



Year 11

**KNOWLEDGEABLE
AND EXPERT
LEARNERS**

September - October Knowledge Organisers

Comparisons:

1	Power of Nature	Ozymandias, The Prelude, Exposure, Storm on the Island, Tissue & Kamikaze.	6	Identity	My Last Duchess, The Charge of the Light Brigade, Poppies, Tissue, The Emigree, Kamikaze, Checking Out Me History.
2	Power of Humans	Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History.	7	Place	London, The Prelude, The Emigree, Kamikaze.
3	Effects of Conflict	The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, Poppies, War Photographer, Kamikaze.	8	Powerful Individuals	Ozymandias, My Last Duchess
4	Reality of Conflict	The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, War Photographer.	9	Political Power	Storm on the Island, London, The Charge of the Light Brigade
5	Individual Experiences	London, The Prelude, Bayonet Charge, Remains, Poppies, War Photographer, The Emigree, Kamikaze.	10	Memory	The Prelude, My Last Duchess, Remains, Poppies, War Photographer, The Emigree, Kamikaze.

Answer Structure:

1	Introduction	Both... In... However/Similarly... Ultimately...
2	2 x PEAs on poem 1	Poet 1 establishes... Poet 1 develops...
3	2 x PEAs on poem 2	Poet 2 establishes... Poet 2 develops...
4	Conclusion	Overall, the poets...

Key Language and Structural Methods:

1	What is a monologue?	A monologue poem features a single speaker who is a fictional character
2	What is caesura?	Punctuation marks indicate a break in the line of poetry. Usually occurs in the middle of a line.
3	What is enjambment?	The continuation of a sentence without a pause beyond the end of a line/stanza
4	What is free verse?	A poem without consistent metre patterns or rhyme scheme.
5	What is rhyme?	Correspondence of sound between words or ending of words.
6	What is a volta?	In a sonnet, the volta is the turn of thought or argument.
7	What is a couplet?	Pair of successive lines, typically rhyming and of the same length.
8	What is a sonnet?	One stanza, 14-line poem written in iambic pentameter.
9	What is a refrain?	A line or set of lines that repeatedly occurs in a poem.
10	What is a stanza?	A group of lines in a poem.

Poetic Language

1	Simile	A comparison made using the words "like" or "as."
2	Metaphor	A comparison – made directly or indirectly – without using "like" or "as."
3	Personification	Giving human characteristics to something which is not human.
4	Onomatopoeia	Words which attempt to imitate sounds.
5	Alliteration	A repetition of consonant sounds.
6	Assonance	A repetition of vowel sounds
7	Juxtaposition	Two things being placed close together for contrasting effect.
8	Semantic field	A set of words relating to the same topic. "Foul" and "Shot" would appear in the semantic field of sports.
9	Persona/ narrative voice	The voice/speaker of the poem who is different from the writer.
10	Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, "friendly fire."

Poetic Structures and Forms

1	Stanza	A group of lines separated from others in a poem.
2	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
3	Couplet	A pair of rhyming lines which follow on from one another.
4	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
5	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
6	Blank verse	Poetry written in non-rhyming, ten syllable lines.
7	Dramatic monologue	A poem in which an imagined speaker address the reader.
8	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.
9	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
10	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech.

How to approach an unseen poem

1	What	What is the poem about? What happens? What is the topic/theme?
2	How	How is this communicated? What language/structural techniques does the poet use to present this?
3	Effect	What is the effect on the reader? What response do they have to the poem? What do they learn/understand?

Context

Themes

1	Priestley	Fought in WW1. Socialist and member of the Labour Party. Concerned about social inequalities. Influential in developing the idea of the welfare state.
2	Historical	Set in 1912 at the end of the Edwardian era. Titanic sank in 1912. WW1: 1914-1918. WW2: 1939-45. First performed 1945 in Soviet Union. First performed 1946 in Britain.
3	Political	Liberal party in power in 1912. Labour party in power in 1945. Formation of the 'Welfare State' 1945-1951. In 1912 only men over 21 with property could vote. 1903-1914 saw the rise of the Suffragette movement. 1918 all men over 21 and women over 30 who met a property qualification could vote. 1928: All people over 21 could vote.
4	Social	1912: 10% of the population owned 90% of the wealth. No government assistance available. Charities were the only source of help for the poor.

Dramatic Devices

1	Dramatic Irony	The audience knows more than characters.
2	Sounds	Doorbell, telephone interrupt the Birlings comfort and complacency.
3	Lighting	"pink and intimate" to "brighter and harder" when the Inspector arrives. Interrogating morals, cutting through the lies and pretence.
4	Entrances/ Exits	Increase tension e.g. Eric walks in just as the audience realise that he is the father. Gerald's 'exit' in Act 2 prevents his remorse developing.
5	Props	Photograph: All Eva? Symbolic of the faceless poor that the wealthy pretend not to see. Sheila's ring as a symbolic of patriarchal control.
6	Stage directions	Indicate character attitudes, development, relationships setting and mood.

1	Social responsibility	"If I could help her now, I would." (Sheila) "We did her in all right" (Eric) "We are responsible for each other." Inspector Goole
2	Age	"The famous younger generation who know it all." (Birling) "Why, you hysterical young fool - get back - or I'll -" (Birling) "We often do on the young ones. They're more impressionable" (Inspector)
3	Class	"As if a girl of that sort would ever refuse money!" (Mrs B) "If you don't come down sharply on some of these people, they'd soon be asking for the earth." (Birling) "He's a notorious womaniser as well as being one of the worst sots and rogues in Brumley." (Gerald)
4	Gender	"I hate those hard-eyed dough-faced women." (Gerald) "...not only something to make 'em look prettier - but - well, a sort of sign or token of their self-respect." (Birling) "And you think young women ought to be protected against unpleasant and disturbing things?" (Inspector)
5	Socialism	"The money's not the important thing." (Eric) "We are members of one body." (Inspector) "Why shouldn't they try for higher wages? We try for the highest possible prices." (Eric) Key images: Beehive, chain
6	Capitalism	"It's my duty to keep labour costs down." (Birling) "A man has to make his own way - has to look after himself" (Birling) "Probably a socialist or some sort of crank" (Birling) Key image: Titanic

Subject: Maths

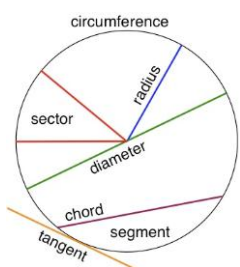
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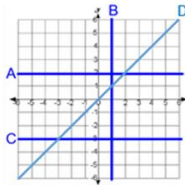
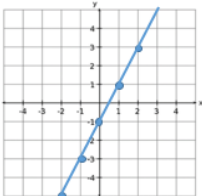
Statistics: Averages

1	Mode	Most common number in a data set
2	Median	The middle number when all numbers are in order
3	Mean	Add all the data up and divide by how many there are
4	Range	Highest value – lowest value
5	Mean from a frequency table	Create a fx column and multiply x by the frequency Add the answers together then divide by the total frequency

Geometry: Area and Perimeter

1	Circumference Perimeter	$C = \pi \times \text{diameter}$
2	Parallelogram Area	$\text{base} \times \text{perpendicular height}$
3	Trapezium Area	$\frac{(a + b)}{2} \times h$
4	Triangle Area	$\frac{\text{base} \times \text{perpendicular height}}{2}$
5	Parts of a circle	
6	Circle Area	$A = \pi r^2$

Algebra – Coordinates, Straight line graphs

1	Draw lines in the form $y=3$, $x=2$, $y = x$ A: $y = 2$ B: $x = 1$ C: $y = -3$ D: $y = x$													
2	Plot simple linear graphs from a table of results, in the form $y = mx + c$	Draw the graph of $y = 2x - 1$ <table border="1" data-bbox="1029 509 1268 546"> <tr> <td>x</td><td>-2</td><td>-1</td><td>0</td><td>1</td><td>2</td></tr> <tr> <td>y</td><td>-5</td><td>-3</td><td>-1</td><td>1</td><td>3</td></tr> </table> 	x	-2	-1	0	1	2	y	-5	-3	-1	1	3
x	-2	-1	0	1	2									
y	-5	-3	-1	1	3									
3	Find the gradient of a straight line	$\frac{\text{Change in } y}{\text{Change in } x}$												
4	Identify the equation of a straight-line graph	$y = mx + c$ m is gradient and c is y intercept												

Ratio and Proportion: Ratio

1	Relationship between fractions and ratio	5 blue sweets 2 red Ratio 5:2 Fraction of blue $\frac{5}{7}$
2	Direct proportion	$y \propto x$ $y = kx$ for a constant k

Key Vocabulary

1	Quadrilateral	The name given to any 4 sided 2D shape.
2	Interior	Inside Interior angle: angle inside the shape.
3	Polygon	Any 2D shape with straight lines
4	Sum	Another word for add
5	Expression	Combination of different terms with no equal sign
6	Quadratic	Contains the term x^2
7	Proportion	Part of a whole.

Number: Percentages

1	One quantity as a % of another	Find 30 as a % of 78. $30/78 \times 100 = 38.5\%$
2	% increase and decrease	Increase 30 by 25% $30 \times 1.25 = 37.5$ Decrease 40 by 35% $40 \times 0.65 = 26$
3	Find a % change	$\frac{\text{Change}}{\text{Original}} \times 100$
4	Compound interest	$A = P(1+i)^n$ A = final amount including principal P = principal amount i = interest rate per year n = number of years invested

Algebra Iteration / Linear Graphs

1 Growth/decay & compound interest

A bank pays 5% compound interest a year. Bob invests £3000. How much will he have after 7 years?

$$3000 \times 1.05^7 = \text{£}4221.30$$

2 Iteration

Substitute the first value given into the equation, repeat this using your last answer to get the desired outcome

$$x_{n+1} = 2x_n - 1$$

We may be given an initial (starting value). x_1 or x_0

$$x_1 = 3$$

$$x_2 = 2(3) - 1 = 5$$

$$x_3 = 2(5) - 1 = 9$$

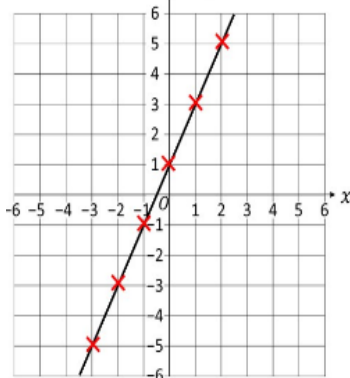
$$x_4 = 2(9) - 1 = 17$$

3 Linear graphs

$$y = 2x + 1$$

1) Complete a Table of Values.

x	-3	-2	-1	0	1	2	3
y	-5	-3	-1	1	3	5	7

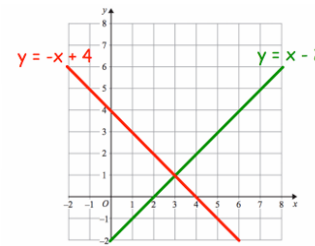


4 Solve where 2 lines intersect

Solution (3,1)

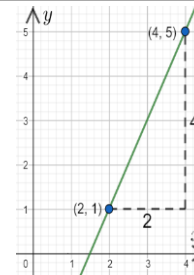
$$x = 3$$

$$y = 1$$



5 Gradient of a straight line

$\frac{\text{Change in } y}{\text{Change in } x}$

$$\frac{4}{2} = 2$$


6 Midpoint of a straight line

Point A is at (2, 4)
Point B is at (6, 8)

Find Point M, the midpoint of the line AB.

Average x coordinate	Average y coordinate
$\left(\frac{x_1 + x_2}{2}\right)$	$\left(\frac{y_1 + y_2}{2}\right)$
$\left(\frac{(2) + (6)}{2}\right)$	$\left(\frac{(4) + (8)}{2}\right)$
$M = (4, 6)$	

7 Linear equation from 2 points

A line passes through (1, 5) & (2, 8). What is the equation of the line?

1) Find the gradient of the line. 2) Pick a coordinate. Substitute coordinate values & gradient to find c.

Gradient = $\frac{\text{change in } y}{\text{change in } x}$

$$\frac{8 - 5}{2 - 1} = \frac{+3}{+1} = 3$$

3) Use gradient and y-intercept to form the equation.

$$y = mx + c \Rightarrow y = 3x + 2$$

8 Equation of parallel line through a given point

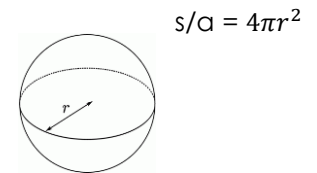
Line A $y = 3x + 5$
Line B is parallel and passes through (0, 2).
Find the equation of Line B.
 $y = mx + c$
Same gradient: $y = 3x + c$
(m = 3)
(0, 2) y-intercept: $y = 3x + 2$
(c = 2)

9 Use $y = mx + c$ to identify perpendicular lines

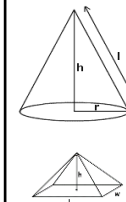
Line A $y = 3x + 2$
Line B is perpendicular and passes through (6, 5).
Find the equation of Line B.
 $y = mx + c$
gradient (m) = negative reciprocal of 3
 $y = -\frac{1}{3}x + c$ $5 = -\left(\frac{1}{3} \times 6\right) + c$
Substitute to find c (6, 5) $5 = -2 + c$
 $7 = c$
 $y = -\frac{1}{3}x + 7$ $y = 7 - \frac{1}{3}x$

Key Vocabulary

1 Surface area sphere



2 Surface area cone



Full surface area
 $= \pi r l + \pi r^2$

Curved surface area only
 $= \pi r l$

REMEMBER: sometimes you may need to calculate the slant of the cone (l) using Pythagoras.

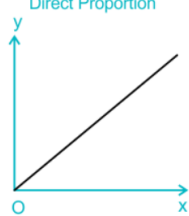
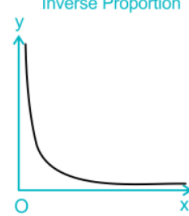
3 Volume Pyramid

$\frac{1}{3} x (\text{base area}) x \text{ height}$

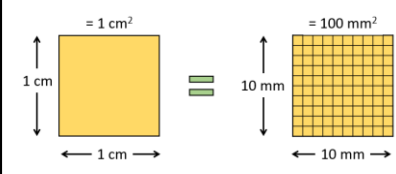
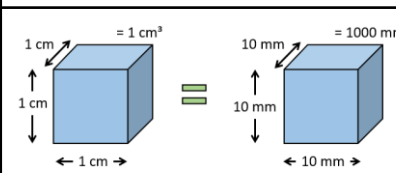
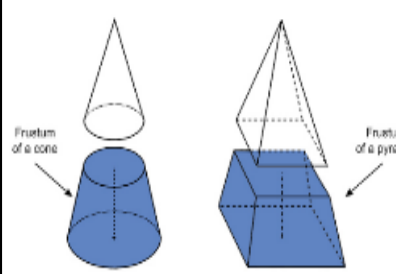
Number Surds / Percentages

1	Rationalise: x top & bottom by the surd	$\frac{3 + \sqrt{2}}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}} = \frac{(3 + \sqrt{2})\sqrt{2}}{\sqrt{2} \times \sqrt{2}}$ $\frac{3\sqrt{2} + 2}{2}$
2	Expand brackets	$(3 + \sqrt{2})(5 - \sqrt{2}) = 15 - 3\sqrt{2} + 5\sqrt{2} - 2$ $= 13 + 2\sqrt{2}$
3	Geometric sequences with surds	$\sqrt{2}, 2, 2\sqrt{2}, 4, \dots$ $n=1 \rightarrow (\sqrt{2})^1 = \sqrt{2} \checkmark$ $n=2 \rightarrow (\sqrt{2})^2 = \sqrt{2} \times \sqrt{2} = 2 \checkmark$ $n=3 \rightarrow (\sqrt{2})^3 = \sqrt{2} \times \sqrt{2} \times \sqrt{2} = 2\sqrt{2} \checkmark$ $n=4 \rightarrow (\sqrt{2})^4 = \sqrt{2} \times \sqrt{2} \times \sqrt{2} \times \sqrt{2} = 4 \checkmark$ $n=5 \rightarrow (\sqrt{2})^5 = \sqrt{2} \times \sqrt{2} \times \sqrt{2} \times \sqrt{2} \times \sqrt{2} = 4\sqrt{2} \checkmark$
4	Percentage increase / decrease	Percent Increase = $\frac{[\text{new value}] - [\text{old value}]}{[\text{old value}]}$ Percent Decrease = $\frac{[\text{new value}] - [\text{old value}]}{[\text{old value}]}$
5	Multiplier in successive percentage s	An amount is increased by 20% then increased again by 30% Find the overall percentage change × 1.2 → × 1.3 × 1.56

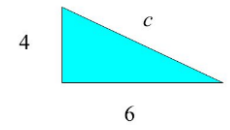
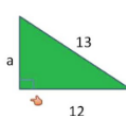
Ratio & Proportion

1	Direct Proportion	Find what one part is and multiply by what you are asked for.	
2	Inverse Proportion	Example: 3 workers build a house in 10 days. How long does it take 15 workers? 1 worker = 30 days 15 workers = 2 days	
3	Proportion Equations	Direct Proportion $y = kx$	Inverse Proportion $y = \frac{k}{x}$
4	Direct and Indirect Proportion graphs	Direct Proportion  Inverse Proportion 	
5	Fraction and Ratio	In a class there are 5 boys and 8 girls. Express this as a ratio and fraction. 5:8 Girls: $\frac{8}{13}$ Boys: $\frac{5}{13}$	

Geometry Area & Volume

1	Convert area units	
2	Convert volume units	
3	Surface area of prisms	Find the area of all the faces & add them up!
4	Frustum volume or surface area	

Geometry & Measure - Pythagoras

1	Find c. $a^2 + b^2 = c^2$ $4^2 + 6^2 = c^2$ $c^2 = 52$ $c = \sqrt{52}$ $c = 7.21$	
2	Find the Value of a: $c^2 = a^2 + b^2$ $a^2 = c^2 - b^2$ $a = \sqrt{c^2 - b^2}$ $a = \sqrt{13^2 - 12^2}$ $a = \sqrt{169 - 144}$ $a = \sqrt{25}$ $a = 5$	

Wired and Wireless Networks

Network — Two or more devices connected together to share data and resources.Types of network

Advantages of Networks

- Easier communication
- File sharing
- Shared peripherals
- Centralised management
- Internet sharing

Disadvantages of Networks

- Security risks
- Expensive to install and maintain
- Requires technical support
- Failure of the network can affect many users

Types of Networks

LAN — A network covering a small geographical area such as a school, office or building.

WAN — A network that covers a large geographical area and connects multiple LANs together.

PAN — A small network used to connect devices around a single person.

Wired Network — A network that uses physical cables to transfer data between devices.

Wireless Network — A network that uses radio waves to transfer data between devices.

Characteristic
- Wired Vs Wireless

Essential hardware required for a computer network includes:
Network Interface Card (NIC), switches, routers, wireless access points (WAPs) and transmission media such as fibre optic, CAT5/CAT6 Ethernet, and coaxial cables.

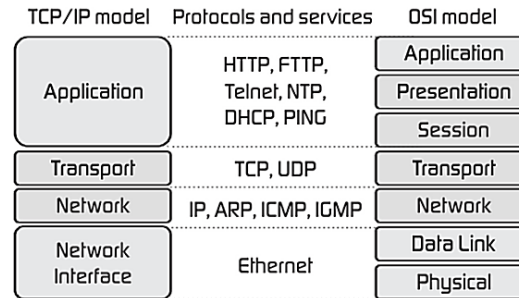
IP and MAC Addressing

Network Protocols — A set of rules that allow devices on a network to communicate and transfer data correctly.

- Transmission Control Protocol / Internet Protocol [TCP/IP]
- Hyper Text Transfer Protocol Secure [HTTPS]
- File Transfer Protocol [FTP]
- Internet Message Access Protocol [IMAP]
- Simple Mail Transfer Protocol [SMTP]

Packet Switching — A method of data transmission where data is split into packets and sent independently across a network.

Network Security — Measures used to protect a network and data from unauthorised access, damage or cyber attacks.



Topologies

Topology — The physical or logical layout of devices and connections within a network.

Star Topology — A network layout where all devices are connected to a central switch or hub.

Bus Topology — A network layout where all devices are connected to a single central cable called a backbone.

Key Vocabulary

Network	Two or more devices connected together to share data and resources.Types of network
Wireless Access Point (WAP)	A device that allows wireless devices to connect to a wired network.
Router	A networking device that forwards data packets between networks.
Packet	A small chunk of data transmitted across a network.
Data Transmission	The transfer of data between devices across a network.
World Wide Web	A system of web pages and resources accessed using the Internet.
Ethernet Cable	A copper cable used to connect devices on a wired network.
Fibre Optic Cable	A cable that transmits data as pulses of light through glass or plastic fibres.
DNS (Domain Name System)	A system that converts domain names into IP addresses.
Internet	A global network of interconnected networks.
Bandwidth	This is the amount of data that can be sent across a network
Latency	Is the delay of a bit leaving one device and arriving at another.
MAC Address	The physical address embedded within the device.
TCP/IP 	A set of rules that governs the connection of computer systems to the Internet.

Subject: Computer Science

Topic: Fundamentals of Cyber Security

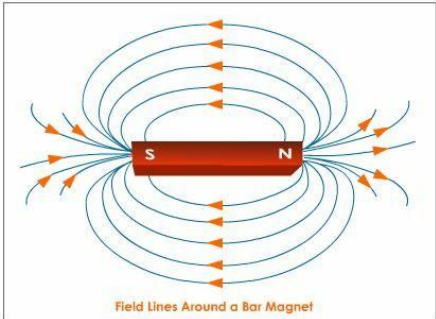
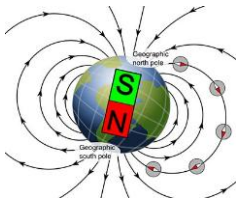
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Cyber Security and Threats		Prevention and Detection of Threats		Key Vocabulary	
Cyber Security	The processes, practices and technologies used to protect networks, computer systems, software and data from unauthorised access, damage or cyber attacks.	Prevention and Detection Methods are security measures used to identify, block and reduce cyber security threats and unauthorised access to computer systems and networks.		Phishing	A social engineering attack that tricks users into revealing personal information through fake emails or messages.
Social Engineering	Techniques used to manipulate people into revealing confidential information or granting unauthorised access. • Blagging • Phishing • Pharming • Shouldering 	Antivirus Software	-Software used to detect, quarantine and remove malware from a computer system.	Pharming	Redirecting users to a fake website without their knowledge to steal personal information.
Malicious Code (Malware)	Software designed to damage, disrupt or gain unauthorised access to a computer system.	Firewall	A security system that monitors and filters incoming and outgoing network traffic.	Blagging	Obtaining confidential information by pretending to be someone trustworthy.
Weak and Default Passwords	Passwords that are easy to guess or unchanged default passwords that increase the risk of unauthorised access.	Biometric Measures	A security method that uses unique biological characteristics to verify a user's identity.	Shouldering	Observing someone entering confidential information such as passwords or PINs.
Misconfigured Access Rights	Incorrect permission settings that allow users access to data or systems they should not be able to access.	Password Systems	A security method that uses a secret string of characters to authenticate a user.	Brute Force Attack	Repeatedly trying different password combinations to gain unauthorised access.
Removable Media	Portable storage devices such as USB flash drives that can transfer malware or allow unauthorised access to data.	CAPTCHA	A security test used to determine whether the user is human or an automated bot.	Ransom - ware	Malware that encrypts files and demands payment to restore access.
Unpatched or Outdated Software	Software that has not been updated with the latest security fixes, making it vulnerable to cyber attacks.	Email Confirmation	A security process where a message is sent to a registered email address to verify a user's identity.	Spyware	Malware that secretly monitors user activity and collects data.
		Automatic Software Updates	Updates automatically installed to fix security vulnerabilities and improve system security.	Testing Systems	
				Penetration Testing — The process of testing a computer system or network by attempting to gain unauthorised access to identify security vulnerabilities.	
				White Box Testing	Penetration testing where the tester has knowledge of the system, such as network structure, source code or user credentials, to simulate an insider attack.
				Black Box Testing	Penetration testing where the tester has no prior knowledge of the system, to simulate an external cyber attack or hacker.

Magnets

1	Permanent magnets produce their own field
2	Induced magnets become magnets when placed into another field, but lose this quickly when removed
3	Materials that are magnetic: i) Iron ii) Steel iii) Nickel iv) Cobalt They are always attracted to a magnet
4	A compass contains a small bar magnet that lines up with the Earth's magnetic field
5	To show a magnetic field pattern around a bar magnet: i) Scatter iron filings on a piece of paper and they will line up with the field. ii) Use a compass to plot the direction of the field in different positions around the magnet

Fields

1	Field lines always point away from a North pole and towards a South Pole
2	 Field Lines Around a Bar Magnet
3	Where the field lines are closer together, the field is strongest i.e. at the poles
4	
5	Earth's magnetic field looks like a bar magnet

Electromagnets

1	Current flowing in a wire produces a magnetic field
2	Strength of an electromagnet is affected by: i) Current ii) No. of turns of wire iii) Iron core
3	Fleming's Left hand rule: - First Finger = Field - Second Finger = Current - Thumb = Thrust 
4	Force = Magnetic Flux Density x Current x Length of wire $F = BIL$
5	A coil of wire in a magnetic field will start to rotate. This is how a motor works.

Key Vocabulary

1	Magnetic field	A region where a magnetic material experiences a force
2	Solenoid	A wire coiled around an iron core
3	Magnetic Flux Density	How strong a magnetic field is
4	Motor effect	The electromagnetic force on a wire
5	Induced	Produced/made a magnetic field or current

Present Tense		
1	Je suis	I am
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	I go
5	J'aime	I like
6	Je déteste	I hate
7	Je joue	I play
8	Je mange	I eat
9	Je bois	I drink
10	Je lis	I read
11	J'achète	I buy
12	Je trouve	I find
13	Je travaille	I work
14	Je pense	I think
15	c'est	it's

Perfect Tense		
1	Je suis allé(e)	I went
2	Je suis parti(e)	I left
3	J'ai fait	I did/made
4	J'ai aimé	I liked
5	J'ai détesté	I hated
6	J'ai joué	I played
7	J'ai mangé	I ate
8	J'ai acheté	I bought
9	J'ai trouvé	I found
10	J'ai travaillé	I worked
11	J'ai regardé	I watched
12	J'ai vu	I saw
13	J'ai bu	I drank
14	J'ai lu	I read

Near Future Tense – I am going to...		
1	Je vais être	be
2	Je vais avoir	have
3	Je vais aller	go
4	Je vais faire	do
5	Je vais jouer	play
6	Je vais regarder	watch
7	Je vais manger	eat
8	Je vais acheter	buy
9	Je vais travailler	work
10	Je vais voir	see
11	Je vais boire	drink
12	Je vais devenir	become
13	Je vais voyager	travel
14	ce sera	it will be

Conditional Tense – I would like to...		
1	Je voudrais être	be
2	Je voudrais avoir	have
3	Je voudrais aller	go
4	Je voudrais faire	do
5	Je voudrais jouer	play
6	Je voudrais regarder	watch
7	Je voudrais manger	eat
8	Je voudrais acheter	buy
9	Je voudrais travailler	work
10	Je voudrais voir	see
11	Je voudrais boire	drink
12	Je voudrais devenir	become
13	Je voudrais voyager	travel
14	ce serait	it would be

Il y a		
1	Il y a	There is/are
2	Il y avait	There was/were
3	Il y aura	There will be
4	Il y aurait	There would be

Structures with infinitives		
1	J'aime aller/faire	I like going/doing
2	Je n'aime pas aller/faire	I don't like going/doing
3	il faut aller/jouer	you have to go/play
4	on peut/doit aller	you can/must go

Imperfect Tense		
1	J'étais	I was/I used to be
2	J'avais	I had/I used to have
3	C'était	It was
4	il y avait	there was/were

Sentence Starters

1	je pense que	I think that
2	je crois que	I believe that
3	à mon avis	in my opinion
4	selon moi	in my opinion
5	je dirais que	I would say that

Connectives

1	et	and
2	ou	or
3	où	where
4	parce que	because
5	car	as
6	mais	but
7	pourtant	however
8	aussi	also

Intensifiers

1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup	much/ a lot
6	trop	too

Adjectives

1	amusant	fun
2	intéressant	interesting
3	passionnant	exciting
4	utile	useful
5	beau	beautiful
6	fantastique	fantastic
7	incroyable	incredible
8	ennuyeux/ barbant	boring
9	fatigant	tiring
10	difficile	difficult
11	cher	expensive

Signposting Time Frames

1	l'année dernière	last year
2	la semaine dernière	last week
3	hier	yesterday
4	normalement	normally
5	d'habitude	usually
6	ce soir	this evening
7	la semaine prochaine	next week
8	l'année prochaine	next year
9	dans l'avenir	in the future

Frequency

1	tous les jours	every day
2	de temps en temps	from time to time
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne...jamais	never
6	toujours	always
7	souvent	often
8	quelquefois	sometimes

Exclamations!!!

1	Quel dommage!	What a shame!
2	Quel plaisir!	What a pleasure!

Perfect Phrases For Any Essay

1	Hier je suis allé au cinéma/au stade/au restaurant/au parc/au café/à la piscine et c'était...	Yesterday I went to the cinema/stadium/restaurant/park/café/swimming pool and it was...
2	J'ai mangé une pizza/des frites/un hamburger/du jambon/du poisson/une glace et c'était...	I ate a pizza/fries/a hamburger/some ham/fish/an ice-cream and it was...
3	J'ai joué au foot/au tennis/au rugby/au golf et c'était...	I played football/tennis/rugby/golf and it was...
4	J'ai bu un coca/un jus d'orange et c'était...	I drank a coke/an orange juice and it was...

Fancy Phrases

1	je l'ai trouvé génial	I found it great
2	je me suis bien amusé(e)	I really enjoyed myself
3	j'ai tellement hâte	I'm really looking forward to it

Present Tense - I			Perfect Tense (past)- I			Imperfect Tense - I used to			Future Tense – I will			Conditional – I would		
1	Je suis	I am	1	Je suis allé(e)	I went	1	J'étais	... be	1	Je serai	...be	1	Je serais	...be
2	J'ai	I have	2	Je suis parti(e)	I left	2	J'allais	... go	2	J'aurai	...have	2	J'aurais	...have
3	Je fais	I do/make	3	J'ai fait	I did/made	3	J'avais	... have	3	J'irai	...go	3	J'irais	...go
4	Je vais	I go	4	J'ai aimé	I liked	4	Je faisais	... do	4	Je ferai	...do	4	Je ferais	...do
5	Je bois	I drink	5	J'ai détesté	I hated	5	Je jouais	... play	5	Je jouerai	...play	5	Je jouerais	...play
6	Je lis	I read	6	J'ai joué	I played	6	Je regardais	... watch	6	Je regarderai	...watch	6	Je regarderais	...watch
7	Je vois	I see	7	J'ai mangé	I ate	7	J'écoutais	... listen	7	Je mangerai	...eat	7	Je mangerais	...eat
8	J'achète	I buy	8	J'ai acheté	I bought	8	Je mangeais	... eat	8	J'achèterai	...buy	8	J'achèterais	...buy
9	Je trouve	I find	9	J'ai trouvé	I found	9	Je buvais	... drink	9	Je travaillerai	 work	9	Je travaillerais	...work
10	Je travaille	I work	10	J'ai travaillé	I worked	10	J'achetais	... buy	10	Je verrai	...see	10	Je verrais	...see
11	Je pense	I think	11	J'ai regardé	I watched	11	J'aimais	... like	11	Je boirai	drink	11	Je boirais	...drink
12	Je crois	I believe	12	J'ai vu	I saw	12	Je lisais	... read	12	Je lirai	...read	12	Je lirais	...read
13	Je dois	I have to	13	J'ai bu	I drank	13	Je travaillais	... work	13	Je partagerai	... share	13	Je partagerais	...share
14	Je peux	I can	14	J'ai lu	I read	14	Je détestais	... hate	14	J'écouterai	... listen	14	J'écouterais	...listen
15	Je veux	I want to												
Present Tense – We/they			Past Tense – We/they			Imperfect – We /they			Future – We /they			Conditional – We/they		
1	On va	We go	1	On a vu	We saw	1	On était	We used to be	1	On sera	We will be	1	On serait	We would be
2	On joue	We play	2	On a fait	We did	2	On avait	We used to have	2	On aura	We will have	2	On aurait	We would have
3	On peut	We/you can	3	On a joué	We played	3	On allait	We used to go	3	On ira	We will go			
4	On fait	We do	4	On est allés	We went	4	Ils étaient	They were	4	Ils seront	They will be	3	On irait	We would go
5	Ils sont	They are	5	On est partis	We left	5	Ils avaient	They had	5	Ils auront	They will have	4	Ils seraient	They would be

Sentence Starters

1	je pense que	I think that
2	je crois que	I believe that
3	à mon avis/selon moi	in my opinion
5	je dirais que	I would say that
6	il me semble que	it seems to me that
7	d'un point de vue personnel	from a personal point of view
8	bien que je sache que	although I know that
9	à cause du fait que	due to the fact that
10	Je considérerais que	I would consider that
11	il faut que je dise que	I have to say that

Connectives

1	mais	but
2	pourtant	however
3	en revanche	however
4	néanmoins	nevertheless
5	certes	admittedly
6	aussi	also
7	donc	therefore
8	d'ailleurs	besides

Intensifiers

1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup de	Lots of
6	trop	too
7	tellement	so
8	extrêmement	extremely

Avoir/Etre/Faire

1	C'est	It is
2	Ce sera	It will be
3	C'était	It was
4	Ce serait	It would be
5	Il y a	There is
6	Il y aura	There will be
7	Il y avait	There was
8	Il y aurait	There would be
9	Il fait beau	It's nice
10	Il fera froid	It will be cold
11	Il faisait chaud	It was hot
12	Il ferait orageux	It would be stormy

Exclamations!!

1	Quel dommage!	What a shame!
2	Quel plaisir!	What a pleasure!

Pronouns

1	Mon/ma/mes	My
2	Son/sa/ses	His/her
3	Notre/nos	Our
4	Leur/leurs	Their
5	Lui/Elle/eux	Him/her/them

Frequency

1	tous les jours	every day
2	de temps en temps	from time to time
3	une fois par semaine	once a week
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5	ne...jamais	never
6	toujours	always
7	souvent	often
8	quelquefois/ parfois	sometimes

Signposting Time Frames

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Fancy Phrases

1	après avoir mangé	after having eaten
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4	ça m'a vraiment plu	I really enjoyed it
5	ça en valait la peine	It was worth it
6	je n'aurais jamais pensé	I would never have thought
7	j'ai tellement hâte	I'm really looking forward to it
8	le jeu en vaudra la chandelle	it will be worth it

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2	Ce sera	It will be
3	C'était	It was
4	Ce serait	It would be
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6	je n'aurais jamais pensé	I would never have thought
7	j'ai tellement hâte	I'm really looking forward to it
8	le jeu en vaudra la chandelle	it will be worth it

Present Tense		
1	Ich bin	I am
2	Ich habe	I have
3	Ich mache	I do/make
4	Ich gehe	I go
5	Ich fahre	I travel
6	Ich mag	I like
7	Ich hasse	I hate
8	Ich spiele	I play
9	Ich esse	I eat
10	Ich trinke	I drink
11	Ich lese	I read
12	Ich sehe	I see
13	Ich kaufe	I buy
14	Ich finde	I find
15	Ich arbeite	I work
16	Ich denke	I think
17	Ich muss	I have to
18	Ich kann	I can
19	Ich will	I want to
20	Es ist	it's

Perfect Tense		
1	Ich bin gegangen	I went
2	Ich bin gefahren	I travelled
3	Ich bin geflogen	I flew
4	Ich bin geblieben	I stayed
5	Ich habe gemacht	I did/made
6	Ich habe gespielt	I played
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank
9	Ich habe gekauft	I bought
10	Ich habe gearbeitet	I worked
11	Ich habe gesehen	I watched
12	Ich habe gelesen	I read
13	Ich habe gefunden	I found
14	Ich habe besucht	I visited
Using Geben		
1	Es gibt	There is/are
2	Es gab	There was/were
3	Es wird...geben	There will be
4	Es würde...geben	There would be

Simple Past		
1	Ich war	I was
2	Es war	It was
3	Sie waren	They were
4	Ich hatte	I had
5	Es gab	There was/were
Conditional Fancy		
1	Ich wäre	I would be
2	Es wäre	It would be
3	Sie wären	They would be
4	Ich hätte	I would have
5	Es gäbe	There would be
Structures With Infinitives		
1	Ich muss...machen	I have to do
2	Ich darf...machen	I am allowed to do
3	Ich kann...machen	I can do
4	Ich soll...machen	I should do
5	Ich will...machen	I want to do
6	Man muss/kann/soll...machen	You must/can/should do

Future/Conditional Tense		
Ich werde/möchte... = I will/would like to		
1	...sein	be
2	...werden	become
3	...gehen	go
4	...fahren	travel
5	...spielen	play
6	...essen	eat
7	...trinken	drink
8	...sehen	see
9	...arbeiten	work
10	...lesen	read
11	...machen	make/do
12	...besuchen	visit

Sentence Starters

1	Meiner Meinung nach	In my opinion
2	Meines Erachtens	In my opinion
3	Im Großen und Ganzen	All in all
4	Ich denke, dass...	I think that
5	Ich würde sagen, dass	I would say that
6	Ich muss sagen, dass	I have to say that

Connectives

1	und	and
2	aber	but
3	denn	because
4	oder	or
5	jedoch	however
6	außerdem	furthermore
7	weil/da	because
8	dass	that

Intensifiers

1	ein bisschen	a bit
2	ziemlich	quite
3	sehr	very
4	wirklich	really
5	echt	genuinely
6	zu	too
7	so	so
8	ganz	totally

Adjectives

1	lustig	funny
2	interessant	interesting
3	spannend	exciting
4	nützlich	useful
5	schön	beautiful
6	toll	great
7	unglaublich	incredible
8	langweilig	boring
9	anstrengend	tiring
10	schwierig	difficult
11	teuer	expensive
12	billig	cheap

Signposting Time Frames

1	letztes Jahr	last year
2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
5	gewöhnlich	usually
6	heute Abend	this evening
7	nächste Woche	next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future
10	am Wochenende	at the weekend

Frequency

1	jeden Tag	every day
2	ab und zu	from time to time
3	einmal pro Woche	once a week
4	zweimal pro Monat	twice a month
5	nie	never
6	immer	always
7	oft	often
8	manchmal	sometimes

Exclamations!!!

1	Wie Schade!	What a shame!
2	Wahnsinn!	Wow!

Fancy Phrases

1	Es hat eine Menge Spaß gemacht	It was loads of fun
2	Es hat sich wirklich gelohnt	It was really worth it
3	Das hat mir gefallen	I liked it
4	Ich freue mich schon darauf	I am already looking forward to it
5	Ich werde mich amüsieren	I will enjoy myself

Perfect Past Examples

1	Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen und es hat eine Menge Spaß gemacht.	Last weekend I went to the cinema/café/restaurant/stadium/museum and it was loads of fun.
2	Ich habe Hähnchen, Pommes und Salat gegessen und ich habe Cola getrunken. Das Essen war sehr lecker und es hat sich wirklich gelohnt. Wahnsinn!	I ate chicken, chips and salad and I drank cola. The food was very tasty and it was really worth it. Wow!

Fantastic Future Examples

1	Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.	Next year I will travel with my friends to Berlin. I am already looking forward to it.
2	Ich möchte ins Café gehen und ich möchte Pizza essen. Ich werde mich amüsieren, weil ich Pizza liebe.	I would like to go to café and I would like to eat pizza. I will enjoy myself I love pizza.

Present Tense		
1	Ich bin	I am
2	Ich habe	I have
3	Ich mache	I do/make
4	Ich gehe	I go
5	Ich fahre	I travel
6	Ich mag	I like
7	Ich hasse	I hate
8	Ich spiele	I play
9	Ich esse	I eat
10	Ich trinke	I drink
11	Ich lese	I read
12	Ich sehe	I see
13	Ich kaufe	I buy
14	Ich arbeite	I work

Present tense other subjects		
1	Er/sie fährt Wir fahren	He/she travels We travel
2	Er/sie sieht Wir sehen	He/she sees We see
3	Er/sie isst Sie essen	He/she eats They eat
4	Er/sie liest Sie lesen	He/she reads They read

Perfect Tense		
1	Ich bin gegangen	I went
2	Ich bin gefahren	I travelled
3	Ich bin geflogen	I flew
4	Ich bin geblieben	I stayed
5	Ich habe gemacht	I did/made
6	Ich habe gespielt	I played
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank
9	Ich habe gekauft	I bought
10	Ich habe gearbeitet	I worked
11	Ich habe gesehen	I watched
12	Ich habe gelesen	I read
13	Ich habe gefunden	I found
14	ich habe besucht	I visited

Past tense other subjects		
1	Er/sie hat...gespielt	He/she played
2	Sie/er ist... gegangen	She/he went
3	Wir haben...gemacht	We did/made
4	Sie sind...gefahren	They travelled

Simple Past		
1	ich war	I was
2	es war	it was
3	sie waren	they were
4	ich hatte	I had
5	es gab	there was/were

Conditional Fancy		
1	ich wäre	I would be
2	es wäre	it would be
3	sie wären	they would be
4	ich hätte	I would have
5	es gäbe	there would be

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1	ich muss... machen	I have... to do
2	ich darf... machen	I am allowed... to do
3	ich kann... machen	I can... do
4	ich soll... machen	I should... do
5	ich will... machen	I want... to do
6	man muss/kann/soll... machen	you must/can/should... do

Future/Conditional Tense		
ich werde/möchte/will = I will/would like to/want to		
Er/sie wird = he/she will Wir werden = we will		
1	...sein	be
2	...werden	become
3	...gehen	go
4	...fahren	travel
5	...spielen	play
6	...essen	eat
7	...trinken	drink
8	...sehen	see
9	...arbeiten	work
10	...lesen	read

Sentence Starters

1	Meiner Meinung nach	In my opinion
2	Meines Erachtens	In my opinion
3	Im Großen und Ganzen	All in all
4	Auf der einen Seite	On the one hand
5	Aber auf der anderen Seite	But on the other hand
6	Es scheint mir, dass	It seems to me that
7	Ich denke, dass...	I think that
8	Ich würde sagen, dass	I would say that
9	Obwohl ich weiß, dass	Although I know that
10	Ich glaube, dass...	I believe that
11	Ich muss sagen, dass	I have to say that

Connectives

1	und	and
2	aber	but
3	denn	because
4	sondern (neg)	but
5	jedoch	however
6	deshalb	therefore
7	trotzdem	nevertheles s
8	außerdem	furthermore
9	weil/da	because
10	dass	that
11	obwohl	although
12	wenn	if/when

Intensifiers

1	ein bisschen	a bit
2	ziemlich	quite
3	sehr	very
4	wirklich	really
5	echt	genuinely
6	zu	too
7	so	so
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9	in der Zukunft	in the future

Frequency

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2	ab und zu	from time to time
3	einmal pro Woche	once a week
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5	nie	never
6	immer	always
7	oft	often
8	manchmal	sometimes

Fancy Phrases

1	es hat eine Menge Spaß gemacht	it was loads of fun
2	ich habe mich wirklich amüsiert	I really enjoyed myself
3	es hat sich wirklich gelohnt	it was really worth it
4	das hat mir gefallen	I liked it
5	ich hätte nie gedacht	I would have never thought
6	je (heißer), desto besser	the (hotter) the better
7	ich freue mich schon darauf	I am already looking forward to it
8	es wird bestimmt viel Spaß machen	it will definitely be lots of fun

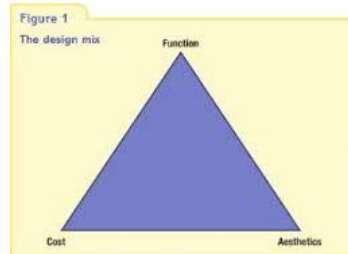
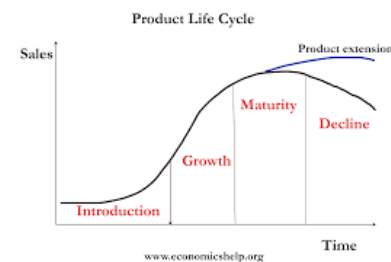
Key Ideas	
Product	What the business is selling
Product Life Cycle	This is a concept about the number of sales a business makes over a period of time
Design Mix	This is a tool for improving the Product. It includes Aesthetics, Function and Cost
Price	The amount charged by a business for the sale of a product
Pricing Strategies	Competitive Penetration Psychological Price Skimming Cost Plus pricing Premium Predatory
Place	Where the product or service is sold Online V high street
Promotion	Making customers aware of the product Informing customers about the product Reminding customers about the product
Promotional Mix	A combination of promotional methods
E-commerce	Shopping online

Place	
Key Idea	Where the business sells its products Online V High street
Online	Using the Internet, social media or Apps
Methods of Distribution	Retails E-tailers (Ecommerce) Wholesalers Warehouse

Price	
Strategy	Choosing the right price to make most sales
Strategies	Competitive Penetration Psychological Price Skimming Cost Plus pricing Premium Predatory
Influences on Strategy	Technology Competition Market Segment Product Life Cycle

2.2.5 Using the marketing mix to make Business Decisions

Key Idea	How each element of the marketing mix can influence other elements
EG - good	Premium Pricing Strategy, placed in a Luxury Brand shop
EG - bad	Price Skimming with low quality product function
Key Idea	Using the marketing mix to build a competitive advantage
Key Idea	In integrated marketing mix can influence competitive advantage



Promotion	
Promotion	Making customers aware of the product Informing customers about the product Reminding customers about the product
Method of Promotion	Advertising Branding Sponsorship Special Offers Product Trials
Branding Methods	Jingles Slogans Celebrity Endorsements Logos Mascot
Promotional Mix	A combination of the methods of promotional to increase the success of the promotion campaign
Technology in Promotion	Targeted advertising online – ads/pop ups Viral Advertising via Social Media E-Newsletters

Product	
Product	What the business sells. Products are tangible goods.
Design Mix	Used to innovate or improve the product
PLC	Used to measure sales over time. There are 5 stages: R&D Introduction Growth Maturity Decline
Extension Strategy	When the business launches an improved version of an existing product
Methods of Extension Strategy	New packaging New flavours New size Rebrand Promotional campaign Reduce the price for a period of time
USP	Unique Selling Point – give the business differentiation from their competitors
Differentiation	The importance to a Business to making a product/service different from competitors

Principal (main) government objectives	Other government objectives
Ensuring price stability	Reducing inequality
Achieving economic growth	
Maintaining full employment	Managing environmental change
Balance of payments balance	

Objective	Example 1	Example 2
Economic Growth	The UK economy grew by 1.6% in 2022.	Government investing in infrastructure projects like HS2 to boost growth.
Low Unemployment	Job support schemes like Kickstart during the COVID-19 pandemic.	UK unemployment fell to 3.8% in 2022.
Low and Stable Inflation	The Bank of England targets a 2% inflation rate.	Raising interest rates to control high inflation.
Balanced Current Account	Encouraging exports to reduce trade deficit.	Using tariffs to protect domestic industries.

Conflict between objectives	
Key knowledge: when the government tries to achieve one objective it might come at the expense of the other. See examples below:	
Economic growth and price stability	Pursuing higher economic growth could lead to inflation
Economic growth and balance of payments	Higher economic growth could lead to increased demand for imports which worsens the balance of payments
Full employment and price stability	If more people have jobs (full employment) then demand will be high which means higher inflation
Economic growth and inequality	Higher economic growth means some peoples incomes will rise whilst others will not resulting in income inequality
Economic growth and environmental change.	Growing economies often lead to higher economic growth but this can come at the expense of increased pollution and environmental damage

Keyword	Definition
GDP	The total value of goods and services produced in an economy over a period of time e.g. 12 months
GDP per capita	The total GDP divided by the population
Nominal GDP	The GDP figure without taking inflation into account
Real GDP	The GDP figure whilst taking into account inflation
Economic growth	A growth in GDP over a period of time

Keyword	Formula
Real GDP	$\text{GDP} / (1 + \text{Inflation rate as a decimal})$
GDP per capita	$\text{Total GDP} / \text{Population}$

What is economic growth?	Economic growth is an increase in the production of economic goods/services in one period of time compared to another	
Benefits of economic growth		Costs of economic growth
Rising consumer income		Increased inequality
Better living standards		Demand pull inflation
Higher consumer confidence		Growth may be unsustainable
Higher tax revenue for the government		Imports may increase
Higher employment/lower unemployment		Increased environmental damage
Producers make higher profits		Workers may feel over worked leading to mental health issues increased
Less poverty		
What can the government do to promote economic growth?		
Supply side policies		
Government grants		
Reducing benefits		
Education and training		
Fiscal policy		
Monetary policy		

Concept	Example 1	Example 2
Economic Growth	UK's real GDP increased by 2.3% in 2021.	India experienced 8% economic growth in 2022.
GDP	Germany's GDP was €3.8 trillion in 2020.	USA's GDP reached \$25 trillion in 2023.
Real GDP	UK's GDP rose from £2.0 trillion to £2.1 trillion, but with 2% inflation, real GDP grew by only 3%.	If nominal GDP grows by 5% and inflation is 2%, real GDP growth is 3%.
GDP per capita	Norway has a high GDP per capita due to a small population and strong economy.	China's GDP is large overall, but its GDP per capita is lower due to its large population.

What is inflation? A rise in the average price level over time normally represented as a %

Benefits of economic growth**Costs of economic growth**

Rising consumer income

Increased inequality

Better living standards

Demand pull inflation

Higher consumer confidence

Growth may be unsustainable

Higher tax revenue for the government

Imports may increase

Higher employment/lower unemployment

Increased environmental damage

Producers make higher profits

Workers may feel over worked leading to mental health issues increased

Less poverty

Causes of inflation

Demand pull inflation – when demand in the economy is high it tends to push prices up (normally in a boom)

Cost push inflation – increases in costs of production can push up average prices e.g. higher oil prices, weaker exchange rate, rising wages, etc...

Consequences of inflation

Interest rates likely to be higher as the Bank of England will increase them to fight inflation which means people with loans and mortgages will likely face higher repayments

Workers often demand higher wages when inflation is high, trade union activity, strikes tend to increase in the public sector

Inflation reduces real wages as people have to spend more money to buy the same things as before so they may cut spending in other non-essential areas.

Savers lose out because their money is worth less when inflation is rising

Business confidence will fall as they won't know what their costs will be in the future, so investments may be delayed or cancelled

Policies to fight inflation

Fiscal policy – taxes can be raised to discourage consumer spending

Monetary policy – Interest rates can be raised to discourage borrowing and spending

Supply side policies – Reduce power of trade unions, privatisation and deregulation which may encourage competition and reduce costs

What are the balance of payments?

The BOP refers to a record of all financial transactions made between the UK and the rest of the world. Includes transactions made between consumers, producers and the government.
The BOP consists of the current account which records the exchange of goods and services between the UK and the rest of the world

What are the balance of payments **deficit** (current account)?

The value of the UK's exports of goods and services is **less than** the value of imported goods and services. i.e. Exports < Imports

What are the balance of payments **surplus** (current account)?

The value of the UK's exports of goods and services is **more than** the value of imported goods and services. i.e. Exports > Imports

What is the balance of trade?

This part of the current account records the sales and purchase of physical goods between the UK and the rest of the world.

Component	Example 1	Example 2
Trade in Goods	UK exports cars to Germany	UK imports smartphones from China
Trade in Services	UK firms provide financial services to overseas clients	UK residents book holidays with foreign travel agents
Income	UK investor receives dividends from US shares	Foreign company earns profits from UK operations
Current Transfers	UK sends foreign aid to a developing country	EU budget contributions from the UK
Deficit/Surplus	UK current account deficit due to high imports	Germany current account surplus from strong exports

Causes of a BOP deficit or surplus

Status of the currency – stronger currency will make imports cheaper and exports dearer causing a current account deficit

Higher economic growth – leads to higher disposable income, UK citizens tend to buy more imports e.g. iPhone, German cars, French wine etc...

Competitiveness of the economy – if an economy is competitive e.g. labour is productive, costs of production are lower, innovation is high then exports should rise

Inflation – High inflation compared to other countries will make UK's exports less competitive causing their demand to fall

Attractiveness to foreign investors – increased international investment could reduce a deficit as money flows into the UK economy

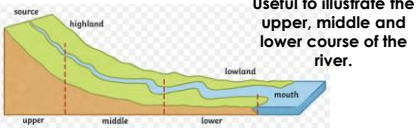
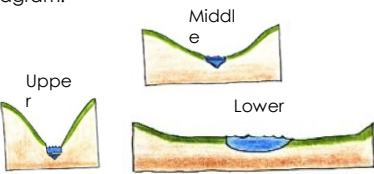
What is income inequality?	When there is an unequal distribution of income in a country. Some people's incomes might be much smaller than other peoples.
Wealth inequality	When there is an unequal distribution of wealth in a country. Wealth includes things like savings, shares, property. Some people don't own very much whilst others have many assets
What are the balance of payments surplus (current account)?	The value of the UK's exports of goods and services is more than than the value of imported goods and services. i.e. Exports > Imports
What is the balance of trade?	This part of the current account records the sales and purchase of physical goods between the UK and the rest of the world.

Causes of income inequality	Causes of wealth inequality
Age – Experience workers are usually older, meaning they get paid higher than younger workers	Inheritance status – Some families have more assets to pass down to the next generation
Labour market – uses demand and supply to determine wages. If the job is in high demand then workers will earn higher wages. If there is a large supply of workers willing to do the job then wages will be low	Savings – people with a high income will save more, savings then earn interest and may lead to an increase in wealth over time
Reliance on benefits – Families on benefits will receive a lower income than those that are not	Investments – people who have high incomes may invest in assets like properties and shares thus increasing their wealth further
Gender – Male and female workers might get paid different amounts, whether legally or illegally depending on the location.	Taxes – taxes on wealth tend to be lower than taxes on income
Tax status – Regressive taxes will take a larger proportion of income from those on low incomes, than those on high incomes.	
Wealth – wealth status may influence income, people who already own a house won't need to pay rent or mortgages so they will have a higher disposable income.	

Consequences of income and wealth inequality	
Poverty	People that have low income and wealth may struggle to survive and are likely to be in poverty
Housing	Those on low incomes and those who have little wealth might struggle to obtain basic and necessary shelter
Education	People on lower incomes and with little wealth may struggle to afford transport and uniforms for their children resulting in poor educational outcomes which in turn leads to lower paid jobs
Health	People on lower incomes may struggle to afford healthcare or medications or health food. Leading to a lower quality of life and a lower life expectancy.
Social problems	All of the above could lead to a lower quality of life and social problems such as family breakdowns, truancy, crime and vandalism
Lower economic growth	If more people are less educated, less healthy and less happy then productivity in the economy could fall leading to a fall in supply and a general decline in economic growth

A. The shape of river valleys changes as rivers flow downstream:

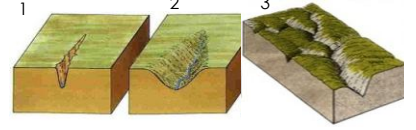
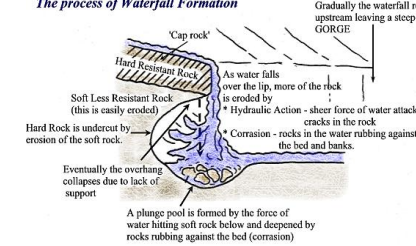
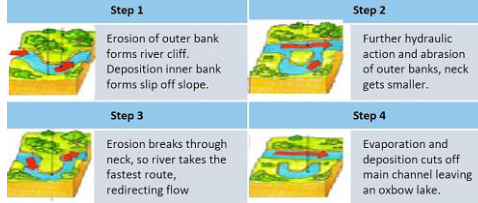
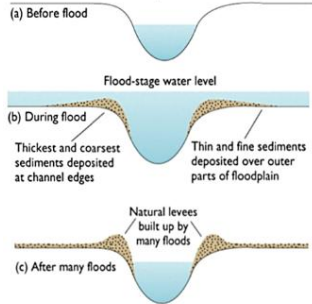
The long profile and changing cross profile of a river and its valley

1	Long profile	Shows the height and gradient of a river from its source to mouth. Often depicted as a diagram:  Useful to illustrate the upper, middle and lower course of the river.
2	Upper course	The upper section of a river and its valley. Includes the source. Usually located on high land where rainfall is plentiful. Dominant process is erosion as the river tries to 'cut down' to sea level (also known as base level). Most erosional landforms are found here, such as waterfalls and V shaped valleys. Has a steep gradient and a narrow valley.
3	Middle course	The middle section of the river and its valley. Found on lower land. Processes of both erosion <u>and</u> deposition are active here. Landforms such as meanders and ox-bow lakes are commonly found. Here the river channel and valley are wider and the gradient is more moderate.
4	Lower course	The final stage in the long profile. Located towards the mouth of the river on low-lying, flat land. Deposition is the dominant process creating landforms such as levees, floodplains and estuaries. As the river reaches its end the gradient becomes gentle and the river and its valley much wider.
5	Cross profile	Shows the shape of the river channel and/or valley from one side (bank) to the other. This changes drastically with distance downstream. Again, often shown as a diagram: 
6	Fluvial processes	Processes of erosion, transportation and deposition that occur within a river system. They shape the river and its valley.

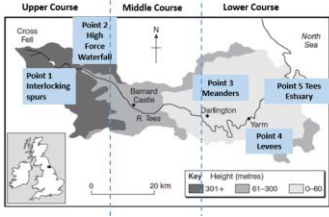
A. The shape of river valleys changes as rivers flow downstream: Fluvial Processes

1	Erosion	Hydraulic Action: This is the force of the water in the channel hitting against the bed and banks, gradually wears them away – particularly occurs at high-velocity flows. Abrasion: This is the scraping away of the river bed and banks by stones picked up and carried in the rivers flow. Like a sandpaper effect. Attrition: Rocks bang against each other, gradually breaking down (rocks become smaller, smoother and less angular as attrition occurs) Solution: The dissolving of minerals in the rocks of the bed and banks which are carried away in solution in the water. Rocks such as limestone are easily dissolved. Vertical erosion: Occurs mostly in the upper course where the river is cutting down to base/sea level. Deepens the river valley and creates a 'V' shape. Lateral erosion: Occurs mainly in the middle and lower course. Here the river cuts sideways widening the channel and the valley.
2	Transportation	Traction: Large particles rolled along the river bed by the force of the water. Saltation: A bouncing or hopping motion by pebbles too heavy to be suspended. Suspension: Particles suspended within the water. Solution: Chemicals dissolved in the water.
3	Deposition	Involves the dropping of sediment that has been transported by the river. River sediment is deposited in low flow conditions when the river loses energy and the velocity is so slow that the river can no longer carry the sediment load. Usually happens on the inside bend of a meander, at the estuary and mouth where tidal influences slow the river flow or anywhere along the river's course at times of low discharge.

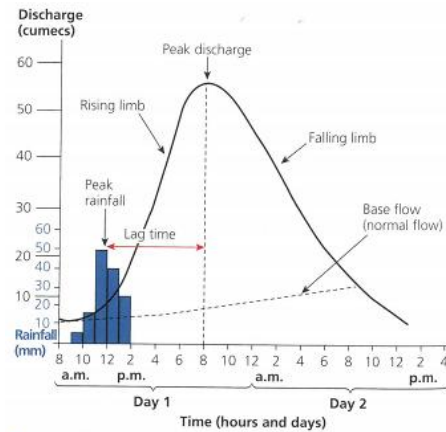
B. Distinctive fluvial landforms result from different physical processes

1	Characteristics and formation of landforms resulting from erosion.	Interlocking spurs, waterfalls and gorges  - The river uses its load to cut into the bedrock (vertical erosion). - Material loosened by weathering is washed into the river increasing its erosive power. - The river takes a winding path due to projections of hard rock. These form interlocking spurs; the river's forced to wind round them The process of Waterfall Formation  Eventually the overhang collapses due to lack of support. A plunge pool is formed by the force of water hitting soft rock below and deepened by rocks rubbing against the bed (corrosion).
2	Characteristics and formation of landforms resulting from erosion and deposition.	Meanders and ox-bow lakes 
3	Characteristics and formation of landforms resulting from deposition.	Levees, flood plains and estuaries. 

B. B. Distinctive fluvial landforms result from different physical processes: Example: River Tees

1	An example of a river valley in the UK to identify its major landforms or erosion and deposition.	
2	Location and Background	Located in the North of England and flows 137km from the Pennines to the North Sea (Tees estuary) at Red Car.
2	Upper course	The source is located at Tees Head, close to Cross Fell-altitude 893m ASL. Features include V-shaped valley, interlocking spurs, rapids and waterfalls. Highforce Waterfall-located close to Forest-in-Teesdale-drops 22m and consists of harder Whinstone cap rock with underlying softer limestone. An impressive 700m gorge has formed in front of the falls.
3	Middle course	Here the gradient becomes more moderate and the valley widens. Features include meanders and ox-bow lakes created by lateral erosion and deposition. The meander near Yarm encloses the town.
4	Lower course	Greater deposition creates features such as floodplains & levees near Darlington. Mudflats form due to deposition at the river's estuary. Some areas of the estuary are designated SSSI's but there is also plenty of industry at the mouth of the river.

C. Different management strategies can be used to protect river landscapes from the effects of flooding.

1	How physical and human factors affect the flood risk: Precipitation, geology, relief and land use	Physical: Prolong & heavy rainfall Long periods of rain causes soil to become saturated leading to runoff and increased flood risk. Physical: Geology Impermeable rocks cause surface runoff to increase river discharge. Permeable rocks allow water to pass through them and porous rocks absorb/hold water so reduce river discharge. Physical: Relief Steep-sided valleys channel water to flow quickly into rivers thus increasing discharge and flood risk. Human: Land Use Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff. Deforestation reduces interception and increases soil erosion. This causes surface runoff and increases flood risk.
2	The use of Hydrographs to show the relationship between precipitation and discharge	 ▲ Figure 11.42 A typical flashy response hydrograph

C. Different management strategies can be used to protect river landscapes from the effects of flooding.

1	The costs and benefits of the following management strategies: Soft Engineering	Floodplain zoning-restrict land use to certain locations. Place low risk uses such as sports fields in high risk areas. River restoration – return river to original course e.g. River Quaggy. Work to understand natural processes. Flood warnings and preparation-Environment Agency warns those in high risk areas which allows people/councils etc. to prepare for flood events. Planting trees-Tree planting within the catchment increases interception and absorption of water by trees. This reduces the speed/amount of runoff.
2	The costs and benefits of the following management strategies: Hard Engineering	Dams and reservoirs – regulate river flow and allow water to be held back during times of high flow. Straightening Channel – increases velocity to remove flood water; can create flooding issues downstream. Embankments (Artificial Levees) – heightens river banks so flood water is contained. Flood relief channel – man made channel to by-pass an urban area e.g. Jubilee River.
C. Different management strategies can be used to protect river landscapes from the effects of flooding.		
1	An example of a flood management scheme in the UK to show: Why the scheme was required.	The Jubilee River is a relief channel for the River Thames in south-east England. The area is part of the Thames flood plain and prone to flooding. It contains the royal settlement of Windsor, as well as Eton, home of a prestigious public school. Given the high-value property in this area, the EA decided to increase the level of flood protection.
2	Management Strategy - 2002	Funded by the Environment Agency (cost £10 million.) It is the UK's largest artificial channel (12km long and 50 m wide). The channel was designed to look like a natural river, so it has meanders and shallow reed beds and a nature reserve with bird hides has been created in the area. It has five weirs (large dams) along its course. The Jubilee River effectively diverts water from the River Thames and prevents the Thames from overflowing its banks.
3	Social, Economic and Environmental Issues	Social -Is it ethical to protect some properties at the expense of others? Economic – cost £10 million, continual repair costs. Homes and businesses flooded downstream. Environmental – Flooding downstream. Natural ecosystems disrupted. Algae collecting behind the weirs. Concrete weirs are unattractive.

Subject: Geography	Topic: River Landscapes in the UK	Year Group: 11	
1) Abrasion Rocks carried along by the river wear down the river bed and banks.	9) Flood plain The relatively flat area forming the valley floor on either side of a river channel, which is sometimes flooded.	17) Hydraulic action The force of the river against the banks can cause air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away. .	25) Ox-bow lake An arc-shaped lake which has been cut off from a meandering river.
2) Attrition Rocks being carried by the river smash together and break into smaller, smoother and rounder particles.	10) Flood plain zoning This attempts to organise the flood defences in such a way that land that is near the river and often floods is not built on. This could be used for pastoral farming, playing fields etc. The areas that rarely get flooded would therefore be used for houses, transport and industry .	18) Hydrograph A graph which shows the discharge of a river, related to rainfall, over a period of time.	26) Precipitation Moisture falling from the atmosphere - as rain, hail, sleet or snow.
3) Cross profile The side to side cross-section of a river channel and/or valley. .	11) Flood relief channels Building new artificial channels which are used when a river is close to maximum discharge. They take the pressure off the main channels when floods are likely, therefore reducing flood risk.	19) Interlocking spurs A series of ridges projecting out on alternate sides of a valley and around which a river winds its course.	27) Saltation Particles bouncing down the river bed. 28) Soft engineering Involves the use of the natural environment surrounding a river, using schemes that work with the river's natural processes. Soft engineering is usually much cheaper and offers a more sustainable option as it does not interfere directly with the river's flow.
4) Dam and reservoir A barrier (made on earth, concrete or stone) built across a valley to interrupt river flow and create a man-made lake (reservoir) which stores water and controls the discharge of the river.	12) Flood risk The predicted frequency of floods in an area.	20) Landscape An extensive area of land regarded as being visually and physically distinct.	29) Solution Soluble particles are dissolved into the river.
5) Discharge The quantity of water that passes a given point on a stream or river-bank within a given period of time. .	13) Flood warning Providing reliable advance information about possible flooding. Flood warning systems give people time to remove possessions and evacuate areas.	21) Lateral erosion Sideways erosion by a river on the outside of a meander channel. It eventually leads to the widening of the valley and contributes to the formation of the flood plain.	30) (Channel) straightening Removing meanders from a river to make the river straighter. Straightening the river (also called channelising) allows it to carry more water quickly downstream, so it doesn't build up and is less likely to flood
6) Embankments Raised banks constructed along the river; they effectively make the river deeper so it can hold more water. They are expensive and do not look natural but they do protect the land around them. .	14) Fluvial processes Processes relating to erosion, transport and deposition by a river.	22) Levees Embankment of sediment along the bank of a river. It may be formed naturally by regular flooding or be built up by people to protect the area against flooding.	31) Suspension Fine solid material held in the water while the water is moving
7) Estuary The tidal mouth of a river where it meets the sea; wide banks of deposited mud are exposed at low tide.	15) Gorge A narrow, steep sided valley, often formed as a waterfall retreats upstream.	23) Long profile The gradient of a river, from its source to its mouth.	32) Traction The rolling of boulders and pebbles along the river bed.
8) Flood Occurs when river discharge exceeds river channel capacity and water spills out of the channel onto the floodplain and other areas.	16) Hard engineering Involves the building of entirely artificial structures using various materials such as rock, concrete and steel to reduce, disrupt or stop the impact of river processes.	24) Meander A pronounced bend in a river 25) Ox-bow lake An arc-shaped lake which has been cut off from a meandering river.	33) Vertical erosion Downward erosion of a river bed. 34) Waterfall Sudden descent of a river or stream over a vertical or very steep slope in its bed. It often forms where the river meets a band of softer rock after flowing over an area of more resistant material.
26) Precipitation Moisture falling from the atmosphere - as rain, hail, sleet or snow.			

1.1 Types of Care

Health care settings	Dental practice, GP surgery, Health centre, Hospital, Nursing home, Optician, Pharmacy, Walk-in centre
Health Care Examples	• Visiting the dentist twice a year for a check-up or A&E (Accident and Emergency) for a sports injury • Pregnant woman visiting the hospital for an ultrasound scan on her unborn baby
Social care settings	Residential home, Retirement home, social services department, support group, community centre, day centre, food bank, homeless shelter.
Social Care Examples	• An individual staying at a homeless shelter or struggling to cope with a physically disabled child • Dementia resident cannot care for themselves in their own home, now living in a residential care home.

1.2 The Rights of service users

Choice	• Choosing which activities they participate in • Choosing what to eat • Choosing the type of treatment
Confidentiality	• Service users have a duty of care to protect service users' personal information (verbal and written) • Service providers cannot discuss service users care with their family and friends not directly involved in their care. Conversations should be in a private room (cannot overhear) • Keep personal information secure in a locked cupboard or filing cabinet. Computers should be password protected. Providers need a log in with a secure email/ password to access data/wear a security badge
Consultation	• Service users should be involved in all decisions that are made about them. • Service providers must find out and respect the service users' opinions, beliefs and concerns to build trust. • Service users involved in decision-making will feel more in control reducing fears or worries they have.
Equal and Fair treatment	• Every service user can access health and social care services, regardless of who they are (not unfairly because of their colour, age, gender, money available or ability to care for themselves. • Misconception - we should treat everyone in the same way, but this means some will be disadvantaged. E.g., providing information in large print, different language, braille.
Protection from abuse and Harm	• Includes health and safety, safe working practices and knowledge of what to do if you have concerns. • Service providers have a duty to prevent harm and abuse - have a clear complaints procedure. • Staff should monitor behaviour, be vigilant and receive the correct training to be able to recognise signs of abuse and how to report them. Harm - Can occur in unsafe or inaccessible to service users (inadequate lighting, slippery floors, missing handrails equipment not checked regularly, procedures not followed) Abuse - Can occur deliberately or accidentally (racism, lack of training, sexual orientation) it could be cruel comments, physical action or isolation

Health and Social Care		RO32 Principles of care in Health and Social Care – Topic area 1	Year 10
Key Terms			
Consultation	Service providers share information with service users and vice versa, so care decisions can be made together.		
Empowerment	Relates to the control or 'power' a service user feels they have over their life		
Holistic approach	Consider the emotional and psychological needs as well as the physical health		
1.3 The benefits to service users' health and wellbeing when their rights are maintained			
Empowerment - Control or 'power' will support the resident to feel stronger and more confident therefore more independent and self-reliant in making their own decisions			
Independence and self-reliance	Promoting self-worth and self-confidence. Contributing to self-esteem.		
Feelings of Control	Ensuring their rights are met giving them a sense of control e.g., Am I okay to listen to your chest?		
Choice	To increase their understanding and increase their self-esteem.		
High self-esteem - if rights are maintained they will feel valued and respected increasing their self-esteem			
Feeling valued	Feeling worthy of care. More likely to ask for additional support in the future.		
Feeling respected	Asking their preferred name and listening to them properly, developing a partnership		
Positive mental Health	This contributes to a person's self-esteem and self-worth, allowing people to cope with change better Take a holistic approach considering how the person feels about their care.		
Service users' needs are not met - care should be specific and well planned to the service user.			
Appropriate care or treatment	Service users receive care that is appropriate to their needs e.g. lifts, wide doorways and ramps.		
Improvements in physical or mental health	Service users' health and wellbeing will benefit		
Trust - service users will feel safe and confident with the care provided.			
Safety from harm	Trusting relationships will allow confidence to develop because they feel safe and secure		
Best interests	Care should have their best interest at heart. Gives reassurance and confidence in their care. Staff training makes service users safe		
Confidence in the care received	They will feel worthy, valued, respected and safe. Trust is linked to confidentiality where conversations are not overheard. This creates confidence		

1. How was Tudor society structured?**1. What was the Great Chain of Being?**

1. Tudor people imagined society as the Great Chain of Being.
2. God was at the top, followed by angels and others in heaven.
3. Humans were beneath, followed by animals and plants.
4. Humans were subdivided with the monarch at the top, followed by the nobility, the gentry, and the peasants. This hierarchy was fixed and moving between the groups was almost impossible.

2. Who were the nobility?

1. The nobility were the richest, most respected members of society.
2. The highest title was duke, followed by earl and baron. These titles were passed on and only rarely awarded by the monarch.
3. Nobles were protected from torture and public humiliation, and even if found guilty of treason would be beheaded rather than hanged.
4. Most nobles were landowners and passed land and money from father to son. They made up 1% of the population but had about 14% of its income.
5. However, nobles were dependent on the monarch for influence.

3. Who were the gentry?

1. The gentry were landlords of the countryside. They lived by the labour of their tenants rather than working themselves.
2. They had incomes between £10 and £2000 a year and some were richer than the poorer nobles.
3. They had power in the form of important posts, so were often JPs or members of parliament.
4. The gentry grew as people made money in trade.

4. Who were the peasants?

1. Peasants were the poorest in society and worked on the land.
2. They often struggled for regular work and poverty was common.
3. Luckier peasants with reliable lords could support families.
4. Other peasants who fell out with their lords faced difficulties.
5. Some were dependent on charity and were known as paupers. They begged or went to the local church for help.

2. How did the wealthy live?**1. How did people show their wealth?**

1. While the country was secure and stable, the rich were able to show off their wealth and status.
2. They built impressive country houses and many hosted huge banquets featuring dishes of meat and expensive wines.
3. Fashion was important and women wore fine clothes with white, lead-based make-up, to show they did not need to work outside.
4. Men and women wore elaborate ruffs around their necks.

2. What were country houses like?

1. These were private residences not communal buildings.
2. They were designed to show wealth rather than for security.
3. Renaissance designs were often based on Greek or Roman architecture with a symmetrical appearance, oak panels, colourful tapestries, expensive glass windows, and stacked chimneys.
4. The centre of the house was the great chamber surrounded by as many rooms as possible. Servants had their own 'quarters'.

3. How did the poor live?

1. What problems did Elizabeth inherit?

1. Henry VIII's policies made life for the poor harder. Closing the monasteries removed a source of support and 'debasing' the coinage damaged trade and jobs.
2. During Edward IV's reign, the cloth trade collapsed.
3. Peasants were dependent on lords for security and could be cast out, so their lives were very insecure.

2. What problems emerged in agriculture?

1. Bad harvests between 1594 and 1598 caused food shortages and starvation in some areas.
2. The new system of land enclosure required fewer workers and left many people jobless and homeless.
3. Many headed to the towns and cities for work but although these grew, there were still not enough jobs to go around.

3. What problems were created by population growth?

1. During Elizabeth's reign the population grew from 2.8m to 4m people.
2. The birth rate increased and the death rate decreased.
3. As there were fewer available homes landlords increased rents (rack-renting).
4. Bad harvests meant less food which caused food prices to increase (inflation).
5. A flu outbreak in 1556 killed 200,000 people, mostly poorer farm labourers, so less food was produced.

4. What was society's attitude to the poor?

1. Sympathetic attitude

1. The Great Chain of Being obliged higher people to look after those below them. This usually meant charitable donations rather than anything more significant.
2. Attitudes changed in Elizabeth's reign because of growing poverty.
3. More effort was made to help the 'deserving poor' find jobs or get charity. Almshouses were built to provide food and shelter.

2. Harsh attitude

1. The 'undeserving poor' were beggars who didn't want honest work.
2. In 1567 Thomas Harman produced a guide to beggars and the tricks they used to con honest people out of money.
3. Many wealthy people became hostile to beggars. They were seen as the 'idle poor': lazy and deserving of punishment.

3. What types of beggars were identified?

1. The Counterfeit Crank bit soap to pretend to froth at the mouth.
2. The Baretop Trickster was a woman who lured men in by removing clothes, who were then beaten and robbed by her accomplices.
3. The Clapper Dudgeon put on dirty bandages or wounded themselves to gain sympathy, claiming they had been wounded fighting for England.
4. Tom O'Bedlam would pretend to be mad and follow people, so they would give him money to go away.

Key Word	Definition
Beggar	A person who had no work and begged for money or charity
Deserving poor	Honest people who were poor through no fault of their own (unfortunate poor). Sometimes split into 'helpless poor' to be cared for and 'able-bodied poor' to be given work.
Duke	The highest rank of the nobility
Land enclosure	A new style of farming that limited the area needing to be worked upon
Great Chain of Being	The hierarchy that Tudor society was based on
Inflation	A rise in the cost of a product e.g. food
Landlord	A landowner who rented his land to tenants
Pauper	The poorest peasants who were dependent on charity
Peasant	The lowest members of society who were mostly farm labourers
Rack renting	Deliberately putting rents up to exploit the level of need and make more money
Ruff	A type of frilly garment worn round the neck
Tenant	A person who rented land either for cash or providing labour
Treason	The act of betraying the monarch, punishable by death
Undeserving poor	People who chose to beg rather than work (idle poor)

5. How did the government deal with poverty?

- | | |
|---|--|
| 1. Punishment | <ol style="list-style-type: none"> Under Tudor kings beggars were generally punished harshly. They could be put in the stocks, whipped or mutilated. In 1576 an Act was passed so localities could find work for the poor. |
| 2. How did towns and cities deal with poverty? | <ol style="list-style-type: none"> Poverty was especially bad in urban areas. In London, Bridewell Palace was used as a shelter for the homeless. Bedlam was established as a hospital for the mentally ill. Hospitals were opened for orphans and the sick. Conditions were still poor and poverty continued to grow, so crime grew as a result. Local authorities often struggled to cope with this. |
| Poverty case studies | <ol style="list-style-type: none"> York: 1515 introduced beggar licences, 1528 appointed a Master Beggar to keep control of beggars, 'House of Correction' set up to offer work in weaving and spinning. Those who refused were sent back to their villages. Ipswich: 1569 introduced beggar licences, opened a hospital for the elderly and poor, trained young people to find a trade, had a House of Correction. Norwich: Offered the 'idle poor' work and gave food and care to the 'unfortunate poor'. Taxed rich citizens to pay for 'poor relief'. |

6. What was the role of the theatre in society?

- | | |
|---|---|
| 1. What was Tudor theatre like? | <ol style="list-style-type: none"> Public theatres were popular with rich and poor. Playwrights and acting companies became successful. All actors were male with boys playing the female roles. Theatre developed during Elizabeth's reign from plays put on at an inn to a fully developed, purpose-built attraction. Performances were chaotic with audiences pushing and heckling. The nobility had expensive seats and often chose to be patrons of a theatre company to show how cultured they were. The poor stood nearer the stage to watch the performance. |
| 2. What opposition to theatre existed? | <ol style="list-style-type: none"> Some people felt theatre was sinful and wanted it banned. Theatres were associated with drunkenness, crime and disease. People feared large gatherings would spread disease. Puritans believed people should spend their free time praying and studying the Bible rather than watching plays. The theatre remained popular, and Elizabeth herself enjoyed plays. |
| 3. Who was involved in theatre? | <ol style="list-style-type: none"> William Shakespeare (1564-1616) was the head writer for the Lord Chamberlain's Men. He wrote 38 plays – tragedies, comedies and history plays. Richard Burbage (1568-1619) was a leading actor in the Lord Chamberlain's Men and played many famous roles. He also owned a theatre. |

7. Elizabeth and the Poor Laws

- | | |
|--------------------------------------|---|
| 1. What were the Poor Laws? | <ol style="list-style-type: none"> In 1601 Elizabeth introduced the Poor Laws after seeing successes in dealing with poverty in some towns and cities such as York. In each area of the country, the wealthy would be taxed to provide relief for the poor, old and sick. The idle poor would still be treated harshly. These kinds of taxes had never existed on this scale. |
| 2. Successes of the Poor Laws | <ol style="list-style-type: none"> Helped distinguish between authentic beggars and vagrants. Helped those who were genuinely poor while punishing those who were lazy or dishonest. The numbers of beggars decreased. |
| 3. Failures of the Poor Laws | <ol style="list-style-type: none"> Inconsistently applied across the country Decrease in begging may have been due to fears of House of Correction rather than helping them Areas argued over which paupers they had to help and sometimes just sent them elsewhere |

Subject: History		Topic: Life in Elizabethan England		Year Group: 11		Key Word	Definition
8. The Age of Exploration							
1. What changes helped to enable exploration?	1. Technology in shipbuilding enabled long voyages. 2. New 'lateen' sails made them faster and easier to steer. 3. Better defences and weapons improved fighting abilities. 4. The astrolabe and better compasses improved navigation. 5. Voyages were still dangerous – Drake's big voyage returned with only one ship of the five that left.					Alchemy	A type of science combined with magic that sought to e.g. turn lead into gold
	2. How did voyages help trade? 1. Most voyages were structured around buying and selling goods. 2. People began to look beyond Europe to the Far East to acquire new and exciting products such as spices. 3. Middlemen bought products directly and sold them on to English buyers, but this was expensive so the English wanted to extend their own trade. 4. Many attempts to reach the Far East failed but the Americas were discovered in the process. 5. Companies were founded to become experts in particular areas, for example the Muscovy Company (1555) traded in Russia. 6. The East India Company was founded in 1600 and obtained products like silks, spices and porcelain.					Almshouses	Institutions offering food and shelter to the poor. First set up by Archbishop Whitgift in London.
						Astrolabe	A navigational tool that calculated a position using the stars
						Circumnavigate	To travel around the globe back to a starting point
3. How did the slave trade develop?	1. Drake and his cousin John Hawkins (1532-95) led the first voyage to kidnap West Africans and sell them in Mexico in 1564. 2. Hawkins was a spy who became an important naval commander and trader, introducing tobacco to England after discovering it in America. 3. The slave trade grew as there was a huge demand for agricultural labour in the Americas, to enable products to be sent back to Britain.					Gloriana	A nickname for Elizabeth showing her as a glorious figure
						Playwright	A professional writer of plays
4. How were colonies established in the New World?	1. In 1584 Elizabeth gave Walter Raleigh permission to conquer and rule any land not ruled by Christians. 2. In return he would give her 1/5 th of the gold and silver he found. 3. Raleigh went on voyages and sent others to colonise North America. 4. A colony was eventually established at Roanoke in 1587 but the settlers mysteriously disappeared. England never fully set up a colony in North America until after Elizabeth had died.					Poor Laws	The laws introduced in 1601 to help deal with the poor
						Poor relief	Charity given to the poor funded by tax payers
Key Question: Was Elizabethan England a Golden Age?						Slave trade	The growing trade in African slaves sold to work in North America
1. Arguments in favour	1. Growth of culture: art, theatre, literature, education (even for some girls!) 2. Incredible accomplishments in science, architecture, exploration 3. England became a hugely wealthy trading empire 4. Military power grew and territory expanded hugely 5. England was largely peaceful and national pride grew enormously with Elizabeth seen as 'Gloriana'					Spanish Armada	The Spanish invasion fleet of 1588
						Trading companies	Firms that were responsible for trading in certain areas
						Vagrants	Another term for travelling beggars, the idle or undeserving poor
2. Arguments against	1. Cruel torture and punishments 2. Huge divisions of wealth and class 3. Low life expectancy and widespread disease 4. Some superstitious beliefs (eg alchemy, astrology) 5. Brutal culture eg blood sports, attitude to beggars						

Knowledge Key concept: Worldwide church

Define			Explain		Evidence		
1	What is CAFOD?	A Christian charity that provides emergency and long-term aid to the developing world. A Christian charity that provides emergency and long-term aid to the developing world. A Christian charity that provides emergency and long-term aid to the developing world.	What is the impact or influence? What is the impact or influence?	It supports those who are most in need and helps Christians to do good deeds for judgements It helps to educate people about Christianity and supports those who are most in need	Explain one religious teaching/scripture	'For I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.' The parable of the sheep and goats	If you help someone in need its like you are also supporting Jesus. The more
2	What is Christian Aid?						
3	What is Tearfund?						
4	What is mission?	Literally 'sent out'; the duty of Christians to spread the gospel (the good news about Jesus).	What is the impact or influence?	It helps Christians to spread the good news and spread the faith.	Explain one religious teaching/scripture	'Therefore, go and make disciples of all nations' Bible NT	When new disciples come to Jesus it means they will receive salvation. Following in the teachings of Jesus
5	What is persecution?	Facing hostility and ill-treatment; some Christians face punishment and death for practising their faith.	What is the impact or influence?	It helps to strengthen the faith of Christians as overcome it through faith. They are following in Jesus' steps who also suffered	Explain one religious teaching/scripture	"Whoever wants to be my disciple must deny themselves and take up their cross and follow me.	Part of being a Christian is suffering; you must be willing to suffer for God.

Knowledge Key concept: Local church

Define			Explain		Evidence		
1	What is evangelism?	The act of sharing the good news (gospel with others)	What is the impact or influence?	Spreads the message of Jesus	Explain one religious teaching/s cripture	Consequently, faith comes from hearing the message, and the message is heard through the word about Christ.	When new disciples come to Jesus it means they will receive salvation. Following in the teachings of Jesus
2	What are food banks?	Places in local communities where people in need can go to collect food; often run/supported by local churches and religious charities.	What is the impact or influence?	It supports those in need as it provides necessary items to offer help but also teaches Jesus is the bread of life	Explain one religious teaching/s cripture	'I was hungry and you fed me' Sheep and the goats	If you help someone else its like you are helping Jesus.
3	What are street pastors?	A Christian organisation involving people working, mainly at night, on city streets giving care to those who need it.	What is the impact or influence?	It helps people to get places safely and supports evangelism. Good works are a means to salvation	Explain one religious teaching/ scripture	He said to them, "Go into all the world and preach the gospel to all creation."	Christians need to spread the good news of jesus through doing good works like he did.

Knowledge Key concept 1: Festivals

Define			Explain		Evidence		
1	What is easter?	Festival/celebration of the resurrection of Jesus; the Easter season ends with Pentecost (50 days after Easter Sunday) which remembers the coming of the Holy Spirit to earth following the ascension.	What is the impact or influence?	Helps Christians to appreciate the sacrifice of Jesus and gives time for remembrance	Explain one religious teaching/s cripture	"I am the resurrection and the life. He who believes in me will still live, even if he dies. Whoever lives and believes in me will never die. Bible	Jesus proves through his death and resurrection he will save people and give them eternal life
2	What is Christmas ?	The festival/celebration to remember the birth of Jesus.	What is the impact or influence?	Christians spend time with family and celebrate the birth of Jesus	Explain one religious teaching/ scripture	there has been born for you a Savior, who is Christ the Lord-Jesus-Christ. Bible	Jesus was the prophesised saviour born of the immaculate conception

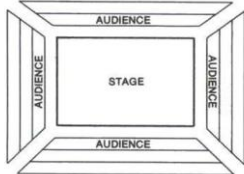
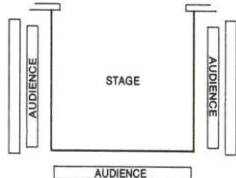
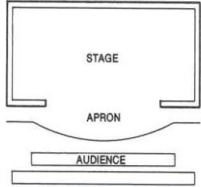
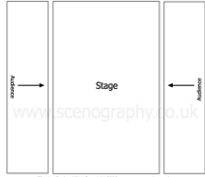
THE PURPOSE OF SET DESIGN

1	LOCATION	- Productions often need multiple settings or time periods. - To avoid slowing the pace, use flown scenery, trucks, or actors moving props. - A composite set can show different places without full changes.
2	TIME PERIOD	The setting may reflect the play's era or one chosen by the director.
3	THEMES AND SYMBOLS	A design could include significant objects, for example a large, dead tree to suggest the themes of death and decay.
4	ATMOSPHERE	- Stages and sets help create mood. - For example, a cramped space can make the audience feel claustrophobic.
5	LOGISTICS	- Design must suit cast size, entrances/exits, performer needs, and special effects. - For plays with many quick scene changes, a minimal set can keep transitions smooth.

STYLE OF STAGE DESIGN

1	REALISM	- Uses lifelike realistic elements, fully or partly. - Total realism recreates real settings with accurate
2	SYMBOLISM	- Focuses on expressing ideas, not real life. - Uses images that represent the play's key themes and interpret them in the set.
3	MINIMALISM	- Uses simple props or furniture to suggest a location. - For example, a table and chairs can imply different spaces.
4	FANTASY / EXPRESSIONISM	Creates an abstract, imaginary world without real-world limits.

TYPES OF STAGE

1	In the Round	 When the audience are placed all around the outside of the performers' playing space. The stage area may be circular or square, with entrances and exits through the audience.
2	Thrust	 When the audience surround the stage on three sides, and the other side connects to the backstage area.
3	Proscenium Arch	 End-on staging on only one side of the stage, but in an older style theatre with a decorative arch framing the whole stage (called proscenium arch)
4	End on	When the audience sit on one side of the stage only, facing it in the same direction.
5	Traverse	 When the audience is placed on either side of the actors' playing space or stage, facing each other. This staging form is also called corridor.
6	Promenade	When the audience can move around and follow the action during a performance.

Set and Props Design			
1	I	INTERACTION	How the set lines up with the other design elements, e.g., costume design and lighting design, to create an overall effect. The textures of surfaces on the stage (the floor or the walls), as well as the texture of the stage furniture can interact differently with other elements.
2	M	MATERIALS	Materials (wood, metal, fabric etc...) create texture. Texture can be created using paint effects (for example a painted woodgrain effect). Different textures can give the audience information about the setting of the play.
3	P	POSITION AND LEVELS	Where you set is placed on the stage and the angle it is positioned at. The use of rostra, ramps, treads, blocks, staging units, scaffolding and planks can be used to create levels and can be joined together to create steps or other shapes.
4	A	AUDIENCE POSITIONING	The position of the audience can create different experiences. Sightlines to mean what the audience can and cannot see. As a set designer, you will want to make sure that your set does not block the audience's sightlines and prevent them from seeing the actors and following the action. You might also deliberately want to block some things from the audience.
5	C	COLOURS	The colours used on the stage floor, pieces of scenery, stage furniture and backdrop. Colours on stage have many functions: they can be used to reflect colours in real life, create an atmosphere or tell an audience about the mood of a place or the personality of a character.
6	T	TYPE OF STAGE AND SIZE	For example: Thrust, In the Round, Traverse, End on, Proscenium Arch, Promenade etc... The size and the shape of the stage floor, any platforms, levels, or pieces of scenery and any stage furniture can have a different effect on the audience or create a different atmosphere.
7	S	STYLE AND PERIOD	For example, a play in a naturalistic style would aim to create the impression of reality through realistic-looking props and set items. A play performed in a minimalistic style would use just a few, simple props to represent a setting.

DRAPERY

1.	Backdrops	A piece of cloth hung behind the stage in a theatre as part of the scenery that can be painted or have coloured light or projections shone onto it.
2.	Cyclorama	Located at the very back of the stage (farthest upstage), and is usually used to give the appearance of "sky". Cycloramas are created with white or natural muslin (flat panels), and are front lit to help achieve the desired look.
3.	Gauze	A thin curtain that can be lit either from the front to make it opaque, or from behind to make it transparent.
4.	Tabs	The name for stage curtains that can open horizontally or fly vertically.
5.	Ground row	A long, low piece of stage scenery, built to simulate part of a landscape. It is sometimes used to conceal lanterns from the audience.
6.	Flat	A flat is a piece of scenery used to represent a wall or to conceal a backstage area. A series of flats can be joined together to make a run , where each flat is supported by a brace with a heavy weight attached.

CREATING EFFECTS WITH SET DESIGN

1.	Projections	Projections are becoming more common within set design and can be used to add detail and texture on stage. In some venues scenery can be projected, which can be very effective but can have limitations. For example, unless it can be projected from behind the set, actors will cast shadows onto it.
2.	Hydraulics	Machinery used in large-scale productions to move set, usually up and down.
3.	Smoke	Used to create dramatic effects and created with a fogger or a hazer (using dry ice).
4.	Truck	A moving platform on wheels (called 'casters'). on which a piece of scenery is built to facilitate scene changing.
5.	Revolve	A turntable built into the stage floor on which scenery can be set and then turned.
6.	Flying	Involves a manual or electric system that lifts performers off the stage, allowing for stunts and aerial sequences.
7.	Trap doors	An entrance/exit from underneath the stage (often involves a scissor lift).
8.	Set dressing	Smaller items that add details to a set, such as stage furniture, to help establish setting and era
9.	Pyrotechnics	The use of fireworks within theatre to create effects, e.g., explosions

Quality Assurance and Quality Control

Quality Assurance

Quality Assurance is a **preventative** approach to ensuring quality. Quality Assurance involves anything you do before manufacture from checking the machines are working to checking the material to be cut is high quality.

Quality Control

Quality Control is a **reactive** approach to ensuring quality. Quality Control involves anything you do **after** manufacture to check the product made is of the highest quality before it gets sold to consumers

Reasons for implementing a quality system in engineering

Early intercept of problems in production

Catching problems early **gives you the time to study the problems, tell the factory / manufacturer what is not acceptable (tolerance), look for countermeasures and re-test them avoiding unnecessary additional costs.**

Reducing waste and associated costs

Causes of waste in manufacture include time, materials, resources, processes, supply, and space.

Consistency of finished products

Consistency is important to the overall success of every business. Providing consistent, high quality products allows your customers to know exactly what to expect every time they purchase your products.

Conformity to industry standards and regulations

A Standard refers to **the specification of making a product, managing a process, delivering a service or supplying materials**. Conformity should be conducted to recognised standards, preferably International, European or National benchmarks to ensure the products you are making and selling meet any (and all) standards set out by governments.

Reduce issues at customer and returns

This is a quality control issue on the part of the warehouse and shipping team. For manufacturers and distributors, returns have often been seen as a nuisance, a cost and an area of potential customer dissatisfaction.

Quality Assurance V Quality Control

Main objective of quality assurance is to **prevent defects and mistakes**

Preventive technique and **pro-active** measure

Process oriented

Involves managing quality by defining the processes, strategies, and policies, developing checklists, and establishing standards that need to be followed throughout the course of the project

Responsibility of all the individuals involved in developing the product or service

Main goal of quality control is to **fix defects** after first identifying them

Corrective technique and **reactive** measure

Product oriented

Involves following the set guidelines as the project progresses and **products are being made to verify quality**, discover defects and correct them

Responsibility of a particular team that tests the product or service to check for bugs and fixes them

Quality Control As A Reactive Approach; Measuring Parts

Quality control is an important issue in manufacturing, and using expert tools and techniques for measuring quality can ensure a product is well-received by customers and passes any necessary government standards

Inspection

Inspection is a critical part of measuring quality, and for small operations, **random product testing** can be an effective technique.

Testing

One type of product testing is **failure** testing where the product is tested to its limits and beyond to evaluate where it will stop functioning as intended. These usually include stressing the mechanical properties of the product such as material strength, elasticity and impact resistance. Tests for vibration and temperature might also be conducted.

Destructive Testing	Tensile Testing	Controlled tension(pulling force) is applied to a sample material either as a load for proof testing (make sure it is strong enough)or until it fully fails.
	Hardness Testing	This involves applying a constant load via a rounded or pointed object, under controlled conditions, to create an indentation in a metal surface. The width of the indentation is then measured to determine the hardness of the material
	Compression Testing	Used to establish the compressive force or crush resistance of a material and the ability of the material to recover after a specified compressive force is applied.
	Impact Testing	Performed to determine the impact resistance or toughness of materials by calculating the amount of energy absorbed during fracture when a free falling weight is dropped into the sample material.

Quality Control As A Reactive Approach; Measuring Parts

A testing technique used by engineers to evaluate the properties of a material or product without causing damage to the original product.

Non-Destructive Testing	Conductivity Testing	The measurement of a materials ability to conduct an electric current. When carried out over a weld or a joint it will inform you as to the quality of the weld / joint. Good conductivity indicates a good joint, poor conductivity / high resistivity could be caused by gaps or cracks within the joint or damage to the material by heat.
	X-ray Crack Testing	The tyre industry use x-rays to show up air bubbles between rubber layers.
	Visual Inspection	One NDT method used extensively to evaluate the condition or the quality of a weld or component. It is easily carried out, inexpensive and usually doesn't require special equipment. Visual testing is the primary NDT method of many quality control programmes.
	Ultrasonic Testing	Used on sheet material to precisely locate faults. Aircraft industry employ this method.
	Dye Penetrant	Sprayed onto a surface, and the dye/penetrant will settle in any cracks to highlight them.

Age groups – dietary needs		
1	Young Children	5 a day / Eat Well Guide recommendations Starchy carbs – energy Protein growth Calcium/vit D Full fat options – limit salt/sugar
2	Teenagers	Same as young children Extra iron for menstruation / muscle growth
3	Adults	No change between age 19-50. 5 a day / eat well guide recommendations Lower fat – increase fibre
4	Pregnancy	Calcium, iron, B12 (folic acid) No need to increase calories. Avoid too much vit A
5	Elderly	Protein to repair body cells Calcium & vit D to maintain bones / teeth More fat to keep warm in winter Soft foods – to help with chewing Fibre to prevent constipation
6	Active	More calories will be required Carbohydrates for energy Protein for muscle repair Water for hydration
7	Sedentary (inactive)	Less calories will be required Cautious of fat intake (if not used as energy it will be stored)

Special Diets – dietary needs		
Religion / Lifestyle		
1	Halal (Muslim)	All food must adhere to Islamic Law. No Pork
2	Hindu	No not eat beef – sacred animal
3	Kosher (Judaism)	No pork. Do not mix dairy and meat in the same meal.
4	Buddhist	Usually vegetarian. Do not eat meat or fish
Health – related		
5	Coeliac	Sufferers react to gluten - must avoid it
6	Lactose Intolerant	Sufferers cannot digest lactose. They will experience cramps wind and diarrhoea if consumed.
7	Nut/ other allergies	Must avoid food they are allergic to. Can results in anaphylaxis and even death if eaten
8	Coronary Heart Disease	Advised to follow a low sugar, low saturated fat, high fibre , Mediterranean style diet
9	Type 2 Diabetes	Avoid processed meat, low salt, wholegrains and lots of fruit and veg
10	Anaemia	Caused by iron deficiency
Ethical		
11	Vegetarian	Do not eat meat or fish but do eat dairy.
12	Vegan	Avoid eating ALL animal products – meat, fish, dairy, honey
13	Pescatarian	Do not eat meat but will eat fish
14	Flexitarian	Choose to eat vegetarian/ vegan some days of the week,

Key Vocabulary		
1	Food Allergy	A damaging immune response to a food
2	Intolerance	An inability to eat a food without negative effects
3	Gluten	A protein found in wheat.
4	Lactose	A sugar found in milk
5	Haram	Food that is forbidden under Islamic law
6	Mediterranean diet	A diet high in vegetables, olive oil and moderate protein intake
7	Anaphylaxis	A serious life threatening response to an allergic reaction. Happens in seconds.
8	Comparison	Looking at the similarities and differences between two things
9	BMR	Basal metabolic rate
10	PAL	Physical activity level

Cooking methods definition		
1	Boiling	Cooking in water at 100°C e.g. eggs, rice, pasta potatoes, carrots and lentils.
2	Steaming	Steaming cooks food in a fast way will little contact to water e.g. vegetables, dumplings, fish
3	Poaching	Cooking food in a shallow pan of water or wine, below boiling point with only the occasional bubble visible. It is kept just under 82°C e.g., eggs, fish
4	Baking	Baking used dry heat without direct contact to a flame, typically in oven. e.g. bread, cakes, pastry
5	Grilling	Uses dry heat applied to surface of food e.g. meat, vegetables
6	Stir-frying	Food cooking in a small amount of oil on a very high heat e.g. meat, vegetables
7	Roasting	Same as baking but a higher heat – dry heat. E.g. meat, vegetables
8	Frying	Food submerged in hot fat e.g. chips, meats, spring rolls

How they impact nutrients		
1	Boiling	Vit C loss (up to 50%), B1, B2 and B3 are destroyed by prolonged heat. Some calcium and sodium will dissolve. Water soluble vitamins will dissolve into cooking water. Over cooking meat will make protein less digestible. Some starch can be released making it easier to digest.
2	Steaming	Vitamin C (up to 15%) and vitamin B are lost but in fewer amounts. Steaming also retains lots of antioxidants.
3	Poaching	Vitamins C, B and folate will leach into the cooking liquid but vitamins A, D, E and K are fat soluble and heat tolerant so will survive
4	Baking	The high heat can easily over cook proteins which will damage vitamins B and C.
5	Grilling	Little nutrient loss but if fat melts vitamins A, D, E and K as it will melt off. Grilled vegetables should retain all the nutrients.
6	Stir-frying	The fat used will increase the amount of vitamin A and beta carotene. Heat may cause some damage to vitamins C and B but not a lot as it is a short cooking time.
7	Roasting	High heat decrease vitamins C and B (up to 40%) and it may increase the fat content as it is cooked in oil.
8	Deep fat Frying	Increase in fat and a loss of fat-soluble vitamins (A, D, E and K).

Tips tp avoid nutrient loss		
1	Boiling, steaming, poaching	Use as little water as possible and consume any liquid left in the pan for a sauce or gravy.
2	Roasting	Add the juices that drip into the pan back onto the meat.
3	All cooking methods	Don't peel the vegetables and if you do, do it after cooking to maximise nutrients.
4	All cooking methods	Cook vegetables in smaller amounts of water to reduce loss.
5	All cooking methods	Try to finish cooked vegetables within a day or two as the vitamin C content way continue to decline.
6	All cooking methods	Cut food after rather than before cooking if possible.
7	All cooking methods	Cook vegetables for the minimal time possible.
8	All cooking methods	When cooking meat, poultry and fish you should use the shortest time.

1. Context and structure

1	David Paich and Jeff Porcaro	Toto band members who wrote Africa.
2	Toto IV	Fourth studio album that the track is from.
3	1981	When the piece was recorded.
4	Soft rock	A style developed in the late 1960s that relied on simple melodic songs with big, lush productions.

2. Form and Structure

1	Verse Chorus structure	A structure with verse and chorus sections, often called strophic.
2	Intro	Opening section of a song.
3	Verse	Section of a song with the same music but different lyrics each time.
4	Chorus	The catchy, repeated section of a song that comes between the verses.
5	Link	A section that links the verse and chorus.
6	Instrumental	Section of the music for the instruments to play.
7	Outro	The final section of the piece.

3. Harmony and tonality

1	Diatonic	Chords that belong to the key of the piece.
2	Root position	Chords with the bottom note of the chord as the lowest note. E.g. C, E, G.
3	First inversion	Chords with the middle note of the chord as the lowest note. E.g. E, G, C.
4	Chorus chord pattern	The chorus uses a vi (F#m) – IV (D) – I (A) – V (E) progression.
5	Riff a	A repeating musical pattern, can be heard in the intro, verse, link, instrumental and outro. Uses the chords A – G#m – C#m.
6	Harmonic rhythm	The speed the chords change e.g. once per bar.
7	B Major	The majority of the key is in B Major.
8	A Major	The choruses are all in A major

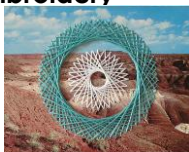
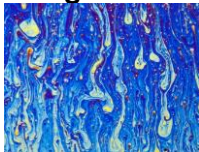
4. Musical Features

1	Moderately fast	The tempo is quite quick.
2	Simple duple time	A metre with two minim beats per bar (2/2)
3	Ostinato rhythms	Rhythms that repeat regularly, this piece features quavers and syncopation.
4	Syncopation	Rhythms that emphasise the off beat.
5	Vocal rhythm	Follows the natural rhythms of speech and the lyrics.
6	Mezzo-forte	Moderately loud for most of the song.
7	Forte	Loud in the choruses
8	Homophonic	Tune with accompaniment.
9	Rock Band	A typical rock band line up of drum kit with additional percussion, lead and bass guitars, synthesisers, male lead vocals and male backing vocals.
10	Conjunct movement	The music moves by step.
11	Wide vocal range	Uses a lot of notes, with both low and high notes used.
12	Pentatonic scale.	Five note scale is used in Riff b.
13	Vocal improvisation	Vocalist makes it up, based on certain scales.

Knowledge Group 1 – Experimentation

1	Development	Taking something seen in life and translating it into a series of shapes, patterns, colours and tones, in an attempt to convey its essence or true meaning.
2	Simplification	Removing unwanted detail from an image and retaining the most critical part or parts.
3	Aesthetically pleasing	An arrangement of shapes, forms, lines, tones, and colours that is visually interesting or successful. A piece of visual work that is enjoyable to look at and investigate.

Knowledge Group 2 – Key Techniques

1	Collage		A technique and the resulting work of art in which pieces of paper, are arranged and stuck down onto a supporting surface.
2	Embroidery		The craft of decorating fabric or other materials using a needle to apply thread or yarn.
3	Marbling		Colouring or marking that resembles marble, especially as a decorative finish.
4	Mixed Media		A term used to describe artworks composed from a combination of different media or materials.

Key Vocabulary

1	Abstract	Something that does not show directly the visual representation of a given object. Instead, it represents the idea of it through shape line, tone and colour.
2	Geometric	Characterized by or decorated with regular lines and shapes.
3	Layout	The way in which visual elements are arranged in a picture. From strikingly simple to highly complex, these are important choices each photographer must make while taking pictures.
4	Contrast	The way in which different elements in a picture interact and look, for example: light & dark, sharp & soft, focused & blurry, crowded & empty.
5	Leading lines	Lines found in the picture that help direct the attention of the viewer around the image. These are an important compositional tool.
6	Architectural	Relating to buildings and the built environment, including all man-made structures.

Knowledge Group 3 Reflection and analysis

1	Lighting	The method used to illuminate an item. For example, directional light from a torch that gives strong shadows, or diffuse lighting from a window that gives softer tonal values and allows detail to be seen more clearly.
2	Depth of field	The extent to which an image is focused. Depth of field can be used to highlight a certain feature or aspect within an image, it can also be used to emphasise depth in an image.
3	Background	Objects or a scene behind the main picture. Your choice of black or white background will affect significantly the tonality of the photograph. Ensure that you experiment with both types of background for the best outcomes.

KG1 – Characteristics of skilful movement

	Motor skill definition		
1	Motor skill	A learned action or task that involves body or limb movements	
	Characteristics of skillful movement:		
	Characteristic	Description	Sporting examples
2	Predetermined	The result is intended. The performer knows exactly what they want to do, and they do it.	- A tennis player knows where to place the serve in tennis and serves it into the area - A dancer knows their routine and performs the correct moves in the correct order
3	Fluent / fluid	The movement is smooth and flowing	- A batsman in cricket hits a shot with correct timing and technique to make the action smooth - A footballer strikes the ball smoothly on a penalty with no jerky actions.
4	Aesthetic	The movement looks good and is pleasing to the eye.	- A gymnast performing a routine that looks good - A rugby player making a tackle that looks well timed
5	Coordinated movement	The performer uses different body parts together effectively.	- A badminton serve using hand-eye coordination to hit the shuttle - A basketballer coordinates his arms, legs and eyes to perform a run up and shot in a lay up
6	Efficient	There is little wasted effort or energy. The skill is made to look easy.	- A gymnast performs a somersault and lands neatly so there is no wasted time or effort. - A tackle in rugby is well timed to avoid wasted energy.

KG2 – Classification of skills

	Classification	Description	Examples
7	Simple skill	A skill that has few sub-routines, requiring few decisions to be made or little information to process.	400m Sprint
8	Complex Skill	A skill with lots of sub routines and a lot of decision making / information to process	Somersault
9	Closed Skill	A skill that is predictable and is not affected by the environment.	A javelin throw
10	Open Skill	A skill affected by an unpredictable and changeable environment e.g. conditions of play/ teammates/ opponents	A rugby tackle

Continuums of skills

11	Skills continuum	A method of categorising skills by placing them on a continuum between two extremes	
	Continuum	Classifications	Sporting examples
12	Difficulty continuum	Simple to complex skills	
13	Environmental continuum	Open to closed skills	

KG3 – Goal Setting

14	Goal setting	The process of setting targets that a performer will work towards achieving.	
	Reasons to use goal setting		
	Reason	Description	
15	Exercise / training adherence	Goal setting helps a performer to stick to their training by having a purpose to their exercise.	
16	Motivate performers	Goals can help to increase effort and increase enjoyment by meeting goals.	
17	Optimise performance	Setting and working towards goals increases the chance of a person improving and being increasingly successful over time	
	SMART Targets		
	Principle	Description	Example
18	Specific	Goals should target a relevant aspect of performance to develop.	To improve a serve in tennis.
19	Measurable	The goal needs to be measurable to see how much they need to improve towards their target or to keep them focused	To serve at least 70% of first serves in service box.
20	Achievable	Goals should be within the reach of the performer.	Currently serving 60% of first serves in service box.
21	Recorded	Goals and progress should be written down, so they are not forgotten and make them more meaningful.	Write down the number of first serves that are in.
22	Timed	Goals should have time limits to keep a performer on track.	To meet the goal by the end of a two-week training programme.

KG4 – Mental Preparation

	Mental preparation technique	Description	Effect
23	Positive thinking	Before an event, a performer thinks positive thoughts about their performance and shuts out negative thoughts of failure.	- Improves confidence - Increases or controls arousal - Increases motivation
24	Imagery	A performer creates pictures in their mind and can help them relax	- Helps a performer relax - Helps control arousal - Gets them 'in the zone'
25	Mental rehearsal	A performer rehearses a technique / tactic / performance in their mind before physically performing it.	- Allows effective decision making - Increases speed of reactions
26	Selective attention	A performer focuses on only the important aspects of their performance and blocks out distractions	Increases concentration

KG5 – Types of guidance

	Guidance type	Description	Advantages	Disadvantages	Example
27	Visual	When guidance is presented in a form that the performer can look at.	• Good for all especially novices as learner can easily see what is required and shows them exactly what to do. • Easier and quicker to form a technical model.	• If demonstration is incorrect then incorrect movements are learned. • Difficult to get the feel/kinaesthetic sense. • Not effective if performers are not paying attention • Some skills are too complex to demonstrate / hard to replicate.	• A coach demonstrating a table tennis serve. • A coach showing a you tube clip of a push pass in hockey. • Showing a diagram or drawing of a centre pass play in netball. • Observing another gymnast doing a handstand.
28	Verbal	When a coach explains how to perform a skill or tells a performer something.	• Quick / immediate. • Helps to develop / fine tune a skill. • Motivating / encouraging or increases confidence. • Can help to develop a better understanding of a skill and its requirements.	• Information may be incorrect leading to misunderstanding. • Difficult for kinaesthetic learners as you can't get a feel for it. • May be too much information to process or information overload.	• A badminton coach saying the key coaching points of how to perform a drop shot. • A football coach saying the key coaching points of a pass
29	Manual	Involves a coach physically moving a performer into the correct position or supporting them as they perform a skill.	• Helps with confidence or self-efficacy due to the physical support it provides. • Encourages correct proprioception or kinaesthesia - you can get the right 'feel' of the skill. • Increases safety in potentially risky activities due to the physical support through the movements.	• Can give a false/different feeling of the movement to the performer. • Over reliance by the performer on the guidance / struggle to perform when guidance removed • Can be dangerous if coach is not experienced/strong enough to prevent accidents. • Incorrect guidance can lead to incorrect technique. • Performer/coach may feel uncomfortable due to contact	• Coach holding gymnast in a handstand position • A swimming coach holding a learner in the correct position in a pool • A rugby coach helping a player get into a good position by scrummaging against them • A golf coach holding the arms of a golfer to improve their swing
30	Mechanical	Takes place when equipment is used to assist in the coaching process.	• Can reduce fear in a dangerous/new situation • Can be safer for the performer/less risk of injury • Can increase confidence for the performer • Kinaesthetic feel for the performer	• It can lead to over-reliance and can give sense of false security as it takes away the true feeling of the skill. • Equipment may be expensive.	• A coach uses a harness for the gymnast to complete somersault. • Swimming armbands. • Stabilisers on a bike. • Lead rope on horse

KG6 – Types of feedback			
	Feedback type	Description	Example
31	Intrinsic	Knowledge about performance that comes from internal/ from within the performer / knowledge from the feel (kinaesthesia) of the action.	- A gymnast performing a handstand and knowing their legs are straight from the feeling in them. - A player telling themselves they need more power from their football pass. - Swimmer feels that his leg kick is going well.
32	Extrinsic	Knowledge that comes from external/outside sources e.g. coach.	- A coach telling a javelin thrower that their run up was effective. - Coach praises an attempt at serving in tennis. - Crowd applauds a good tennis shot.
33	Knowledge of performance	Information/feedback that relates to the quality of the performance / skill / movement	- A hockey coach telling the performer that their grip of the stick whilst dribbling was correct. - The table tennis coach tells her player that her forehand technique lacks adequate top spin
34	Knowledge of results	Information / feedback that relates to the outcome of the performance / skill / movement / attempt	- A goalkeeper saving a penalty in football - The coach tells a sprinter her time for completing the 100m race - A gymnast finds out her score at the end of her routine.
35	Positive	Feedback about what a performer has done well. - (praise/encouragement leads to better technique/ performance)	- A Netball coach tells the goal attack that their shooting is excellent.
36	Negative	Feedback about what a performer has not done well in a performance.	- A tennis coach telling a player that their grip is incorrect. - A football coach shouting to a player that they are playing poorly. - A coach telling a tennis player that his last serve showed poor technique.