterior	forming, situated on, or relating to the outside of something
5	Polygon	a plane figure with at least three straight sides and angles, and typically five or more

## TRIGONOMETRY – Videos 508/509/51

1	Sine	$\sin \theta = \frac{O}{H}$	$\theta = \sin^{-1} \frac{O}{H}$			
	Cosine	$\cos \theta = \frac{A}{H}$	$\theta = \cos^{-1} \frac{A}{H}$			
	Tangent	$\tan \theta = \frac{O}{A}$	$\theta = \tan^{-1} \frac{O}{A}$			
2	Exact Values for Angles in Trigonometry			 		
	$\theta$	$0^\circ$	$30^\circ$	$45^\circ$	$60^\circ$	$90^\circ$
	Sin $\theta$	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
	Cos $\theta$	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
	Tan $\theta$	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	

## UNIT 9F - GRAPHS

## LINEAR GRAPHS- Videos 206/207/208

1	Plotting a linear graph	$y = 2x + 1$ 1) Complete a Table of values. 
2	Equation of a line	$y = mx + c$ $m$ is gradient and $c$ is the $y$ intercept
3	Finding the Gradient	• $\frac{\text{Change in } y}{\text{Change in } x}$ • $\frac{4}{2} = 2$ 
4	Finding the equation of a line	• Gradient is 3 • Y intercept is 1 • Equation of the line: $y = 3x + 1$ 
1	Finding the gradient	$\frac{\text{Change in } y}{\text{Change in } x}$
2	Finding the Equation of a Line given a point and a gradient	Substitute in the gradient ( $m$ ) and point ( $x, y$ ) in to the equation $y = mx + c$ and solve for $c$ .
3	7. Finding the Equation of a Line given two points	Use the two points to calculate the gradient. Then repeat the method above using the gradient and either of the points.
4	Parallel Lines	If two lines are parallel, they will have the same gradient. The value of $m$ will be the same for both lines.

## MORE LINEAR GRAPH- Videos 206/207/208

1	Draw the graph $y=3x+4$	<table border="1"> <tr> <td>X</td> <td>-2</td> <td>-1</td> <td>0</td> <td>1</td> </tr> <tr> <td>y</td> <td>-2</td> <td>1</td> <td>4</td> <td>7</td> </tr> </table>	X	-2	-1	0	1	y	-2	1	4	7
X	-2	-1	0	1								
y	-2	1	4	7								
	$y = mx + c$	$m =$ gradient ie. How steep the curve is $c =$ $y$ intercept ie. Where the graph crosses the $y$ axis										
2	Gradient of a line	$y = mx + c$ ( $m$ is the gradient)  To calculate the gradient: $m = y/x$										
3	Parallel lines	If $m$ is the same. The lines are parallel										

## REAL LIFE GRAPHS- Videos 894/895

1	The gradient, $y$ -intercept and area under the graph might have a contextual meaning.  Example – Graph shows cost of hiring a ladder for various number of days. The gradient shows the cost per day. The $y$ -intercept shows the additional cost/deposit/charged.	
---	--	--

## CORRELATION- Videos 453

1	Positive and Negative Correlation	
2	Strong and Weak Correlation	
3	No correlation	



## UNIT 10H– PROBABILITY

## ESTIMATED MEAN/MEDIAN FROM A TABLE–Videos

351/352/353/354/364/357/361

1 Estimate outcomes	<table border="1"> <thead> <tr> <th>Colour</th> <th>Probability</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td><math>\frac{1}{2}</math></td> </tr> <tr> <td>Yellow</td> <td><math>\frac{1}{4}</math></td> </tr> <tr> <td>Red</td> <td><math>\frac{1}{8}</math></td> </tr> <tr> <td>Green</td> <td><math>\frac{1}{8}</math></td> </tr> </tbody> </table> <p>We calculate an estimate using:  <b>probability</b> × number of tries                  In 20 spins, we would expect:                  Yellow <math>\rightarrow \frac{1}{4} \times 20 = 5</math> <b>5 yellows</b></p>	Colour	Probability	Blue	$\frac{1}{2}$	Yellow	$\frac{1}{4}$	Red	$\frac{1}{8}$	Green	$\frac{1}{8}$	4 Successive independent events What is the probability of 2 heads on 2 successive throws  $P(h) \times p(h) = 0.5 \times 0.5 = 0.25$											
Colour	Probability																						
Blue	$\frac{1}{2}$																						
Yellow	$\frac{1}{4}$																						
Red	$\frac{1}{8}$																						
Green	$\frac{1}{8}$																						
2 Relative Frequency	<table border="1"> <thead> <tr> <th>Item</th> <th>Frequency</th> <th>Relative frequency</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> <td>4/20 (or 20%)</td> </tr> <tr> <td>2</td> <td>5</td> <td>5/20 (or 25%)</td> </tr> <tr> <td>3</td> <td>5</td> <td>5/20 (or 25%)</td> </tr> <tr> <td>4</td> <td>2</td> <td>2/20 (or 10%)</td> </tr> <tr> <td>5</td> <td>4</td> <td>4/20 (or 20%)</td> </tr> <tr> <td>Total</td> <td>20</td> <td></td> </tr> </tbody> </table>	Item	Frequency	Relative frequency	1	4	4/20 (or 20%)	2	5	5/20 (or 25%)	3	5	5/20 (or 25%)	4	2	2/20 (or 10%)	5	4	4/20 (or 20%)	Total	20		5 Successive dependent events 
Item	Frequency	Relative frequency																					
1	4	4/20 (or 20%)																					
2	5	5/20 (or 25%)																					
3	5	5/20 (or 25%)																					
4	2	2/20 (or 10%)																					
5	4	4/20 (or 20%)																					
Total	20																						
3 Independent & non-independent events	<p>Is it possible for the events to happen in any order?                  YES <math>\rightarrow</math> <b>Dependent</b>                  NO <math>\rightarrow</math> <b>Independent</b></p> <p>Does one event in any way affect the outcome (or the odds) of the other event?                  YES <math>\rightarrow</math> <b>Dependent</b>                  NO <math>\rightarrow</math> <b>Independent</b></p>	5 And Or Rule And: multiply × Or: add +																					
		6 Conditional probability Probability which depends on a <u>previous</u> event. Eg if I choose a card but don't replace it and then choose another, the probability will change.																					

## CALCULATING PROBABILITY/RELATIVE FREQUENCY/SAMPLE SPACE- Videos

359/356/357

1	Calculating Probability	$\frac{\text{number of successful outcomes}}{\text{number of possible outcomes}}$																		
2	Relative Frequency $\frac{\text{Frequency}}{\text{Total}}$	<table border="1"> <thead> <tr> <th>Color</th> <th>Frequency</th> <th>Relative Frequency</th> </tr> </thead> <tbody> <tr> <td>Purple</td> <td>7</td> <td>7/20= 35%</td> </tr> <tr> <td>Blue</td> <td>3</td> <td>3/20=15%</td> </tr> <tr> <td>Pink</td> <td>5</td> <td>5/20=25%</td> </tr> <tr> <td>Orange</td> <td>5</td> <td>5/20=25%</td> </tr> <tr> <td>Total</td> <td>20</td> <td>20/20= 100%</td> </tr> </tbody> </table>	Color	Frequency	Relative Frequency	Purple	7	7/20= 35%	Blue	3	3/20=15%	Pink	5	5/20=25%	Orange	5	5/20=25%	Total	20	20/20= 100%
Color	Frequency	Relative Frequency																		
Purple	7	7/20= 35%																		
Blue	3	3/20=15%																		
Pink	5	5/20=25%																		
Orange	5	5/20=25%																		
Total	20	20/20= 100%																		
1	Theoretical Probability	$\frac{\text{Number of Favourable Outcomes}}{\text{Total Number of Possible Outcomes}}$																		
2	Relative Frequency	$\frac{\text{Number of Successful Trials}}{\text{Total Number of Trials}}$																		
3	Sample Space	The <b>set of all possible outcomes</b> of an experiment. 																		

## CALCULATING PROBABILITY/RELATIVE FREQUENCY/MUTUALLY EXCLUSIVE- Videos

359/356/357

1	Probability scale 
2	Mutually exclusive Events that cannot happen at the same time. Eg flipping a head and a tail
3	Expected probability Generating expected numbers based on theory. Eg if you flip a coin 100 times you would expect 50 heads as the probability is 0.5 (0.5 x 100 = 50)
4	Relative frequency Probability generated from an experiment. Eg. If you roll a dice 50 times and get 7 6s. The experimental probability is 7/50

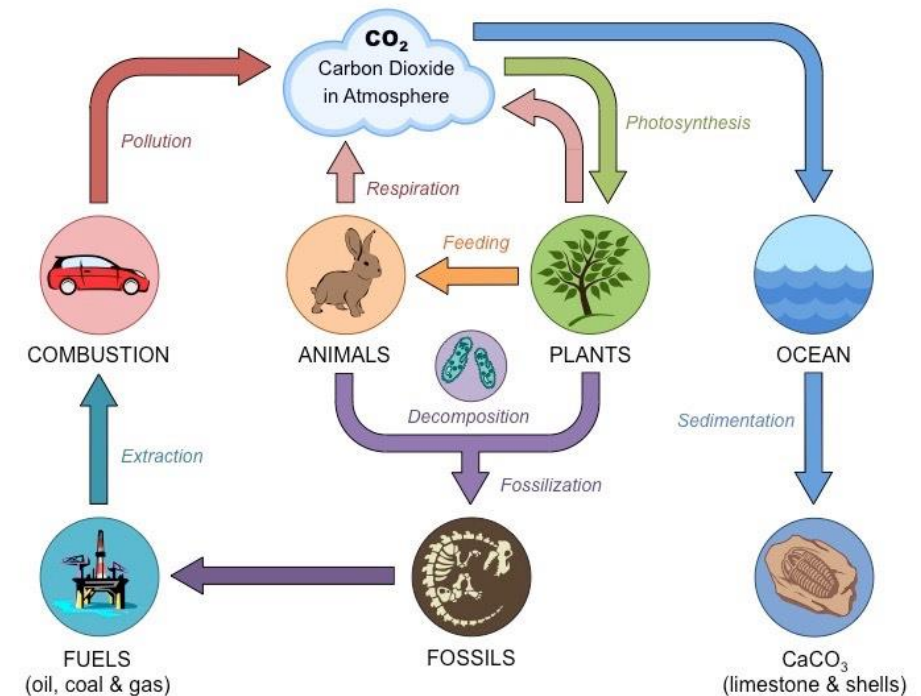
## Vocabulary

1	Probability	The extent to how likely something is to occur.
2	Mutually Exclusive	Events are mutually exclusive if they <b>cannot happen at the same time.</b>

**Key Terms**
**Knowledge Organiser – Ecology**
**Diagrams**

Population	The total number of organisms of the same species in an area.
Community	Populations of different species living in the same area.
Competition	The contest between organisms for resources.
Interdependence	All the organisms in a community depend upon each other.
Abiotic	The non-living parts of the environment.
Biotic	The living parts of the environment.
Invasive species	An organism that is not native and causes negative effects.
Ecosystem	The interaction of a community of living organisms and the non-living parts of the environment.
Structural adaptation	An advantage to an organism as a result of the way it is formed eg streamlining.
Behavioural adaptation	An advantage to an organism as a result of its behavior.
Functional adaptation	An advantage to an organism as a result of a process eg venom.
Extreme environment	A location in which it is challenging for most organisms to live.
Extremophile	An organism that lives in an extreme environment.
Sampling	Recording a small amount of information to make wider conclusions.
Quadrat	A square frame used in sampling.
Transect	A line along which systematic sampling occurs.
Producer	An organism that photosynthesises eg plant.
Biomass	A resource made from living organisms.
Consumer	An organism which eats other organisms. Primary consumers eat plants, secondary consumers eat herbivores, tertiary consumers eat carnivores.

Biodiversity	A measure of the different species present in a community.
Incomplete combustion	Burning of a fuel without enough oxygen leading to carbon monoxide production.
Recycle	Changing a waste product into new raw materials to make another product.
Sustainable	An activity that can continue without damaging the environment.
Deforestation	Cutting trees down to use the land for something else.
Conservation	Protecting an ecosystem or species from reduced numbers and often extinction.

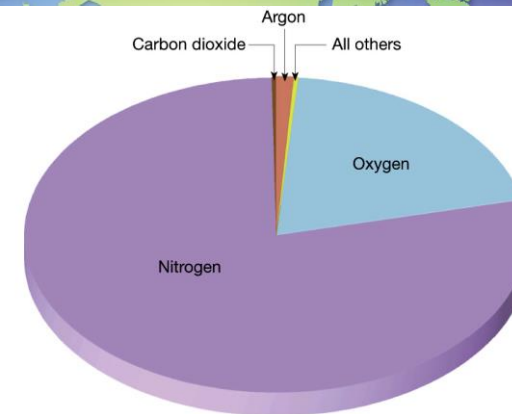
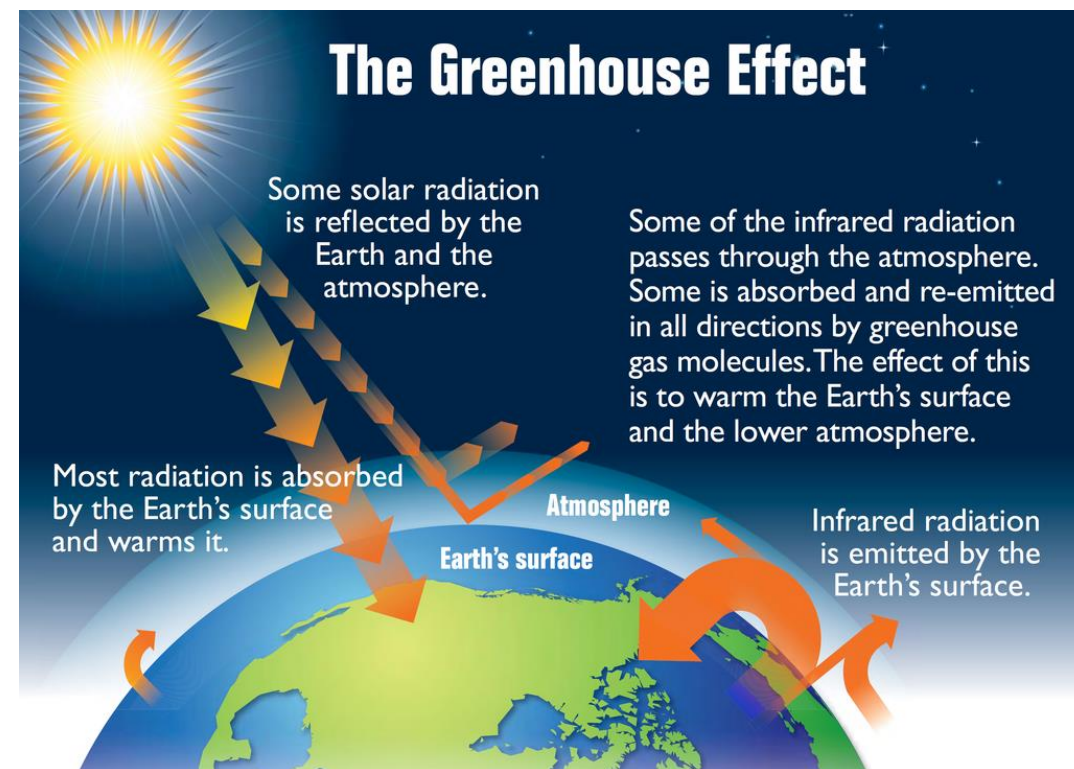
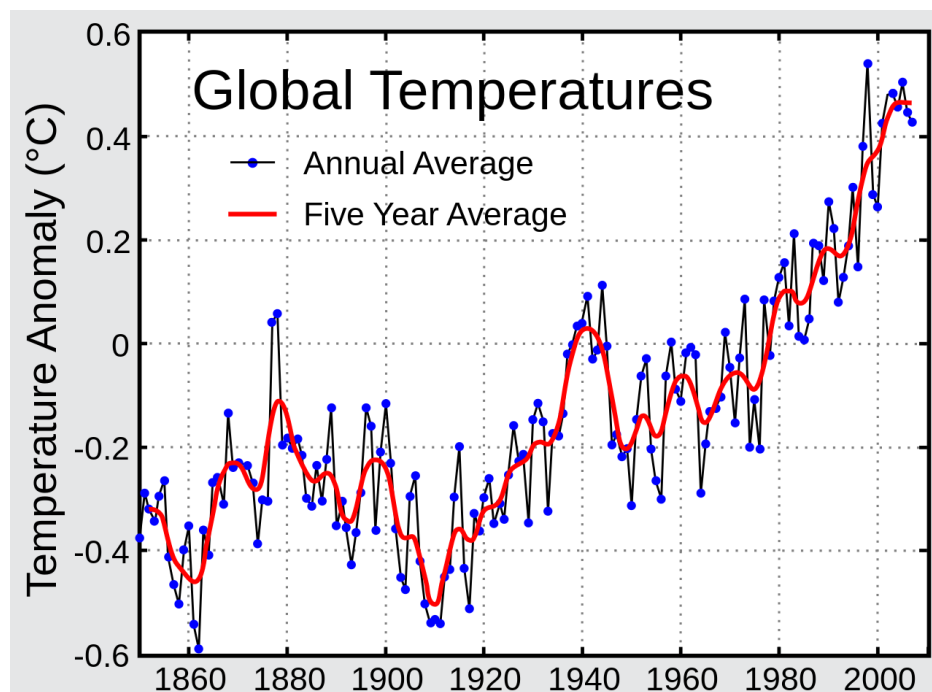


## Key Terms

## 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 suns radiation.
Global warming	An increase in the temperature of the Earths 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.



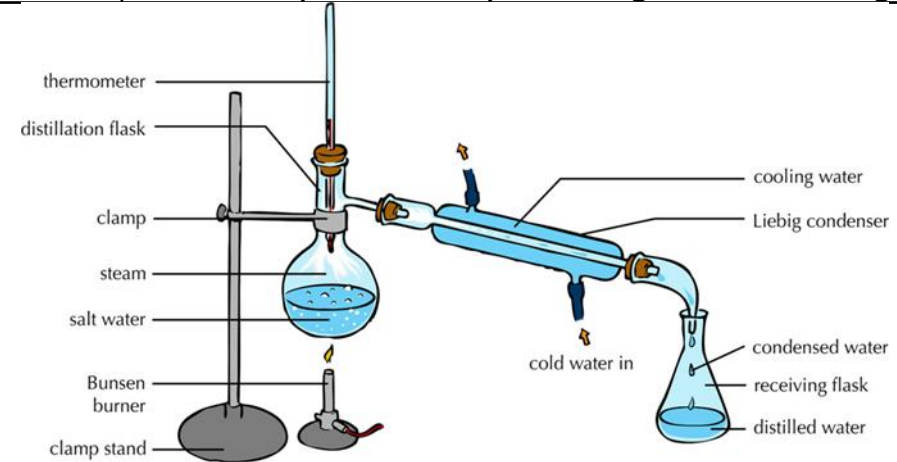
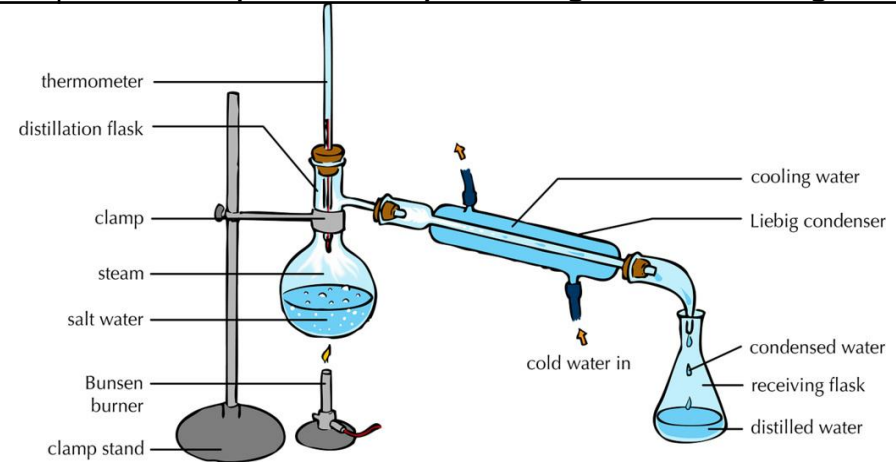


# Knowledge Organiser – Using the Earths Resources

Finite resource	A resource that cannot be replaced once it has been used.
Renewable resource	A resource that we can replace once we have used it.
Sustainable development	Using resources to meet the needs of people today without preventing people in the future from meeting theirs.
Life cycle assessment	An examination of the impact of a product on the environment throughout its life.
Value judgement	An assessment of a situation that may be subjective, based on a persons opinion and / or values.
Desalination	Process to remove dissolved substances from sea water.
Ore	A rock from which a metal can be extracted for profit.
Phytomining	The use of plants to absorb metal compounds from soil as part of metal extraction.
Bioleaching	The use of dilute acid to produce soluble metal compounds from insoluble metal compounds.
Leachate	A solution produced by leaching or bioleaching.

# Knowledge Organiser – Using the Earths Resources

Finite resource	A resource that cannot be replaced once it has been used.
Renewable resource	A resource that we can replace once we have used it.
Sustainable development	Using resources to meet the needs of people today without preventing people in the future from meeting theirs.
Life cycle assessment	An examination of the impact of a product on the environment throughout its life.
Value judgement	An assessment of a situation that may be subjective, based on a persons opinion and / or values.
Desalination	Process to remove dissolved substances from sea water.
Ore	A rock from which a metal can be extracted for profit.
Phytomining	The use of plants to absorb metal compounds from soil as part of metal extraction.
Bioleaching	The use of dilute acid to produce soluble metal compounds from insoluble metal compounds.
Leachate	A solution produced by leaching or bioleaching.



Relief of the UK	
Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics.	
Key	
Lowlands	
Uplands	



**Areas +600m:** Peaks and ridges cold, misty and snow common. i.e. Scotland

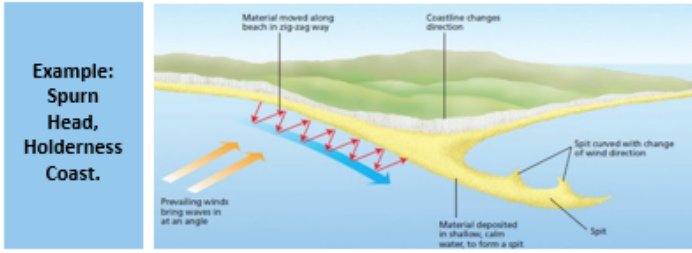
**Areas -200m:** Flat or rolling hills. Warmer weather. i.e. Fens

Types of Erosion	
The break down and transport of rocks – smooth, round and sorted.	
<b>Attrition</b>	Rocks that bash together to become smooth/smaller.
<b>Solution</b>	A chemical reaction that dissolves rocks.
<b>Abrasion</b>	Rocks hurled at the base of a cliff to break pieces apart.
<b>Hydraulic Action</b>	Water enters cracks in the cliff, air compresses, causing the crack to expand.

Types of Transportation	
A natural process by which eroded material is carried/transported.	
<b>Solution</b>	Minerals dissolve in water and are carried along.
<b>Suspension</b>	Sediment is carried along in the flow of the water.
<b>Saltation</b>	Pebbles that bounce along the sea/river bed.
<b>Traction</b>	Boulders that roll along a river/sea bed by the force of the flowing water.

Mass Movement	
A large movement of soil and rock debris that moves down slopes in response to the pull of gravity in a vertical direction.	
1	Rain saturates the permeable rock above the impermeable rock making it heavy.
2	Waves or a river will erode the base of the slope making it unstable.
3	Eventually the weight of the permeable rock above the impermeable rock weakens and collapses.
4	The debris at the base of the cliff is then removed and transported by waves or river.

**Formation of Coastal Spits - Deposition**

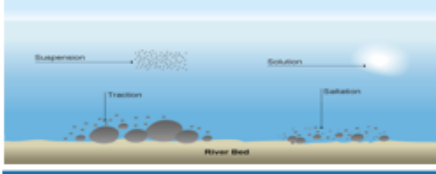


- 1) Swash moves up the beach at the angle of the prevailing wind.
- 2) Backwash moves down the beach at 90° to coastline, due to gravity.
- 3) Zigzag movement (Longshore Drift) transports material along beach.
- 4) Deposition causes beach to extend, until reaching a river estuary.
- 5) Change in prevailing wind direction forms a hook.
- 6) Sheltered area behind spit encourages deposition, salt marsh forms.

**Types of Weathering**

Weathering is the breakdown of rocks where they are.

<b>Chemical</b>	Breakdown of rock by changing its chemical composition.
<b>Mechanical</b>	Breakdown of rock without changing its chemical composition. E.g. freeze thaw

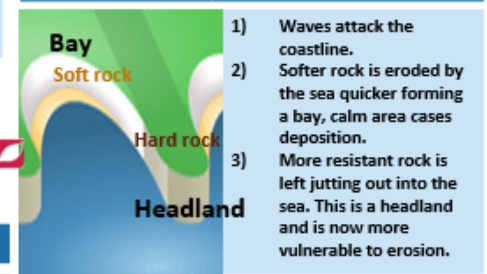


**What is Deposition?**

When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition.



**Formation of Bays and Headlands**

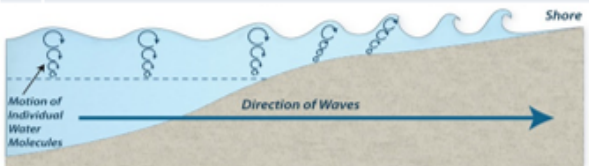


**How do waves form?**

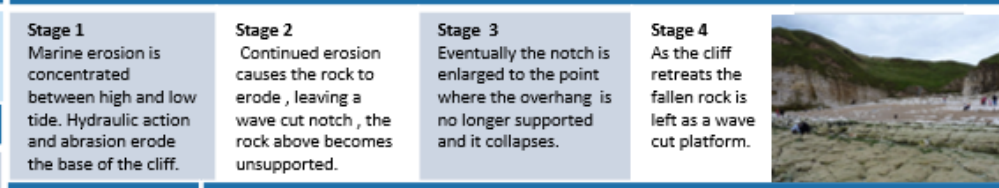
Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.

**Why do waves break?**

- 1) Waves start out at sea.
- 2) As waves approaches the shore, friction slows the base.
- 3) This causes the orbit to become elliptical.
- 4) Until the top of the wave breaks over.



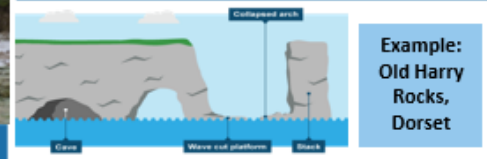
**Formation of a wave cut platform- landform of erosion**



**Size of waves**      **Types of Waves**

<ul style="list-style-type: none"> <li>Fetch how far the wave has travelled</li> <li>Strength of the wind.</li> <li>How long the wind has been blowing for.</li> </ul>	<p><b>Constructive Waves</b></p> <p>This wave has a swash that is stronger than the backwash. This therefore builds up the coast.</p>	<p><b>Destructive Waves</b></p> <p>This wave has a backwash that is stronger than the swash. This therefore erodes the coast.</p>
--	---	---

**Formation of Coastal Stack**



- 1) Hydraulic action widens cracks in the cliff face over time.
- 2) Abrasion forms a wave cut notch between HT and LT.
- 3) Further abrasion widens the wave cut notch to form a cave.
- 4) Caves from both sides of the headland break through to form an arch.
- 5) Weather above/erosion below –arch collapses leaving stack.
- 6) Further weathering and erosion eaves a stump.

Unit 1c

Physical Landscapes in the UK  
enjoylearnsucceed



Coastal Defences		
Hard Engineering Defences		
<b>Groynes</b>	Wood barriers prevent longshore drift, so the beach can build up.	<ul style="list-style-type: none"> <li>✓ Beach still accessible.</li> <li>✗ No deposition further down coast = erodes faster.</li> </ul>
<b>Sea Walls</b>	Concrete walls break up the energy of the wave. Has a lip to stop waves going over.	<ul style="list-style-type: none"> <li>✓ Long life span</li> <li>✓ Protects from flooding</li> <li>✗ Curved shape encourages erosion of beach deposits.</li> </ul>
<b>Gabions or Rip Rap</b>	Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.	<ul style="list-style-type: none"> <li>✓ Cheap</li> <li>✓ Local material can be used to look less strange.</li> <li>✗ Will need replacing.</li> </ul>

Soft Engineering Defences		
<b>Beach Nourishment</b>	Beaches built up with sand, so waves have to travel further before eroding cliffs.	<ul style="list-style-type: none"> <li>✓ Cheap</li> <li>✓ Beach for tourists.</li> <li>✗ Storms = need replacing.</li> <li>✗ Offshore dredging damages seabed.</li> </ul>
<b>Managed Retreat</b>	Low value areas of the coast are left to flood & erode.	<ul style="list-style-type: none"> <li>✓ Reduce flood risk</li> <li>✓ Creates wildlife habitats.</li> <li>✗ Compensation for land.</li> </ul>

**Case Study: Holderness Coast**

**Location and Background**  
The Holderness Coast is in North East England. It has one of the highest rates of coastal erosion in Europe. It stretches from Flamborough Head to Spurn Point. Key settlements include Hornsea and Mableton.

**Geomorphic Processes**  
-Erosion is causing the cliffs to collapse along the coastline.  
-Flamborough Head is made of chalk- strong resistant rock where as the rest of the coast is made out of less resistant rock- Boulder Clay.  
- The prevailing winds mean that eroded material is moved south, along the coast by longshore drift.  
- -About 1.8m of land is lost each year.  
- There are important areas along the coast including Gas Terminals and Nature reserves as well as seaside towns.

**Management**  
-Mableton- rock armour and two rock groynes have been built to absorb the power of the waves.  
-Hornsea- a sea wall has been built, wooden groynes prevent the movement of sand, as well as rock armour to absorb the energy. Loss of land to the south of these places is still a concern. Also as the sand is being trapped, less material is coming down the coast which is affecting the wildlife at Spurn Head.

Water Cycle Key Terms	
<b>Precipitation</b>	Moisture falling from clouds as rain, snow or hail.
<b>Interception</b>	Vegetation prevent water reaching the ground.
<b>Surface Runoff</b>	Water flowing over surface of the land into rivers
<b>Infiltration</b>	Water absorbed into the soil from the ground.
<b>Transpiration</b>	Water lost through leaves of plants.
Physical and Human Causes of Flooding.	
<i>Physical:</i> Prolong & heavy rainfall Long periods of rain causes soil to become saturated leading runoff.	<i>Physical:</i> Geology Impermeable rocks causes surface runoff to increase river discharge.
<i>Physical:</i> Relief Steep-sided valleys channels water to flow quickly into rivers causing greater discharge.	<i>Human:</i> Land Use Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff.

**Upper Course of a River**  
Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

**Formation of a Waterfall**

- 1) River flows over alternative types of rocks.
- 2) River erodes soft rock faster creating a step.
- 3) Further hydraulic action and abrasion form a plunge pool beneath.
- 4) Hard rock above is undercut leaving cap rock which collapses providing more material for erosion.
- 5) Waterfall retreats leaving steep sided gorge.

**Middle Course of a River**

Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

**Formation of Ox-bow Lakes**

Step 1	Step 2
<p>Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope.</p>	<p>Further hydraulic action and abrasion of outer banks, neck gets smaller.</p>
Step 3	Step 4
<p>Erosion breaks through neck, so river takes the fastest route, redirecting flow</p>	<p>Evaporation and deposition cuts off main channel leaving an oxbow lake.</p>

**Lower Course of a River**

Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.

**Formation of Floodplains and levees**

When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees.

- ✓ Nutrient rich soil makes it ideal for farming.
- ✓ Flat land for building houses.

**River Management Schemes**

Soft Engineering	Hard Engineering
<p><b>Afforestation</b> – plant trees to soak up rainwater, reduces flood risk.  <b>Demountable Flood Barriers</b> put in place when warning raised.  <b>Managed Flooding</b> – naturally let areas flood, protect settlements.</p>	<p><b>Straightening Channel</b> – increases velocity to remove flood water.  <b>Artificial Levees</b> – heightens river so flood water is contained.  <b>Deepening or widening river</b> to increase capacity for a flood.</p>

**Hydrographs and River Discharge**

River discharge is the volume of water that flows in a river. Hydrographs who discharge at a certain point in a river changes over time in relation to rainfall

1. **Peak discharge** is the discharge in a period of time.
2. **Lag time** is the delay between peak rainfall and peak discharge.
3. **Rising limb** is the increase in river discharge.
4. **Falling limb** is the decrease in river discharge to normal level.

**Case Study: The River Tees**

**Location and Background**  
Located in the North of England and flows 137km from the Pennines to the North Sea at Red Car.

**Geomorphic Processes**  
**Upper** – Features include V-Shaped valley, rapids and waterfalls. Highforce Waterfall drops 21m and is made from harder Whinstone and softer limestone rocks. Gradually a gorge has been formed.  
**Middle** – Features include meanders and ox-bow lakes. The meander near Yarm encloses the town.  
**Lower** – Greater lateral erosion creates features such as floodplains & levees. Mudflats at the river's estuary.

**Management**  
 -Towns such as Yarm and Middleborough are economically and socially important due to houses and jobs that are located there.  
 -Dams and reservoirs in the upper course, controls river's flow during high & low rainfall.  
 - Better flood warning systems, more flood zoning and river dredging reduces flooding.



1 Mechanical Weathering  
Physical break down of exposed rock for example by freeze thaw.

3 Mass Movement  
The downhill movement of weathered material under the force of gravity. The speed can vary considerably.

6 Transpiration  
The movement of eroded material.

9 Erosion  
The wearing away and removal of material by a moving force, such as a breaking wave.

11 Attrition  
Rocks being carried by the sea smash together and break into smaller, smoother and rounder particles.

2 Chemical Weathering  
The break down of rock caused by a chemical change within that rock; sea water can cause chemical weathering of cliffs.

4 Sliding  
After heavy rain material becomes saturated and the extra weight causes the material to become unstable and move downhill.

7 Longshore Drift  
The zigzag movement of sediment along a shore resulting in the gradual movement of beach materials along the coast.

10 Hydraulic Power  
Waves power compresses pockets of air in cracks in a cliff. The pressure may cause the crack to widen, breaking off rock.

12 Abrasion (Corrasion)  
Rocks carried by the waves act like sand paper and break down the cliff base.

5 Slumping  
Rapid mass movement which involves a whole segment of the cliff moving down-slope along a line of weakness.

8 Deposition  
Occurs when material being transported by the sea is dropped due to the sea losing energy.

## Coasts Definitions

13 Headlands and Bays  
A headland is land that sticks out as it is less easily eroded. A bay is an area between two headlands that has eroded faster.

14 Wave-cut platform  
A rocky, level shelf at or around sea level representing the base of old, retreated cliffs.

15 Sand Dune  
Coastal sand hill above the high tide mark, shaped by wind action, covered with grasses and shrubs.

16 Spit  
A depositional landform formed when a finger of sediment extends from the shore out to sea, often at a river mouth.

17 Bar  
A bar is a spit that grows across a bay. If it encloses the bay it creates a lagoon.

18 Cliff  
A steep high rock face formed by weathering and erosion along the coastline.

19 Cave  
A large hole in the cliff caused by waves forcing their way into cracks in the cliff face.

20 Arch  
When waves erode a cave until it goes all the way through the headland.

21 Stack  
A pillar of rock left when the top of an arch has collapsed.

22 Stump  
Over time further erosion reduces the stack to a smaller, lower stump.

23 Hard Engineering  
The use of concrete and large artificial structures by engineers to defend land against natural erosion processes.

24 Sea Wall  
A concrete wall which aims to prevent erosion of the coast by providing a barrier which reflects wave energy.

25 Rock Armour  
Large boulders dumped on the beach as part of the coastal defences.

26 Gabions  
Steel wire mesh filled with boulders used in coastal defences.

27 Groynes  
A wooden barrier built out into the sea to stop the longshore drift of sand and shingle, and so cause the beach to grow.

1. Read – cover – say.

2. RAG rate the key words. Practice the red and amber ones most.

3. Which key words can you link together?

28 Soft Engineering  
Managing erosion by working with natural processes to help restore beaches and coastal ecosystems.

29 Beach Nourishment  
Managing erosion by working with natural processes to help restore beaches and coastal ecosystems.

30 Beach Reprofiling  
Changing the profile or shape of the beach. by transferring material from the lower to the upper beach.

31 Dune Regeneration  
Action taken to build up dunes and increase vegetation to strengthen the dunes and prevent excessive coastal retreat.

32 Managed Retreat  
Allowing cliff erosion to occur as nature taking its course: erosion in some areas, deposition in others.

## 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"> <li>• USSR</li> <li>• China</li> <li>• North Korea</li> <li>• East Germany</li> <li>• Hungary</li> </ul>	Examples of democratic countries in 1950: <ul style="list-style-type: none"> <li>• USA</li> <li>• United Kingdom</li> <li>• South Korea</li> <li>• West Germany</li> <li>• France</li> </ul>



## 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.



### 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.

### 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.



### 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.

### 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.



# 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?'

## 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.</p> <p>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.



# FREE TIME

## A. LES SPORTS

l'athlétisme	athletics
le badminton	badminton
le basket	basketball
le cyclisme	cycling
l'équitation	horse riding
le foot	football
le golf	golf
la gymnastique	gymnastics
le hockey	hockey
la natation	swimming
le patinage	skating
le ping-pong	ping-pong
la planche à voile	windsurfing
le rugby	rugby
le skate 	skateboarding
le ski 	skiing
le tennis	tennis
le vélo	cycling
la voile	sailing
le volley-ball	volleyball
le patin à glace	ice skating
la plongée	diving



### REMEMBER!

<b>jouer</b>	<b>à</b>
<b>faire</b>	<b>de</b>



### Intensifiers

Très = very  
 Beaucoup = a lot  
 Un peu = a little  
 Assez = quite  
 Trop = too

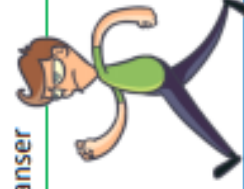
### ALLER—To go

Je vais
Tu vas
Il/elle va
Nous allons
Vous allez
Ils/elles vont



## B. LES ACTIVITÉS

jouer aux cartes	to play cards
jouer de la trompette	to play the trumpet
jouer de la batterie	to play the drums
jouer du clavier	to play the keyboard
faire les magasins	to go shopping
faire des courses	to go shopping
faire de la cuisine	to cook
faire de l'exercice	to do exercise
écouter de la musique	to listen to music
aller au club de jeunes	to go to the youth club
aller à la pêche	to go fishing
lire	to read
voir un film	to watch a film
regarder la télévision	to watch TV
dessiner	to draw
danser	to dance



## C. FREQUENCY PHRASES

normalement	normally
généralement	generally
de temps en temps	from time to time
souvent	often
jamais	never
tous les jours	every day
toujours	always
quelquefois	sometimes
parfois	sometimes
chaque soir	every evening

## D. OPINION PHRASES

J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
Je préfère	I prefer
C'est	It is
C'était	It was
Ce sera	It will be
Ce serait	It would be
Ça me plaît	It pleases me
Je trouve ça	I find that
C'est vrai que	It's true that
Je le/la/les trouve	I find it/them



## PAST TENSE

Present tense of *avoir*

+

Past participle:

er → é  
 ir → i  
 re → u

e.g. J'ai joué = I played

## NEAR FUTURE TENSE

Present tense of *aller*

+

infinitive

e.g. Je vais jouer =  
 I am going to play





Urdu	English	Urdu	English
سیکھنا	to learn	لازمی	compulsory
عام جدول	a timetable	ٹیسٹ	tests
سکول کے قوانین	School rules	سال دہرانا	to repeat a school year
سکول / مدرسہ / اسکول	school (informal word)	نقل لگانا	to cheat

### Fancy Phrases

- ۱۔ میں۔۔۔ میں مضبوط / کمزور ہوں
- ۲۔ میں توجہ دیتا ہوں تاکہ میں
- ۳۔ مجھے یقین ہے کہ
- ۴۔ میری خواہش ہے کہ

Module 5: تعلیم (at school) current and future study and employment



to answer

- ۱۔ اپنے مڈل اسکول کی وضاحت کریں۔
- ۲۔ پ نے کون سے مضامین کا انتخاب کیا؟
- ۳۔ ایک عام دن کے بارے میں مجھے بتائیں۔
- ۴۔ کیا آپ کو اپنا ابتدائی اسکول پسند ہے؟
- ۵۔ پاکستان اور انگلینڈ میں تعلیم کے مابین اختلافات کے بارے میں آپ کی کیا رائے ہے؟
- ۶۔ جب آپ کالج چھوڑیں گے تو آپ کیا کریں گے؟
- ۷۔ اسکول کے ضوابط کے بارے میں آپ کا کیا خیال ہے؟
- ۸۔ مجھے اسکول کے ایک حالیہ دورے کے بارے میں بتائیں۔

### adjectives

مضبوط۔ کمزور۔ تحفہ۔ دلچسپ۔ مشکل  
بورنگ۔ پیچیدہ۔ مشکل۔ مفید۔ اچھے  
دوستانہ۔ سخت۔ مضحکہ خیز۔ اچھے  
معقول۔ میلے۔ مایوس کن۔ خطرناک  
سبزی خور۔ صحت مند۔ قابل ہضم۔  
متوازن غذا۔ باوقار۔ باعزت۔

### intensifiers

کافی / تھوڑا / کچھ / بھی / اتنا / صرف  
/ شاذ و نادر / واضح طور پر / اس دوران  
میں

### time phrases

کل / پر سوں سے پہلے / جب PAST  
میں جو ان تھا / حال ہی میں

اکثر / عام طور پر PRESENT

کل / اگلے دن / اگلے سال FUTURE

### Subtopics

- School subjects, routines, uniform
- Comparisons with schools in Pakistan
- School rules
- School trips

### Key grammar

- Verb ending
- Masculine / Feminine
- Singular / Plural
- Complex structures
- Connectives

### Connectives

- تاہم - however
- کیونکہ - because
- کہاں - where
- جیسے - as / like

Infinitive	English	present	done)	imperfect (I was / used to)	future (I will do)	conditional (I would do)
پڑھنا	to study	پڑھتا / پڑھتی	پڑھ چکا / پڑھی	پڑھتا تھا / پڑھتی تھی	پڑھوں گا / گی	پڑھتا چاہوں گا / گی
کوشش کرنا	to try	کوشش کرتا / کرتی	کوشش کر چکا۔ پجھی	کوشش کرتا تھا / کرتی تھی	کوشش کروں گا / گی	کوشش کرتا چاہوں گا / گی
جانا	to go	جاتا / جاتی ہوں	جا چکا / چکی ہوں	جاتا تھا / جاتی تھی	جاؤں گا / گی	جاتا چاہوں گا / گی
کرنا	to do	میں کر	میں نے کیا	میں کر رہا تھا	میں کروں گا	میں کروں گا
ہے	to have	مجھا	میرے پاس	میں نے	ہوں گا	ہوں گا
ہو	to be	ہوں	رہا ہوں	میں تھا	ہوں گا	ہوں گا
پینا	to drink	پیتا	پنی چکا / پجھی	پیتا تھا / پیتی تھی	پیوں گا / گی	پیتا چاہوں گا / گی

# The Music Industry

## Regular Employment:

- Full time jobs (Monday to Friday) e.g. a Studio Manager.
- Part time jobs (1 - 4 days every week) e.g. a retail assistant.
- ☺ The employee gets paid every month.
- ☺ The employee gets paid if they are off sick.
- ☺ Tax is worked out for them.
- ☹ The employee can not go on holiday whenever they want to.



## Contracts:

A contract tells you:

- ✓ What the employee must do for their job.
- ✓ How much they will be paid.
- ✓ What their employer must do for them.
- ✓ How long they will work for.

## Tier 2 Vocabulary

- Identify** – say what something is
- Label** – give something a name
- Expand** – make something bigger
- Evaluate** – decide if something is good or bad
- Describe** – say what something is like
- Explain** – give reasons
- Consider** – think about
- Conclude** – decide whether something is true

*How many job roles can you remember?*

*What would their employment pattern be?*

## Flexible Employment:

- Self-employed (they have their own business) e.g. a Sound Technician.
- Freelance (they are their own boss) e.g. a Songwriter.
- Casual worker (they don't work all the time) e.g. Bar staff for gig nights.
- ☺ The employee decides which work they do.
- ☺ The employee can go on holiday whenever they like.
- ☹ The employee has to work out their tax on their own.
- ☹ The employee will not get paid if they are off sick.



## Key Terms:

- Employer** – Person or organisation that gives someone a job e.g. boss.
- Employee** – Person that has a job e.g. worker.
- Contract** – Agreement of employment.
- Salary** – How much someone earns per year.
- Pension** – Money paid into a fund for a worker retires.
- Tax** – A percentage of a person's income paid to the government.
- NI** – National Insurance.

# The Music Industry



**REGULAR EMPLOYMENT** tends to either be:

- **LONG-TERM/PERMANENT:** offering job security, but often rigid hours with limited holiday (i.e. a studio manager, as the studio is open all year round, with set opening hours)
- **SHORT/FIXED-TERM:** a defined period of work with contracted hours (i.e. a wedding function band, only contracted over the spring/summer)



a set amount of **HOLIDAY** (annual leave) each year

often have an annual **SALARY**

**REGULAR** payment: either weekly, fortnightly or monthly

may have to pay into a workplace **PENSION**

tax and national insurance automatically comes out with pay

usually entitled to sick pay

## Employment

**FREELANCE & SELF-EMPLOYMENT** allow for more flexible working:

- **FREELANCE:** work for themselves, but are often attached to companies for extended periods of time, and have to follow those rules. (i.e. session musicians will repeatedly work with the same studio)
- **SELF-EMPLOYED:** are their own business, and subject to their own rules/policies. (i.e. a self-employed sound technician will provide a service to events on their own terms, often using their own equipment)
- **CASUAL WORK:** Sporadic income, dependant on the work on offer (i.e. casual hours working in a box office: only when it's open)

file and pay tax yourself (via HMRC)

usually a short-term contract

no sick leave

often paid by the hour or by project

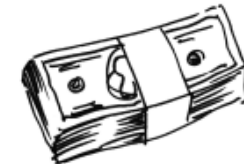
no paid annual leave

flexible hours (able to fit around other projects and can take holiday as and when)

organise your own pension

payment negotiated with employer and paid at agreed intervals

hours often dependant on consumer demands



### Tier 2 Vocabulary

- Identify** – say what something is
- Label** – give something a name
- Expand** – make something bigger
- Evaluate** – decide if something is good or bad
- Describe** – say what something is like
- Explain** – give reasons
- Consider** – think about
- Conclude** – decide whether something is true

### Key Terms:

- Employer** – Person or organisation that gives someone a job e.g. boss.
- Employee** – Person that has a job e.g. worker.
- Contract** – Agreement of employment.
- Salary** – How much someone earns per year.
- Pension** – Money paid into a fund for a worker retires.
- Tax** – A percentage of a person's income paid to the government.
- NI** – National Insurance.



## 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"> <li>• <b>Computer system</b>, e.g. PC (desktop or laptop), Mac® but also tablets such as an iPad®.</li> <li>• <b>Computer peripherals</b>, e.g. keyboard, mouse, track pad, graphics tablet, display monitor, microphone, speakers.</li> <li>• <b>Imaging devices</b>, e.g. digital camera, scanner.</li> <li>• <b>Other equipment</b>, e.g. pens, pencils, paper (since some pre-production documents should be drawn by hand).</li> </ul>	<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"> <li>• <b>Image editing or desktop publishing:</b> Adobe Photoshop®, Illustrator®, Serif DrawPlus/Affinity Designer®, Pixelmator, Microsoft Publisher®. <ul style="list-style-type: none"> <li>○ Used to create a digital mood board, visualisation diagram or storyboard.</li> </ul> </li> <li>• <b>Word processing:</b> Microsoft Word®, Apple Pages®. <ul style="list-style-type: none"> <li>○ Used to create a visualisation diagram or mood board.</li> </ul> </li> <li>• <b>Presentation software:</b> Microsoft Publisher®, Apple Keynote®. <ul style="list-style-type: none"> <li>○ Used to create a visualisation diagram or mood board.</li> </ul> </li> <li>• <b>Web browser:</b> Internet Explorer®, Safari®, Firefox®, Chrome™. <ul style="list-style-type: none"> <li>○ Used to obtain content for a mood board, or for an online applications such as mind maps.</li> </ul> </li> <li>• <b>Dedicated software applications:</b> for example 'Freemind' for mind maps, 'Storyboard That™' or 'Toom Boom Storyboard™'.</li> </ul>	<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"> <li>• Photographing the work, such as for a mood board or mind map.</li> <li>• Scanning the work, such as for a visualisation diagram or storyboard.</li> </ul>	
<p><b>Exam Tip</b></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><b>Think about it</b></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>	

## Autumn 1 (*Promotional Mix*)

**Advertising:** Where a business pays to have their product displayed in public spaces / in the media.

**Direct Marketing:** Where a business pays specialist sales staff to contact customers in order to push a product out to them.

**Personal Selling:** Where customers in a shop would be approached by sales staff who will help them choose the right product.

**Public Relations:** Where a business contacts media outlets (newspapers) to share a "newsworthy" story with them in the hope the newspaper will cover it.

**Special Offers:** Discount cards / money off sales etc. Used to attract more customers.

## Autumn 2 (*Types of Market*)

**Business to Customer:** This is a market where a business will sell their goods direct to the customer. This requires lots of individual purchases for the business to be profitable, and the product must appeal personally to the customer.

**Business to Business:** This is a market where businesses sell directly to one another. Less individual sales need to be made to stay profitable, as businesses are usually repeat customers. Price and impact on their own operations are more important selling points for business customers.

**Push Strategy:** Going out and marketing at customers.

**Pull Strategy:** Making a product seem desirable so customers seek it out.

## Spring 1 (*Financial Documents*)

(1) **Purchase Order:** The document sent from a customer to a supplier, requesting goods.

(2) **Delivery Note:** The document sent from a supplier to a customer, accompanying goods delivered and stating what they are.

(3) **Invoice:** Sent from a supplier to a customer outlining what they must pay for goods received.

(4) **Receipt:** Confirmation from the supplier to the buyer of what has been paid for.

(5) **Credit Note:** Sent by the supplier, outlining money the customer is owed if goods delivered were faulty.

(6) **Statement of Account:** Outlines past and outstanding payments from the customer over the past few months.

## Spring 2

**Revenue:** This is used to refer to any money received by an enterprise.

**Turnover:** This is revenue received within a certain period of time. For example Annual Turnover,

**Profit:** When a business has made more money than they initially spent.

**Loss:** When a business has made less money than they initially spent.

**Gross Profit:** This is the money made by the business once they have sold their products. It is calculated by subtracting the cost of sales from the turnover.

**Net Profit Ratio:** This gives a percentage of turnover that is kept as net profit.

## Summer 1

**Fixed Assets:** Assets that are not likely to change hands quickly. For example computers in the office, or a delivery van.

**Current Assets:** Assets that can change hands very quickly e.g. money in the cash register (till) or stock on the shelves of a shop.

**Current Liabilities:** Liabilities that will have to be paid off quickly e.g. by the end of the financial month. Examples of Current Liabilities include credit cards and overdrafts.

**Long-Term Liabilities:** Liabilities that can be paid off over a long period of time. Examples of Long-Term Liabilities include mortgages and large sums of money invested into a business in order to help it start up.

## Summer 2

**Capital:** The money needed by a business in order to start up or to expand. This can come from investors, bank loans and from the retained profits of the business.

**Liquidity:** This refers to a business's ability to pay off its debts. If a business has good liquidity then it is able to pay off its liabilities.

**Creditor:** A business or an individual that an enterprise owes money to.

**Debtor:** A business or an individual that owes money to an enterprise.

**Bankruptcy:** When a business is unable to pay off its liabilities and must cease trading.



## Promotions and their types

**Digital promotions** - is the use of one or more forms of electronic media to market or advertise a product or brand.



**Promotional objectives; all businesses need to set objectives for these promotional campaigns, some of these include:**

1. To raise awareness of a product or service
2. To remind
3. To differentiate
4. To persuade or inform
5. To create a market presence
6. To boost market share

**Traditional promotions** - It includes television, radio, outdoor billboards, print media, direct mail, bus and taxi sides, events such as festivals/shows/fairs, sponsorship.



**How do we know if the campaign is appropriate ?**

We look at the key factors that influence the selection of promotional methods.

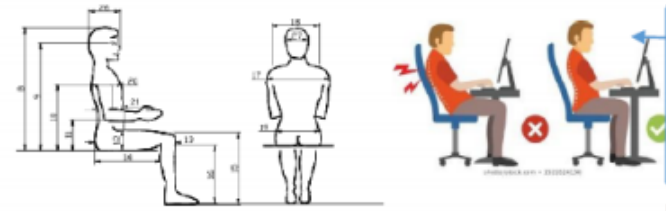
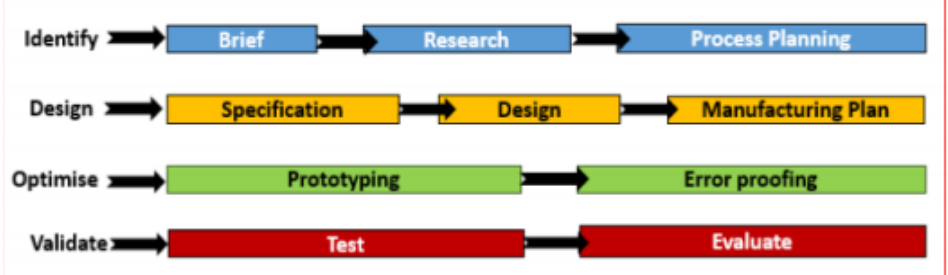
These could be : how the promotions appeal to the **customer profile**, the **market research** available, how all the methods link together (for example a **mix of digital** and **traditional** promotions).



# Knowledge Organiser:

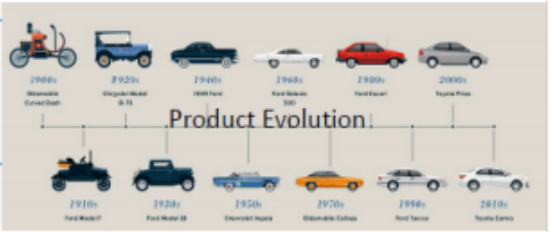
R105: OCR Engineering design  
Examination Subject Knowledge

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



**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



- 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.

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

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

**Registered Trademark (R)**, **Trade Mark (TM)**, **Copyright (C)**

**TOWER STRUCTURE**, **SPECIALIST JEWELLERY**, **BESPOKE CHAIR**

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

**SPECIAL EDITION CAR**, **KNOCKDOWN FURNITURE**

**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

**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 is produced (100,000s +)  
However, unlike Mass Production this is **never ending** production e.g. power plants

**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

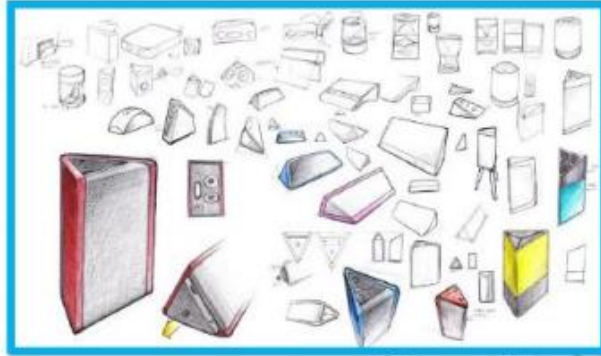
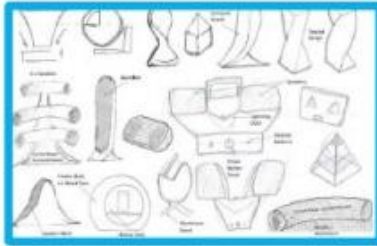
Specification Points	Meaning
Aesthetics	What the product will look like, style, colour, etc.
Customer	Who the <b>Target Market</b> is, how it will appeal to them, what <b>Anthropometrics</b> and <b>Ergonomics</b> will be used, etc.]
Cost	Cost to make, as well as cost to sell
Environment	Where it will 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 <b>Features</b> it will have
Materials	What is/ 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)*

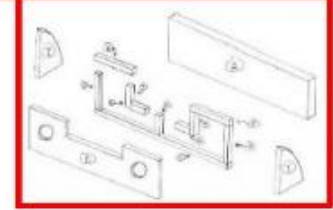
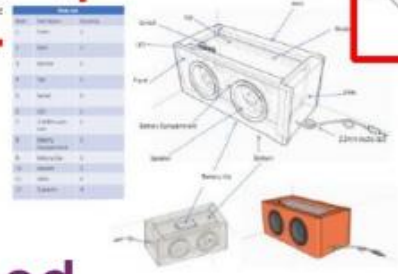
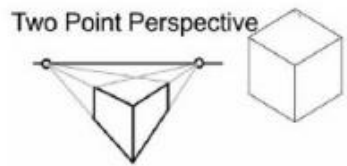
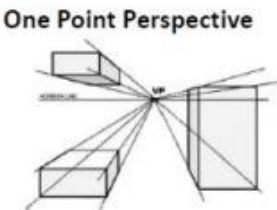
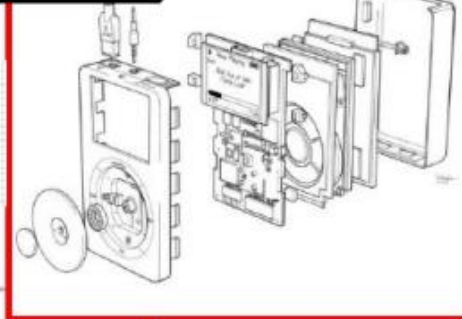
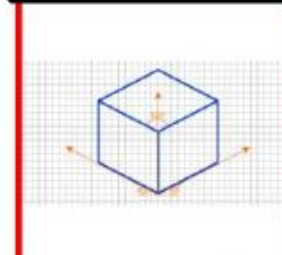
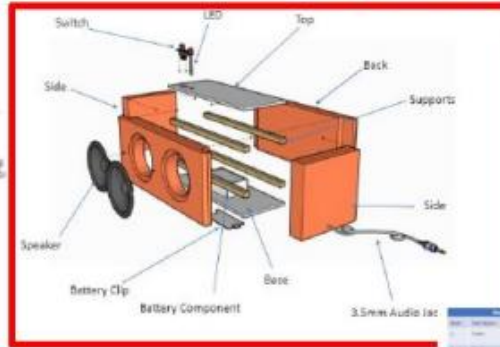
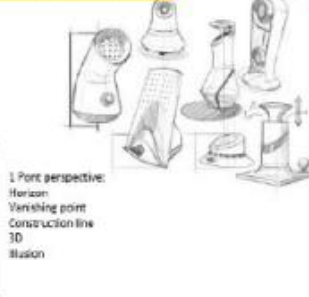
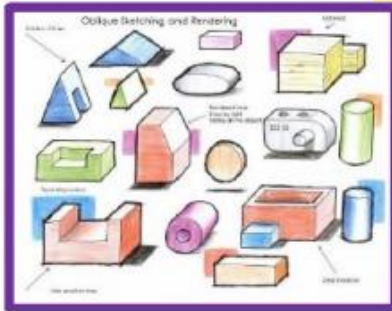
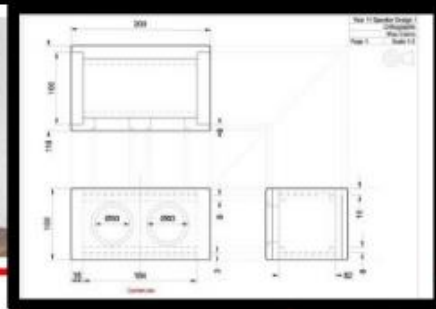
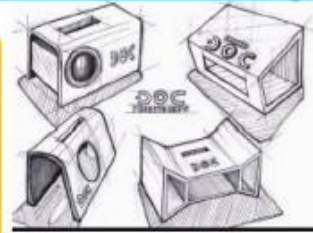
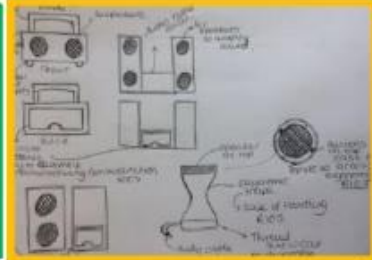
# Knowledge Organiser:

R107: OCR Engineering design  
Designing and developing Ideas



### ORTHOGRAPHIC PROJECTION.

- 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





## 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 <a href="http://www.hse.gov.uk/pubns/indg174.pdf">http://www.hse.gov.uk/pubns/indg174.pdf</a>
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?



### Risks to health and personal safety



### 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

### 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 security



## 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 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"> <li>• Having fire alarms and making sure they are tested regularly</li> <li>• Making sure escape routes are clear and adequately signed</li> <li>• Having suitable equipment such as fire extinguishers available</li> </ul>
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



## LO5: Be able to propose a hospitality and catering provision to meet specific requirements

### AC5.1 Options for catering provision

You have learned that the hospitality and catering provides accommodation, and food and drink, in venues outside of the home. The providers of hospitality and catering offer a wide variety of options for visitors with specific needs and for different locations and situations. The chart below shows a range of different options for catering and accommodation, along with advantages and disadvantages.

Provision	Advantages	Disadvantages
<b>Restaurants and Bistros</b>	Waiter service Can ask questions about the menu Comfortable seating at a table	Often more expensive than other options Waiting time can be longer than other options
<b>Pop-up Restaurants</b>	Often set up in a convenient location Prices can be cheaper Gives customers a chance to try new foods	The menu may be limited Only in location for a limited time
<b>Café</b>	Faster service than a restaurant Lower prices than a restaurant Wide menu choices-something for everyone	Can be crowded Seating may not be very comfortable, for example fixed seating.
<b>Street food</b>	Usually fast service Cheap prices Food is wrapped and ready to go Can ask questions about ingredients etc.	Hygiene may not be as good as indoor venues, for example lack of pest control and temperature control. There may be no seating available Usually need cash to pay
<b>Mobile vans</b>	Serve fresh, hot food Very convenient if in your location	Only available at set days/ times Limited menu choices Engine fumes can be a problem if engine left running
<b>Fast food</b>	Fast service Fast cooking, as food is often prepared/ cooked beforehand Cheaper prices Easy to eat	Often unhealthy choices Not all packaging can be recycled so may be damaging to the environment
<b>Take away and drive-through</b>	Fast and convenient Cheaper prices No need to get out of the car at drive-throughs, so convenient for families with children and disabled customers	Menu choice is limited Often unhealthy choices

Provision	Advantages	Disadvantages
<b>Tearooms and coffee shops</b>	Service is usually fast Food is often freshly prepared Good for snacks and lighter meals Branded coffee shops offer a familiar setting and menu	Limited menu choice Can be crowded seating may not be comfortable, for example raised stools Can be expensive
<b>Delicatessens and salad bars</b>	Offer a wide range of salads and sandwiches Often sell hot food such as soups and jacket potatoes	Waiting times can be long at peak times as food is often made to order Seating may be limited or in a small space
<b>Pubs and bars</b>	Food often available all day Generous portion sizes Wide menu choices Prices are often cheaper than restaurants Comfortable atmosphere	Seating may not be comfortable, for example raised stools Waiting time can be longer than some other options, for example fast food and cafes
<b>Private clubs and casinos</b>	Friendly service Lots of staff available to help Offer various food and drink choices	Membership is often required for private clubs, which can be expensive Menu choices can be limited There may be a dress code, for example men may need to wear a shirt and tie
<b>Visitor attractions (for example theme parks)</b>	Catering sited in convenient locations Fast service Choice of catering options to suit different guests May offer meal deals or unlimited drinks	The food is often expensive Can be long queues Small portions Some visitor attractions don't allow you to take your own food in, so they have a captive market
<b>Sport and concert stadiums</b>	Convenient Fast service Easy to eat foods	Long queues Often expensive Often no seating available Limited menu
<b>Vending machines</b>	Very convenient Open 24/7 Some take card payment	Choice of food/ drink very limited Can be expensive Machines may only take cash Can be out of order or money lost with no one around to help



## LO5: Be able to propose a hospitality and catering provision to meet specific requirements

### AC 5.2 Options for hospitality and catering provision

Provision	Advantages	Disadvantages
<b>Youth and backpacker hostels</b>	Cater for single people, couples, families and groups travelling on a limited budget Basic but wholesome meals are provided Self-catering facilities are usually available Some rooms are private and have <u>en</u> suite bathrooms Open to all ages	Mainly dormitory accommodation May have to share bedroom/ bathroom with others Food choice is very limited Usually pay more if you are not a member
<b>Holiday parks</b>	Suitable for single people, families and groups Offer a wide variety of activities for all ages Activities are scheduled at different times of the day to allow forward planning and choice Facilities for guests with limited mobility levels are usually very good Kids clubs are available which allows families time apart to follow their own interests	Can be expensive Quality of food and the food choices may be limited Lack of privacy Can be noisy environments
<b>B&amp;Bs and guest houses</b>	Often small and family run Friendly service Good value for money Guest houses may offer lunch and an evening meal	Less privacy than a hotel May have to share bathroom facilities with other guests
<b>Farmhouses</b>	Often offer B&B and holiday cottages Bedrooms meet national tourist board standards Rooms are inspected to make sure that offer value and quality	Some farms can be noisy and/or smelly depending on the type of farm Animals may wake up early, especially in summer, which can disturb guests
<b>Budget hotels (for example Travelodge, premier Inn)</b>	Cheaper than regular hotels Convenient locations, for example near motorways and airports Tea and coffee making facilities available Shops, cafes, and restaurants close by Many have Wi-Fi	Few staff on duty at any one time Can be noisy if near a motorway or airport Some restaurants are located next door to budget hotels, rather than part of the hotel
<b>Luxury hotels</b>	Offer room service Have Wi-Fi Often have sports facilities, such as a gym or swimming pool May have office and IT services Provide food 24/7 Have a choice of eating venues	Expensive Dress code may be formal
<b>Boutique hotels</b>	Friendly service Relaxed atmosphere Very suitable for couples Reputation for good food and wine	Expensive Children may not be allowed

#### Proposing ideas

In the Unit 1 assessment, you will need to be able to match different types of visitors to suitable types of catering and/or accommodation. The different types of visitors could include:

- Families with children under 12
- Families with teenage children
- Groups of people, for example a school group
- Old age pensioners (OAPs)
- Overseas visitors
- Single people
- Couples

A range of information must be gathered to be able to make a structured proposal for catering and accommodation for a specific requirement. You need to consider factors such as:

- Budget available
- Type of occasion
- Type of venue
- Number of people in the group
- Information about the area

The information given in the question should be used in your answer. Make sure you try to cover all the points made in the question to get more marks.

#### Justifying ideas

You need to be able to review (go over) and justify (say why) the reasons for the option you have chosen. For high marks you will need to be very clear and give as much detail as you can about the catering and/or accommodation selected.

You should select and reject different catering and accommodation options, and give clear reasons why you have accepted or rejected them.

The key points you make should be closely linked to the question and the scenario set.

#### Using supporting information

For the Unit 1 Assessment, you will be given information in the question that you need to refer to in your answer. This information may include:

- The type of visitors, for example families or groups
- The type of venue, for example a theme park
- The budget of the visitors, for example on a medium budget where the family can afford one meal at the theme park but snacks and drinks need to be brought from home.
- Food provision needed, for example lunch, snacks and drinks only.
- Accommodation provision needed, for example a budget hotel
- Information about an area, for example a seaside town with lots of cafes and some B&B accommodation available.

## KS4 Athletics

### Throwing

#### Keywords

Whip	Accuracy
Explosive	Drive
Stance	Balance
Control	Transfer of Weight
Speed	Take Off
Agility	Flight

Can you think of anymore?



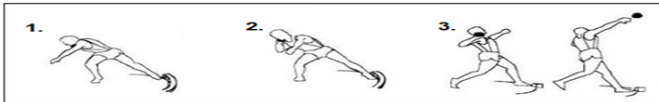
#### Discuss – Grip + Action:

- 'Swing' arm from a high to low position
- Release shot at 45 degrees



### Shot putt

1. Chin, knee and toe in a line
2. make a bow
3. push and watch it go



### Javelin

Which grip will you use?



The basics - can you step, make a C and throw?



#### Rules of Athletics

- Track** - You must be behind the line before you start a race.
- You must wait for the gun to sound before starting, if you start before the gun it is a false start and the race will start again.
  - You must stay in your own lane, if you cross into someone's lane you will be disqualified from the race.
- Field (throwing)** - When throwing you must stay behind the throwing line.
- If the object you are throwing goes out of the throwing area it is a 'no throw'
- Field (Jumping)** - When jumping you must take off from the board or behind it.
- You must jump into the designated area.
  - When measuring a jump you measure from the point closest to the take off board.

### Running

#### Sprint Start Technique

##### On Your Marks

- Rear knee should be level with front foot
- Form a 'V' behind the line with your hands
- Arms shoulder width apart, slightly ahead of hands

##### Get Set

- ❖ Raise hips higher than shoulders
- ❖ Lift legs at the knees
- ❖ Body weight on hands and feet equally

##### Go!

- ✓ Drive knee of rear leg forwards
- ✓ Extend front leg out
- ✓ Lean forwards
- ✓ Don't become upright too early

#### Up-Sweep



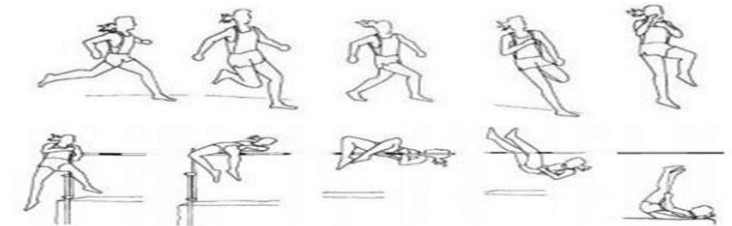
#### Down-Sweep



### Jumping

#### High Jump – Fosbury Flop Technique:

- Curve run up
- Take off with nearest leg to the bar (1 footed)
- Use arms to drive the jump upwards
- Push hips forward to arch back on take off.

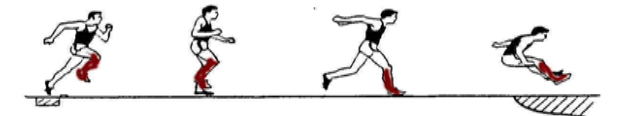


### Long Jump



1. run towards marker
2. take off on strongest foot
3. use your arms and legs for height and distance
4. land safely on two feet

#### Sequence for Triple Jump



HOP must take off and land on same foot

STEP must land on opposite foot

JUMP must land in the landing area

# Btec Sport Unit 2-Rules and Regulations Half Term 6

- **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.