# KNOWLEDGE ORGANISER

## YEAR 11 – TERM 1

THOMAS HALL SCHOOL

Think Like An
Environmentalist

Community, Collaboration and Challenge

# ATTENDANCE MATTERS

## EVERY DAY COUNTS
Missing just 1 day every 2 weeks is the same as missing 10% of the school year.

## LEARNING
Being in school allows you the best opportunity to learn.

## WELLBEING
Attending school supports your mental and emotional health.

## FUTURE SUCCESS
Regular attendonce at school is vitol for building the key skills needed for future employment

# EQUIPMENT


# SCHOOL DAY

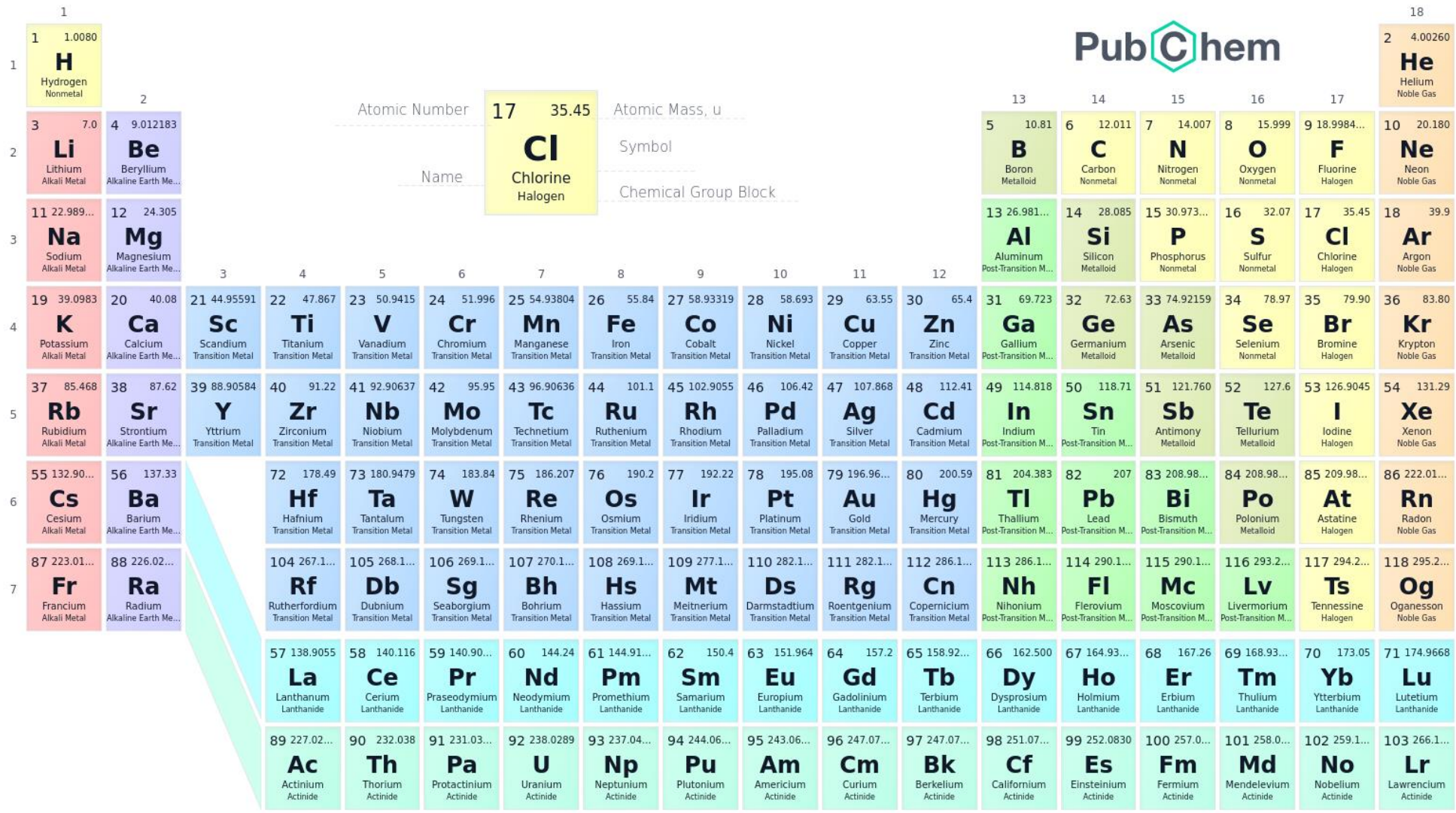
| | |
|---|---|
| 9:00–9:05 | AM Reg |
| 9:05–10:20 | Lesson 1 |
| 10:20–11:35 | Lesson 2 |
| 11:35–12:05 | Break 1 |
| 12:05–13:20 | Lesson 3 |
| 13:20–13:50 | Break 2 |
| 13:50–15:05 | Lesson 4 |
| 15:05–15:30 | PM Reg – assembly or guided reading |

# Multiplication Grid

| × | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

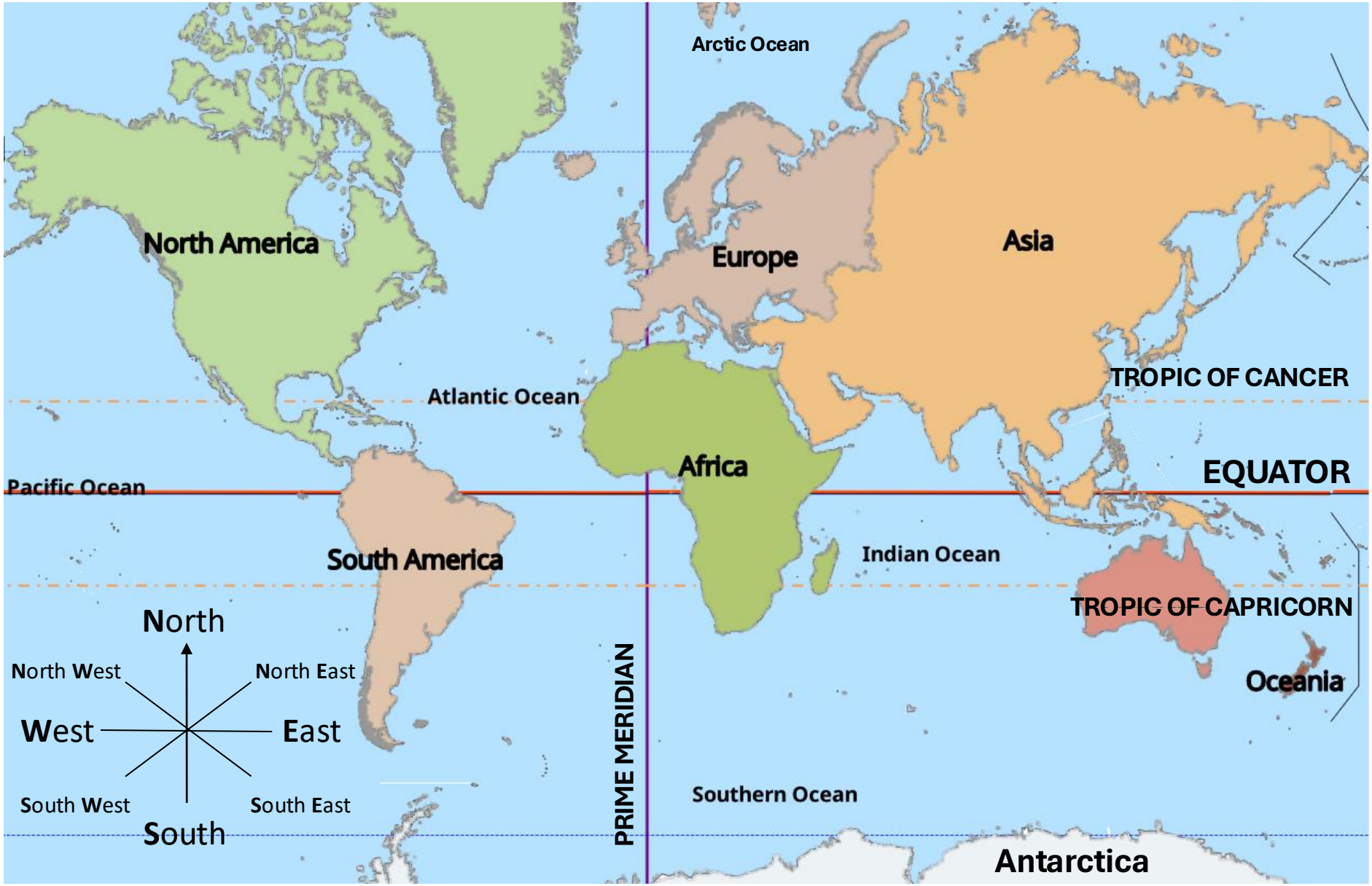
# PERIODIC TABLE OF ELEMENTS

## Chemical Group Block




01 Adjectives
THAT DESCRIBE:
age: young, old
colour: red, blue
condition: new, used
size: large, medium
speed: fast, slow
etc.
COMPARATIVE:
smaller, better...
SUPERLATIVE:
the smallest,
the worst,
the best...
02 Adverbs
PLACE:
here, there,
outside, everywhere,
upstairs, nowhere,
somewhere....
TIME:
ago, before, since,
yet, for, still,
afterwards...
FREQUENCY:
often, never,
sometimes, always
MANNER:
just, quite,
quickly, hardly,
well, carefully,
barely, almost,
scarcely,
beautifully...
03 Conjunctions
COORDINATING:
and, or, but,
yet, nor, for, so
CORRELATIVE:
both... and...,
either... or...,
just as... so...,
whether... or...,
neither... nor...,
not only... but also...
SUBORDINATING:
after, since, if,
while, although,
before, because,
unless
04 Determiners
TELLS US WHICH:
each, every,
some, none,
all...
TELLS US WHOSE:
my, your, her, his, its,
our, your, their (= possessive
adjectives or determiners)
05 Nouns
COMMON NOUNS: house, dog, laptop...
PROPER NOUNS:
(Capitalised)
London, Paris,
James, William,
Julia, Jennifer...
> VERBAL:
swimming...
> COLLECTIVE:
choir, jury...
> COMPOUND:
mother-in-law...
> COUNTABLE:
book, day...
> UNCOUNTABLE:
traffic, calm...
> ABSTRACT V. CONCRETE:
wit vs. road...
06 Prepositions
PLACE / DIRECTION:
in, at, on,
under, above,
across,
among,
between...
TIME:
in, at, on,
over, until, about,
during, before,
after, while,
through...
OTHER (agent,
phrase...):
by, with, on, over,
to, up, within,
beyond, for...
07 Pronouns
PERSONAL
(subject):
I, you, he, she, it,
we,
you, they
PERSONAL
(reflexive):
myself, yourself,
himself, herself,
itself, ourselves,
yourselves,
themselves
DEMONSTRATIVE:
this, these,
that, those
PERSONAL
(object):
me, you, him, her,
it, us, you, them
POSSESSIVE:
mine, yours, his,
hers, its, ours,
yours, theirs
INTERROGATIVE:
how, where,
when, which...?
INDEFINITE:
somebody,
anyone...
RELATIVE:
that, which,
whose, whom...
08 Verbs
ACTION:
to run, to organise,
to read, to think...
> Transitive
or
> Intransitive
LINKING:
to be,
to look, to appear,
to seem, to smell...
HELPING
(= AUXILIARY):
can, may,
will, must,
should, to be,
to have...
Word Classes

# World Map


Arctic Ocean
North America
Europe
Asia
Atlantic Ocean
TROPIC OF CANCER
Africa
EQUATOR
Pacific Ocean
South America
Indian Ocean
TROPIC OF CAPRICORN
Oceania
North
North West
North East
West
East
South West
South East
South
PRIME MERIDIAN
Southern Ocean
Antarctica

# Art

**GCSE Art and Design** focusing on key assessment objectives and allowing students to develop a personal project while building core skills.

- Students are provided with a choice of 4 topics, based on past exam paper in order to start their course work (A3 sketch book 60% of their final grade)
- In January Y11, students will receive the new exam paper and work on one topic of choice in a small sketch book in preperation for their 10h art exam in April (40% of final grade).

**AQA GCSE Art and Design Assessment Objectives**:

- **AO1**: Develop ideas through investigations
- **AO2**: Refine work by exploring materials and techniques
- **AO3**: Record ideas, observations and insights
- **AO4**: Present a personal and meaningful response


Introduction and Artist Research (AO1 & AO3)

- **Topic**: *Introduction to the Theme*
- Brainstorm
- Mind map ideas
- Sketchbook setup
- Homework: Bring 3 personal items/photos that represent you
- **Topic**: *Artist Research*
- Study artists exploring topic
- Analyze artworks in sketchbook (use formal elements, art vocabulary)
- Create responses in style of artist

- **Topic: *Observational Drawing & Personal Symbolism***
- Draw from personal objects/photos
- Begin incorporating symbolic elements
- Media: Pencil, ink, charcoal
- Photography
- Clay and ceramics
- Sculpture: stone, wood
- Digital media:
- Adobe Photoshop
- Animation and Film
- Premier Pro
- IMovie
- Textiles: sew, stitch, crochet, knit

Media Exploration and Developing Ideas (AO2)

- **Topic**: *Experimental Media Workshop*
- Explore: collage, monoprinting, mixed media
- Annotate outcomes in sketchbook
- Development and Refinement (AO2 &AO3)
- **Topic**: *Refining Composition and Style*
- Begin scaled versions of composition
- **Topic**: *Final Media Decisions*
- Experiment with chosen medium forfinal piece
- Annotate decisions (why this media,how it relates to theme)

**Topic**: *Final Preparatory Work*

- Complete final sketch/design
- Ensure AO1–AO3 are covered insketchbook
- Final Piece and Evaluation (AO4)
- **Topic**: *Start Final Outcome*
- Begin working on final piece (A2/A3format or 3D depending on focus)
- **Topic**: *Continue Final Outcome*
- Focus on detail, refinement, personalexpression

# Drama

## KS4 Drama GCSE

**Performance from Text: 20% of the overall grade**

## Year 11

## Component 2

**Term 1:** Select two extracts from the plays provided.
Options: two monologues/one monologue and one duologues/a group with one other option from the same play. Decide on the blocking, staging, character and the artistic intentions.
**Term 2** (first half) Refine your extracts through practice and mock performance. Perform two extracts each to the camera for assessment.

**Homework for Term 1**
Learn lines and make notes on exits, entrances, stage directions, costume changes, physical and vocal skills etc. Answer the questions.
**Homework for Term 2:**
Rehearse your pieces and know every line and movement.

Explore a broad range of different styles, genres, context and characters from both classic and contemporary plays.
Two extracts will be performed from the same play and filmed for exam assessment. The performances/design realisations for the monologue and duologue pieces are finalised and performed and filmed for exam assessment. (Design options are available).

**Performers**
-Apply theatrical skills to realise artistic intentions in live performance
-Vocal and physical skills /8
-Artistic intention and style/genre/theatrical conventions/8

**Designers** (to realise a design for all or part of the key extracts on either costume, set or sound design options)

**Term 1 homework**
**(using the Edexcel proforma if you wish)**

1. What role (s) are you playing?
2. What is happening to your character(s) in the key extract?
3. What are your character's objectives/motivations/feeling?
4. How are you interpreting this character (s) in performance? (i.e. vocal, physical, communication of intent).
(Design options available)
3. What are your character's objectives/motivations/feeling?

**Plays that we explore for C2 before selecting final play**

-A Taste of Honey by Shelagh Honey. (Kitchen sink drama 1958)

-Blood Brothers by Willy Russell. (Tragedy/musical1983))
-
- The Curious Incident of the Dog in the Night-Time by Simon Stephens (mystery/crime 2012)

--Top Girls by Caryl Churchill. (Feminist and political drama 1982)

-Eclipse by Simon Armitage (Poetic Drama, 1999)

**Knowledge and understanding of the text:**
-Themes, issues, performance conventions
-Genre, structure, form, style, language and stage directions
-Character
-Intentions of the playwright
-Developing interpretations
-Developing specific artistic intentions

**Timings**
1 performance student (monologue) 2-3 minutes
2 performance students (duologue) 3-5 minutes
Group performances must be between three and six performance students and one designer per role per group.
3-4 performance students 10-12 minutes.
All students will be assessed as individuals .

**Skills:**
- Vocal, physical and non-verbal techniques
- The use of space and spatial relationships
- The presentation of characters/roles
- Relationships between performer and audience
- Characterisation
- Character development
- Voice: use of clarity, pace, inflection, pitch and projection
- Physicality: use of space, gesture, facial expression, stillness and stance
- Communicating creative intent to audience
- Communication with other performers and or with the audience
- Production elements, such as set, costume, lighting and sound.

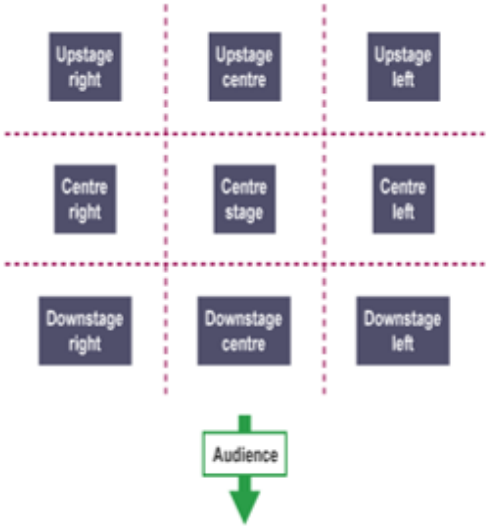
# Drama

## KS4 Drama GCSE
## Theatre Makers in Practice (40%)

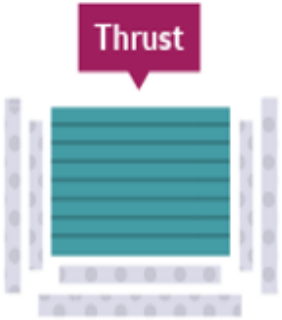
## Year 10 and 11

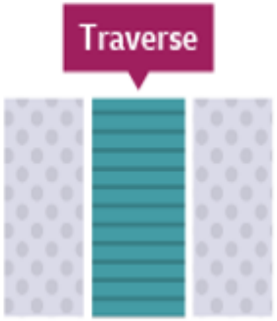
## Component 3: Section A

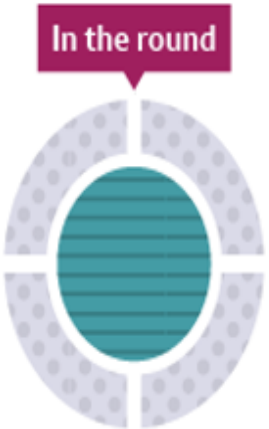
**Autumn 1 (Year 10)** Section B
-Theatre visit to watch a professional live theatre performance. This is an essential part of the Drama GCSE curriculum. Prepare notes of 500 words maximum for the written exam.
Suggested headings:
Performers/actors/roles/lighting/costume/set/ props/stage furniture/sound/staging/positive/negative evaluations.
**Term 1 Homework (Year 10):** Complete evaluation notes and drawings for the 500 words for the mock exam on Section B.
**Summer 1 and 2** (Year 10) Practically explore 'An Inspector Calls' understand how to answer questions in Section A and Section B.
**Autumn 1 and summer term** (Year 11) Revise exam technique and structure of exam question
**Term 2 and 3 Homework Year 11:** practice papers and revision.

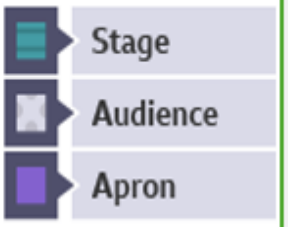





**Section A: Bringing Texts to Life (AO3)**
**Section B: Theatre Evaluation (AO4)**
You will have five questions of varying marks based on an unseen extract from *An Inspector Calls* by J.B Priestley.
**Section A Questions**
3(ai) Performer related question – will focus on vocal or physical skills (4 marks).
3(aii) Performer related question – vocal and physical skills (6 marks)
3(bi) Director question – a choice of three options either staging, set, costume, lighting, sound. (9 marks)
3(bii) Director question – focusing on creating characterisation of one or two characters in the play and how you would direct actors to demonstrate this through voice, physicality and stage space. (12 marks)
3(c) Design focus – choose from a choice of three options - either staging, set, costume, sound, lighting (14 marks)

**Sentence stems**
As an actor/director/designer, I would...to show
I would direct...
I would design...
I would direct the actor playing.....to... on the line '...', I would....
I would direct the sound/lighting engineer to....
For example...
My choice here could represent/show...
This would make the audience...
This reflects on the context of the play because ...(Q 3bi only)
Elsewhere in the play, during Act 1/2/3...(Q 3bii only).
WHAT? What would you decide?
WHY? Why would you do that?
HOW How do you want the audience to react?
P
E
E
L/L

# Drama

Performance skills are split into three strands:

Vocal Skills  Physical skills  Spatial skills

These are all the things we do to create:

- Good characterisation (embodiment of our character)
- An interesting and engaging performance
- Connection with our audience through emotion

## Vocal Skills

**Remember to pair up vocal skills eg: *a harsh down and low pitch* or *a slow place and emphasis on the word _____*.**

| Pitch | Volume | Tone | Pace | Emphasis |
|---|---|---|---|---|
| **High:** Nervousness, excitedness, shock, curious, upset/crying<br><br>**Low:** Assertiveness, anger, control, authority | **Loud:** Anger, assertiveness, confidence, hysterical, upset, excitedness<br><br>**Quiet:** Uncertainty, sadness, control/level-headed, upset, shock | **Soft:** Calm, love, happiness, nervous, sad, given up<br><br>**Harsh:** Angry, aggression, confidence, rejection, | **Quick:** Nervousness, excitedness, anger, passion, shock,<br><br>**Slow:** Confused, sadness, confidence, control, authority, uncertainty, | A word you stress for meaning.<br>'She has **nothing** more to tell you' suggests Gerald is saying Sheila hasn't got anything else to say.<br>'She has nothing more to tell **you**.' suggests Gerald is saying she has got more to say but not to Inspector Goole. |

## Physical Skills

| Posture | Gesture | Body Language | Facial expressions |
|---|---|---|---|
| **Upright-** confidence, status, authority, control<br>**Hunched-** weak, unwell, upset, scared/worried, grief, low status | **Pointing-** aggression, authority, anger<br>**Fist-** anger, frustration violence/aggression.<br>**Pray-** religious, desperation<br>**Clutching-** desperation, frustration, shock, confusion, anger, love<br>**Reaching out-** love, desperation, flirting, confused | **Open-** love, friendship, trust, confidence, assertiveness/ authority<br>**Closed-** shyness, scared, worried, uncertainty, grief, confused, sadness/upset | **Confused-** frown and squint eyes, mouth slightly open.<br>**Excited/happy-** smile, widen eyes<br>**Angry-** furrow eyebrows, scrunch nose,<br>**Shocked-** widen eyes, open mouth,<br>**Flirtatious-** slight grin, partly widen eyes, purse lips, wink<br>**Sad/upset-** slight frown, squint eyes, scrunch nose, downward mouth |

# Drama

## KS4 Drama
## Bringing Texts To Life

Year 10 and 11 **Component 3: Section A**

**Plot summary**

**An Inspector Calls by J.B Priestley is a play that revolves around the apparent suicide of a young woman called Eva Smith. In the play, the unsuspecting Birling family are visited by the mysterious Inspector Goole. He arrives just as they are celebrating the engagement of Sheila Birling to Gerald Croft. The Inspector reveals that a girl called Eva Smith, has taken her own life by drinking disinfectant. The family are horrified but initially confused as to why the Inspector has called to see them. What follows is a tense and uncomfortable investigation by an all-knowing Inspector through which the family discover that they are all in fact caught up in this poor girl's death.**

**Mr Birling**
**A successful business man in Brumley**

**Eric Birling.**
**The son and youngest of the two Birling children.**

**Mrs Birling**
**The wife of Mr Birling.**
**She is obsessed with etiquette and her status in society.**

**Sheila Birling.**
**The eldest child and daughter of the Birlings.**
**She is engaged to Gerald Croft.**

**Gerald Croft is an upper-class businessman. His father owns Crofts Limited, a rival company to the Birling's. He is engaged to Sheila.**

The context of a play is the circumstances in which it happens. This helps you to understand it. JB Priestley's play, *An Inspector Calls* is set in 1912 but written in 1945. We need to remember that the play is set before both world wars and at a time when the British Empire was still a force to be reckoned with internationally. The play is about a family who are visited by a character who appears to be a police inspector. During the discussion that follows, it becomes clear that everyone in the family, including Gerald, the daughter's fiancé, has contributed to the death of a young girl who took her own life after her treatment at their hands. She was sacked from two jobs and had two unfortunate love affairs and was turned away by a charity committee while pregnant.
Pregnancy outside of marriage was greatly frowned upon in this period, another thing to consider when looking at the play's context.
The play is made theatrically effective by the twists and turns in the story and an intriguing chain of events. It then asks questions about blame and personal responsibility, whether the girl actually existed and if the policeman is an imposter or even a spirit.
This is the key moral point of the play. Priestley's message is that we all have a duty to society and it will collapse if we don't honour that duty. Class is also a very important theme in this play. The historical context is that class was still very rigid in Edwardian times and it was thought that the upper classes should never mix with the lower classes. The divide between the upper and lower classes were very apparent.

# Drama

## The context of 'An Inspector Calls' by J.B Priestley. Section A

### World Wars

**1912**

First World War starts in two years. Mr Birling's optimistic that there would not be a war is wrong.

**1945**

The Second World War ended on 8 May 1945. People were recovering from six years of warfare.

### Gender Roles

**1912**

Women were considered to be lower than men. All a well off women could do was get married; a working woman was seen as a poor person.

**1945**

As a result of the wars, women had earned a more valued place in society.


### Views and Opinions

**1912**

The ruling classes saw no need to change the status quo.

**1945**

There was a great desire for social change.

# Drama

## Lighting

### Colour Symbolism

**Blue**
Sadness, moonlight, night time, eerie, loss, water

**Red**
Blood, death, danger, anger, conflict

**Green**
Scientific, uncomfortable, eerie, unnatural, supernatural, jealousy, nature, forestry

**Yellow**
Outdoors, sunlight, morning/evening, happy, joy

**Pink/purple**
Love, passion, royal

**White**
Clinical, washed out, bright/can see everything, artificial, eerie

## Sound

### Types of Sound

**Diegetic:**
Sound that characters on stage can hear. E.G Telephone ringing that a character answers

**Non Diegetic:**
Any sound that a character cannot hear, but instead creates the mood or atmosphere for the performance. For example, if a piece of music is played to accompany a scene (called underscoring), but cannot be heard by the characters, then it is non-diegetic.

SPOT- has a hard-edged effect, used to light characters or elements on the stage. Coloured filters can be used with this lamp.

FRESNEL - used for a softer edged effect, with a diffusing lens in front of the lamp. It's useful for good overall light when used with others. Coloured filters can be used with this lamp.

FLOOD - produces a clear wide-angled light, but there's little control over the spread of the light. Coloured filters can be used with this lamp

GOBO- a sheet inserted on a frame at the front of the light with a design cut into it. It filters the light, creating a picture effect on the stage. EG: to create the leaves of a forest, or the bars of a prison.

STROBE- a flashing light, used for special effects. It's often used to give the effect of old movies. It produces a jerky effect on the movements of actors when used on its own

COLOURED GELS- Added to the front of some lanterns so that they throw coloured light onto the stage.

### Key Types of Sound

**Sound effects:**
Naturalistic effects to help the realism such as a doorbell, phone ringing, birds tweeting.

**Ambient sound:**
Creating an atmosphere such as synths, soundscapes, symbolic sounds like water/waves

**Music:**
Songs or pieces of instrumental music

# Drama

## Costume

### 1912 Fashion

**WOMEN**

Evening dresses were usually made of fine silks, with long length, open necklines and short sleeves. Closures were usually hidden under the various layers.
They were tightly fitted to the body.

Hair was usually tied up. The 'Gibson up do' was very fashionable at the time. Or hair to be curled and clipped up on top of the head. Sometimes for special occasions women would wear some form of hair accessory such as an encrusted head band or clip.

### 1912 Fashion

**MEN**

'White tie and tails' which was a black tail coat with white waistcoat. Or a Tuxedo was a more informal alternative to the tailcoat. Both tails and tuxedo had satin lapels. Bow ties would be either white or black.

Short slicked hair (usually with a form of gel) with parting. Full moustaches were popular.

## Set Recap

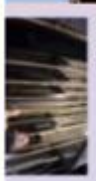
**Examples of An Inspector Calls Sets**

Wood and brass were popular materials to make furniture and decor with.

**1912 Upper Class Homes**

Chandeliers, large portraits and large draped curtains were popular piece of decor to have in an upper class home.

Floral wallpaper and floral patterns in general were very popular.



Flies

Truck

Backdrop

Flat

**Set pieces**

Projection

Decking

Door Flat

**The role of set in theatre: the setting (the location), the time period and communicating themes or symbols to communicate messages of the play.**

# Drama

## C3: Theatre Makers in Practice

## Year 10 and 11

## Component 3: Section B

**Section B: Live Theatre evaluation notes.**

9a) You must analyse an aspect of performance you have seen. You could be asked to focus on performance or design. **(6 marks)**
9b) You must evaluate a different aspect from the same performance. Could focus on performance or design. This is worth more marks as you need to form a judgement **(9 marks)**

**What is analysis?**
What the performers or designers did to explore key ideas or skills.

**What is evaluation?**
To form judgements about whether an idea or performance element was effective (give your

**Sentence stems:**
**The use of (lighting/stage space/costume) was particularly effective in the moment...**
**This worked well/ didn't work well, as it showed...**
**The moment when .....was enhanced by the use of sound/lighting/set/etc**
**This was a successful/unsuccessful moment because...**
**A moment which stood out was when....**

**Remember...you do not need to be entirely positive, you are entitled to have your own opinion as well!**

**Avoid just the plot of what happened. Analyse and evaluate. What they did, why you think they did it and how effective is was.**

**Autumn 1 (Year 10)**
**Component 3: Section B**
**Section B** Theatre visit to watch a professional live theatre performance. This is an essential part of the Drama GCSE curriculum. Develop analytical evaluation skills and prepare notes of 500 words maximum for the written exam. Headings: Performers/actors/roles/lighting/costume/set/props/stage furniture/sound/staging/positive/negative evaluations.
**Homework: Complete evaluation notes for the 500 words for the mock exam.**
**Summer 1**
**Section A**
**Practically explore An Inspector Calls. This includes performer, designer and director considerations. Understand how to write and structure answers.**

**Autumn 1 (Year 11)**
**Section A and Section B**
**Return exam technique and exam questions. Opportunity to see a second live performance for your theatre evaluation.**
**Summer 1**
**Refine exam technique and practice papers. Sit exam in May.**

| Vocal skills | Physical skills | Stage directions and stage space |
|---|---|---|
| Accent<br>Articulation<br>Emphasis (stressing certain words to make them stand out)<br>Inflection (change in pitch or loudness of the voice)<br>Pace<br>Pause<br>Pitch<br>Projection<br>Quality<br>Resonance<br>Rhythm<br>Tone<br>Volume | Body language<br>Ensemble (move together fluidly as a group)<br>Eye contact<br>Facial expressions<br>Gait<br>Gesture<br>Levels (placing characters on upper and lower levels to show status)<br>Movement<br>Pace<br>Physical theatre<br>Posture<br>Proxemics (the space between characters to show relationships)<br>Space<br>Status<br>Stillness | Blocking (choices about where the performers stand and how they move on stage to bring an extract to life)<br>Movement<br>Proxemics<br>Stage directions:<br>Centre stage<br>Downstage<br>L/R/C/<br>Upstage<br>C/L/R<br>Stage left<br>Stage right |

# English

**Q1 – Identify The Four True Statements – This is worth 5% of your marks. (4)**

| | | | | | |
|---|---|---|---|---|---|
| **1** | Read the text and statements carefully. | 2 | Shade the correct answers. (Do not tick or cross them) | 3 | Only shade four answers. |
| **4** | If you make a mistake, make your correction clear. | 5 | You may want to use pencil first if you have time. | 6 | Keep focussed to the end. It is just as easy to get 0 as 4. |

**OVERVIEW**

Q2 tests your ability to: make inferences (to interpret implied meanings) and compare texts

**TOP TIPS**

1. Read the question carefully and underline the question focus (you may be asked to compare similarities OR differences) 2. Read the two sources carefully, underline 2 key quotations per source linked to the question focus. 3. Ensure your chosen quotations allow you to infer (dig under the surface for hidden meaning).

**Q2 – Summary – This is worth 10% of your marks. (8)**

| | | | | | |
|---|---|---|---|---|---|
| **1** | Refer to both texts. | 2 | Use supporting evidence. Keep your quotation short. 1-6 words is ideal. | 3 | Use comparative language.<br>Whereas, however, although, despite. |
| **4** | Continually refer back to the question. | 5 | Understand and respond to the focus of the question. | 6 | Make inferences as well as obvious points. |


**The absolute basics:**
Read the texts: 10 mins
Section A: Q1: 4 true statements (5 mins)
Q2: Summarise differences (10 mins)
Q3: How does the writer use language… (15 mins)
Q4: Compare writers' perspectives…(20 mins)i

Q2, Sentence Starters:

- One of the main differences between sources A and B is…
- Although source A describes…, source B…
- I can infer from source A…, whereas Source B…
- The two sources are very different because…

# English

**OVERVIEW**

Q3 Overview This tests your ability to: analyse the effects of the language choices of the writer.


TOP TIPS

ØAn examiner always wants you to explain how a specific method/quotation achieves a particular effect. Ø Group your quotations together into groups and look for overall effect. ØWrite about how language in the extract links to the 'big abstract ideas' in the source eg. Man vs nature etc. ØMake quotations shortensure that they have the potential to be squeezed of different ideas. ØIntegrate quotes into your sentences. ØEnsure your exploration of effects are detailed and perceptive.

**Useful Language Vocabulary:**

• Adjective / verb / noun • Simile • Metaphor • Personification • Zoomorphism • Alliteration • Sibilance • Euphonic / dissonant • Hyperbole • Repetition • Rhetorical question • Juxtaposition / oxymoron • Pathetic fallacy • Interrogative /Imperative /Exclamative /Declarative sentences

**Q3 – Language Analysis – This is worth 15% of your marks. (12)**

| | | | | | |
|---|---|---|---|---|---|
| **1** | Refer to the relevant section of the text. | 2 | Respond to the correct text and refer to the correct writer. | 3 | Use supporting evidence |
| **4** | Consider the impact of specific word choices and techniques. | 5 | Refer to the author's methods and use subject terminology | 6 | Consider the effect the language choices have on the reader. |

Q3, Sentence Starters:

- The writer uses (method and example) to create an image of…making the reader…
- I felt…because of the writer's use of… (provide evidence and use subject terminology)
- Rhetorical questions such as…make the reader…
- The writer's repetitive use of the word…leads the reader to…
- Our emotions are stirred by the use of…

# English

**OVERVIEW**

Q4 Overview: Identify writers' perspectives, compare these perspectives and analyse the methods used to show these perspectives

TOP TIPS

Ø A 'perspective' can be defined as how the writer is 'positioned' in relation to what they are writing about. For example, are they part of the action OR an outsider/observer, experienced OR new to this, at the start looking ahead OR at the end looking back? The context boxes at the top of each source are helpful in providing insight. Ø You need to show a detailed, nuanced understanding of the perspectives: not just the obvious. For this you will need to use precise vocabulary, Ø Look at how perspectives shift or develop throughout the sources. Ø Explore the writer's tone as a method. Ø Be selective with your quotations (remember 'judicious') and integrate evidence into your paragraphs. Ø Keep making links back and forth between sources.

**Q4 – Comparison – This is worth 20% of your marks. (16)**

| | | | | | |
|---|---|---|---|---|---|
| **1** | Refer to both texts. | **2** | Refer to all bullet points | **3** | Use supporting evidence |
| **4** | Answer the question – focus only on what they have told you to. | **5** | Refer to the author's methods (language choices, tone, structure) and use subject terminology | **6** | Use comparative language.<br>Whilst, although, despite, in spite of, whereas, however. |

Q4, Sentence Starters:

- X feels that… (statement and quotation). We see this through his/her use of… (method and example/comment) whereas Y feels that… S/he uses…to show this.
- X thinks…S/he shows this through his/her use of… However, Y thinks… S/he uses…to present this, creating the impression that…
- In source A, X's point of view is…and is presented through his use of…By contrast, Y's viewpoint is…S/he presents this through the use of…which…

| Subordinating conjunctions to counter | Subordinating conjunctions to develop |
|---|---|
| although | after |
| rather than | as |
| though | because |
| unless | provided that |
| whereas | since |
| | so that |
| | while |

| Conjunctive adverbials to counter | Conjunctive adverbials to develop |
|---|---|
| Despite this, | Additionally, |
| However, | Also, |
| In contrast, | Further, |
| Nevertheless, | Furthermore, |
| Nonetheless, | Hence, |
| | In addition, |
| | Likewise |
| | Moreover, |
| | Therefore, |
| | Thus, |

Examples of perspectives/feelings: bitter, angry, resentful, calm, respectful, fearful, suspicious, regretful, vulnerable, nostalgic, overawed, plus selected others that you may find relevant to identify and explore

Module 4 – En pleine forme
Theme 1: People and lifestyle
Higher

# French

## C'est bon pour la santé? (pages 82–83)

| | |
|---|---|
| Ce **plat** / Ce *dessert **contient** ... | *This dish / This dessert contains ...* |
| Ces gâteaux **contiennent** ... | *These cakes contain ...* |
| du *chocolat / fromage / *riz | *chocolate / cheese / rice* |
| poisson / **poulet** / *sucre / vin | *fish / chicken / sugar / wine* |
| de la glace / *sauce / viande | *ice cream / sauce / meat* |
| des frites / fruits / légumes | *chips / fruit / vegetables* |
| À ton avis, le **plat**, c'est sain? | *In your opinion, is the dish healthy?* |
| C'est sain / malsain. | *It is healthy / unhealthy.* |
| C'est bon / mauvais pour la santé. | *It is good / bad for your health.* |
| Le **plat** a bon goût. | *The dish tastes good.* |
| Je n'aime pas le goût. | *I don't like the taste.* |
| C'est parfait pour les végétariens. | *It's perfect for vegetarians.* |
| Ce n'est pas bon pour les végans. | *It's not good for vegans.* |

| | |
|---|---|
| le goût | *the taste* |
| *délicieux | *delicious* |
| végan/végane | *vegan* |
| végétarien/végétarienne | *vegetarian* |
| Allez plus souvent au centre sportif! | *Go to the sports centre more often!* |
| Mangez moins de frites et de *chocolat! | *Eat fewer chips and less chocolate!* |
| Dormez au moins huit heures par nuit! | *Sleep at least eight hours per night!* |
| Essayez de faire plus d'exercice! | *Try to do more exercise!* |
| Allez au collège à pied ou à vélo! | *Go to school on foot or by bike!* |
| Faites de la natation une fois par semaine! | *Go swimming once a week!* |

## Bon appétit! (pages 84–85)

| | |
|---|---|
| Qu'est-ce que tu manges (normalement)? | *What do you (usually) eat?* |
| Qu'est-ce que tu prends pour le petit-déjeuner? | *What do you have for breakfast?* |
| Qu'est-ce que tu manges et bois à midi? | *What do you eat and drink at lunchtime?* |
| Est-ce que tu manges quelque chose après les cours? | *Do you eat something after school?* |
| Normalement, le soir, qu'est-ce que tu manges? | *What do you usually eat in the evening?* |
| Pour le petit-déjeuner / À midi | *For breakfast / At lunchtime* |
| Après les cours | *After school* |
| Normalement, le soir, ... | *Usually, in the evening, ...* |
| je bois / je mange / je prends ... | *I drink / I eat / I have ...* |
| du café / pain / **poulet** | *coffee / bread / chicken* |
| du poisson / vin rouge | *fish / red wine* |

| | |
|---|---|
| du lait / thé (à la *menthe) | *milk / (mint) tea* |
| du *bœuf / lait de *coco | *beef / coconut milk* |
| de la glace | *ice cream* |
| des fruits / légumes | *fruit / vegetables* |
| des *olives / *pâtes | *olives / pasta* |
| de l'eau | *water* |
| un *sandwich / un **verre** de lait | *a sandwich / a glass of milk* |
| Je mange souvent des légumes. | *I often eat vegetables.* |
| Quand j'ai soif, je bois du thé. | *When I am thirsty, I drink tea.* |
| Hier, j'ai acheté du fromage au marché. | *Yesterday, I bought cheese at the market.* |
| J'en mange beaucoup, parce que c'est *délicieux. | *I eat lots of it, because it's delicious.* |
| Toute ma famille mange de la viande, **sauf** ma mère. | *All my family eat meat, except my mother.* |

Module 4 – En pleine forme
Theme 1: People and lifestyle
Higher

# French

## Bien dans ma peau (pages 86–87)

| | |
|---|---|
| Comment tu te sens (aujourd'hui)? | *How do you feel today?* |
| Comment ça va aujourd'hui? | *How are you today?* |
| Ça va très bien. | *I am very well.* |
| Ça ne va pas bien. | *I am not well/not good.* |
| Qu'est-ce qui ne va pas? | *What's wrong?* |
| Quel est le problème? | *What's the problem?* |
| Je me sens ... | *I feel ...* |
| Je suis ... | *I am ...* |
| un peu / assez / très / vraiment ... | *a bit / quite / very / really ...* |
| calme / *en colère | *calm / angry* |
| fatigué(e) | *tired* |
| heureux/heureuse | *happy* |
| inquiet/inquiète | *worried* |
| triste | *sad* |

| | |
|---|---|
| Écoute un peu de musique. | *Listen to some music.* |
| Fais de la cuisine. | *Do some cooking.* |
| Parle avec moi. | *Speak to me.* |
| **Sois** calme / patient. | *Be calm / patient.* |
| Va au lit / à un cours de *yoga. | *Go to bed / to a yoga class.* |
| Fais une petite promenade. | *Go for a walk.* |
| Ne **crie** / *pleure / t'inquiète pas. | *Don't shout / cry / worry.* |
| N'oublie pas tes devoirs. | *Don't forget your homework.* |
| Ne **sois** pas triste. | *Don't be sad.* |
| Tu dois parler avec quelqu'un. | *You must speak to someone.* |
| Tu dois expliquer le problème à ... | *You have to explain the problem to ...* |
| Essaye d'en parler avec ... | *Try to speak about it with ...* |
| Cherche en ligne. | *Search online.* |
| Tu dois éviter de passer trop de temps devant des écrans. | *You have to avoid spending too much time in front of screens.* |
| Ils peuvent te **conseiller**. | *They can advise you.* |

## Bien choisir pour ta santé (pages 88–89)

| | |
|---|---|
| avoir chaud / froid | *to be hot / cold* |
| avoir faim / soif / peur | *to be hungry / thirsty / afraid* |
| Qu'est-ce qui ne va pas? | *What's wrong?* |
| Je suis malade. | *I'm ill.* |
| J'ai (très) mal ... | *My ... hurt(s) (a lot).* |
| au dos / pied / *ventre. | *back / foot / stomach* |
| à la *gorge / jambe / tête. | *throat / leg / head* |
| aux oreilles / yeux. | *ears / eyes* |
| J'ai mal partout. | *I hurt all over.* |
| J'ai mal au cœur. | *I feel sick.* |
| Je **me suis blessé(e)**. | *I've injured myself.* |
| Je **me suis cassé** la jambe. | *I've broken my leg.* |
| Elle **s'est brûlée**. | *She burned herself.* |
| Qu'est-ce qui s'est passé? | *What happened?* |
| J'ai bu de l'alcool et je suis tombé(e) dans la salle de bains. | *I drank alcohol and I fell in the bathroom.* |
| J'ai fait un *marathon de jeux vidéo. | *I did a video games marathon.* |
| Que penses-tu des cigarettes? | *What do you think of cigarettes?* |
| C'est mauvais pour la santé. | *It's / They're bad for your health.* |

| | |
|---|---|
| C'est une habitude dangereuse / terrible. | *It's a dangerous / terrible habit.* |
| On **risque** d'avoir un *cancer de la *gorge. | *You risk getting throat cancer.* |
| À l'avenir, les jeunes **ne fumeront plus** car ce sera interdit. | *In the future, young people won't smoke any more because it will be forbidden.* |
| fumer / vapoter | *to smoke / to vape* |
| Est-ce que tu aimes boire de l'alcool? | *Do you like drinking alcohol?* |
| L'alcool me fait peur. | *Alcohol makes me afraid.* |
| un mode / style de vie *sédentaire | *a sedentary lifestyle* |
| On peut avoir mal au dos. | *You can get backache.* |
| Si on passe trop de temps devant un écran, on peut avoir mal aux yeux. | *If you spend too much time in front of a screen, you can get sore eyes.* |
| Les ados passent trop de temps devant un écran. | *Teenagers spend too much time in front a of screen.* |
| votre corps | *your body* |
| votre santé *physique et *mentale | *your physical and mental health* |

Module 4 – En pleine forme
Theme 1: People and lifestyle
Higher

# French

## Je change ma vie (pages 90–91)

| | |
|---|---|
| À l'avenir, qu'est-ce que tu **feras**, pour améliorer ta vie? | *In the future, what will you do to improve your life?* |
| J'**achèterai** ... | *I will buy ...* |
| J'**aiderai** les autres / ma mère et mes *grands-parents. | *I will help others / my mother and my grandparents.* |
| J'**aurai** ... | *I will have ...* |
| plus de *patience avec ma petite sœur. | *more patience with my little sister.* |
| une meilleure attitude à la maison. | *a better attitude at home.* |
| J'**écouterai** la prof quand elle explique la leçon. | *I will listen to the teacher when she is explaining the lesson.* |
| Je **ferai** plus d'exercice / de vélo. | *I will do more exercise / cycling.* |
| Je **ferai** plus d'efforts en maths. | *I will make more effort in maths.* |
| J'**irai** (plus souvent) au centre sportif / à des cours de cuisine / à des cours de danse. | *I will go (more often) to the sports centre / to cookery classes / to dance classes.* |
| J'**irai** à la piscine au moins deux fois par semaine. | *I will go to the swimming pool at least twice a week.* |
| Je **jouerai** au *tennis. | *I will play tennis.* |
| Je **mangerai** mieux. | *I will eat better.* |
| Je **mangerai** ... | *I will eat ...* |
| moins de choses *sucrées / *chocolat. | *fewer sweet things / less chocolate.* |
| plus de fruits / légumes. | *more fruit / vegetables.* |
| Je **passerai** moins de temps sur les réseaux sociaux. | *I will spend less time on social media.* |
| Je **penserai** moins à moi. | *I will think less about myself.* |
| Je **serai** plus actif/active. | *I will be more active.* |
| Je **serai** plus gentil(le) / sympa avec ma petite sœur / mon demi-frère. | *I will be kinder / nicer to my little sister / my step (half)-brother.* |
| Je **travaillerai** plus sérieusement au collège. | *I will work harder at school.* |
| Je **ne ferai plus** mes devoirs à la dernière minute! | *I will not do my homework at the last minute anymore!* |
| Je ne **parlerai** pas en même temps que la prof. | *I will not speak at the same time as the teacher.* |
| Pour / *Afin de/d' ... | *In order to ...* |
| être plus en forme / moins fatigué, ... | *be in better shape / less tired, ...* |
| réduire le *stress, ... | *reduce stress, ...* |
| Au lieu de/d' ... | *Instead of ...* |
| choisir des frites / écrire des e-mails, ... | *choosing chips / writing emails ...* |
| Avant d'aller au lit, ... | *Before going to bed, ...* |

## Mieux vivre (pages 92–93)

| | |
|---|---|
| Quand tu étais plus jeune, ta vie était comment? | *When you were younger, what was your life like?* |
| Je suis né(e) en *Côte d'Ivoire / France. | *I was born in Ivory Coast / France.* |
| Ma famille était *modeste. | *My family was modest.* |
| Quand j'étais jeune, ... | *When I was young, ...* |
| j'habitais ... | *I lived ...* |
| je jouais au *tennis / au *basket. | *I played tennis / basketball.* |
| je travaillais dans un hôtel. | *I worked in a hotel.* |
| Maintenant, est-ce que ta vie est meilleure? | *Now, is your life better?* |
| Maintenant, ... | *Now, ...* |
| je suis *politicien / femme / homme politique. | *I am a politician.* |
| je suis acteur/actrice. | *I am an actor.* |
| j'écris des chansons / des **poèmes**. | *I write songs / poems.* |
| je **lutte** pour les *droits des *travailleurs. | *I fight for the rights of workers.* |
| Qu'est-ce que tu **feras** à l'avenir? | *What will you do in the future?* |
| À l'avenir ... | *In the future, ...* |
| je **continuerai** à **lutter** pour la *justice et l'égalité. | *I will continue to fight for justice and equality.* |
| je **chanterai**. | *I will sing.* |
| je **jouerai** dans des films. | *I will act in films.* |



## Voudrais-tu voyager? (pages 106–107)

| Pourquoi voudrais-tu voyager? | *Why do you want to travel?* |
|---|---|
| Je voudrais / J'**aimerais** voyager pour ... | *I would like to travel to ...* |
| **me reposer**. | *relax.* |
| me faire de nouveaux amis. | *make new friends.* |
| découvrir une nouvelle culture. | *discover a new culture.* |
| sortir de la *routine. | *escape the routine.* |
| apprendre une nouvelle langue / un nouveau sport. | *learn a new language / sport.* |
| Ce **serait** (très) agréable. | *It would be (very) nice.* |
| Où voudrais-tu passer tes vacances? | *Where would you like to spend your holiday?* |
| Je voudrais passer mes vacances au camping / à l'hôtel / à la maison / dans un village. | *I would like to spend my holiday at a campsite / at a hotel / at home / in a village.* |
| C'est où? | *Where is it?* |
| C'est à 5 minutes de la côte. | *It is 5 minutes from the coast.* |
| Qu'est-ce que c'est? | *What is it?* |
| C'est ... | *It is ...* |
| un camping avec logements *insolites. | *a campsite with unusual accommodation.* |
| un hôtel-château au cœur d'une vieille ville. | *a castle hotel in the heart of an old town.* |
| un village calme sur l'eau avec des *cabanes *flottantes. | *a quiet village on the water with floating huts.* |
| une maison *troglodyte historique et *confortable. | *a historic and comfortable cave house.* |
| Qu'est-ce qu'il y a là-bas? | *What is there?* |
| Il y a ... | *There is / are ...* |
| un grand choix de restaurants. | *a large choice of restaurants.* |
| un grand jardin. | *a big garden.* |
| une belle vue sur l'église, la **rivière** et la campagne. | *a beautiful view of the church, the river and the countryside.* |
| une piscine. | *a swimming pool.* |
| des *balcons / des jeux pour enfants / des petits bateaux. | *balconies / games for children / small boats.* |
| des *tentes / des terrains de sport / trois chambres. | *tents / sports grounds / three bedrooms.* |
| Qu'est-ce qu'on peut faire? | *What can you do?* |
| On peut ... | *You can ...* |
| découvrir une belle région. | *discover a beautiful region.* |
| **profiter de** la nature. | *make the most of / enjoy nature.* |
| s'amuser en famille à la plage. | *have fun as a family at the beach.* |
| se couper du monde. | *switch off from the world.* |
| se faire plaisir. | *treat yourself.* |
| vivre comme un roi. | *live like a king.* |
| vivre une expérience unique. | *have a unique experience.* |

## Des vacances de rêve (pages 108–109)

| Quel type de vacances aimerais-tu mieux? | *What type of holiday would you like best?* |
|---|---|
| J'**aimerais** mieux ... | *I would prefer ...* |
| des vacances *reposantes. | *a relaxing holiday.* |
| des vacances *éco-responsables. | *an eco-friendly holiday.* |
| des vacances culturelles. | *a cultural holiday.* |
| des vacances d'*aventure. | *an adventure holiday.* |
| Où **passerais**-tu tes vacances idéales? | *Where would you spend your ideal holiday?* |
| Je **passerais** mes vacances ... | *I would spend my holiday ...* |
| à la montagne. | *in the mountains.* |
| sur une île ou sur la côte. | *on an island or at the coast.* |
| en ville. | *in a town.* |
| Comment **voyagerais**-tu? | *How would you travel?* |
| Je **voyagerais** ... | *I would travel ...* |
| en avion *privé / en bateau. | *in a private plane / by boat.* |
| en train à grande **vitesse**. | *by high-speed train.* |
| Où **logerais**-tu? | *Where would you stay?* |
| Je **logerais** ... | *I would stay ...* |
| sous une *tente. | *in a tent.* |
| dans un hôtel de *luxe / une ferme / un château. | *in a luxury hotel / on a farm / in a castle.* |
| J'**achèterais** des vêtements. | *I would buy clothes.* |
| J'**irais** (avec mes copains) ... | *I would go (with my friends) ...* |
| Je **mangerais** de la nourriture locale *délicieuse. | *I would eat delicious local food.* |
| Je **visiterais** de beaux sites. | *I would visit beautiful places.* |
| Nous **ferions** un vol en *hélicoptère dans le *désert. | *We would take a helicopter flight in the desert.* |

# Module 5 – Numéro vacances

Theme 2: Popular culture
Theme 3: Communications and the world around us
Higher

# French

## On part pour la Corse (pages 110–111)

| Que faire en *Corse? | *What can you do in Corsica?* |
|---|---|
| **Il vaut la peine de/d'**... | *It is worth ...* |
| **Il vaut mieux ...** | *It is better to ...* |
| Il faut ... | *You have to ...* |
| On peut ... | *You can ...* |
| essayer les **plats** locaux. | *try the local dishes.* |
| découvrir la culture *corse. | *discover Corsican culture.* |
| faire une visite en bateau. | *go on a boat trip.* |
| pratiquer un sport extrême. | *practise an extreme sport.* |
| prendre le soleil sur la plage. | *sunbathe on the beach.* |
| acheter des cadeaux et des **produits** *typiques. | *buy gifts and typical products.* |
| traverser le pont du *Vecchio en train. | *cross the Vecchio bridge by train.* |
| aller au marché. | *go to the market.* |
| faire une promenade en *trottinette *électrique. | *ride on an electric scooter.* |
| monter jusqu'au *sommet d'une montagne. | *climb to the summit of a mountain.* |
| réserver toutes les activités. | *book all the activities.* |
| visiter le musée de *Bastia. | *visit the Bastia museum.* |

| | |
|---|---|
| Comment est-ce que tu **t'es reposé(e)**? | *How did you relax?* |
| Est-ce que tu **t'es reposé(e)**? | *Did you relax?* |
| Où peut-on prendre le bus? | *Where can you get the bus?* |
| Peut-on prendre le bus? | *Can you get the bus?* |
| Qu'est-ce qu'on peut faire dans la région? | *What can you do in the area?* |
| Qu'est-ce que tu as fait récemment pendant les vacances? | *What did you do recently during the holidays?* |
| Que fais-tu pour **te reposer**? | *What do you do to relax?* |
| Qu'est-ce qu'il vaut mieux visiter? | *What is worth visiting?* |
| Quels plats est-ce qu'il vaut la peine d'essayer? | *What food is worth trying?* |
| Quels plats est-ce qu'il faut essayer? | *What food should I try?* |
| Qu'est-ce que tu veux faire comme visite? | *What kind of visits do you want to do?* |
| Comment trouves-tu la région? | *How do you find the area?* |

## Le monde en fête (pages 112–113)

| | |
|---|---|
| La fête de la mer, qui se passe en juillet, dure quatre jours. | *The festival of the sea, which happens in July, lasts four days.* |
| C'est une fête régionale. | *It is a regional festival.* |
| Tu es allé(e) à quel *carnaval / festival? | *Which carnival / festival did you go to?* |
| Je suis allé(e) à la fête / au *carnaval. | *I went to the festival / the carnival.* |
| Il y avait des bateaux *decorés et *colorés. | *There were colourful decorated boats.* |
| Il y avait des danseurs / de la musique. | *There were dancers. / There was music.* |
| J'ai essayé des **plats** locaux. | *I tried local dishes.* |
| J'ai dansé avec le défilé. | *I danced with the parade.* |
| En avril dernier, je suis allé(e) chez ma tante à *Madagascar. | *Last April, I went to my aunt's house in Madagascar.* |
| On a *fêté la fête du *riz. | *We celebrated the Festival of Rice.* |
| On a entendu la musique dans la rue. | *We heard the music in the street.* |
| Un soir, nous avons mangé un grand repas en famille. | *One evening, we ate a big family meal.* |
| J'ai essayé sept **plats** avec du *riz. | *I tried seven dishes with rice.* |

## Guide de voyage (pages 114–115)

| | |
|---|---|
| J'aime / Je n'aime pas cet hôtel car ... | *I like / don't like this hotel because ...* |
| il est ... / il n'est pas ... | *it is / it isn't ...* |
| il y a ... / il n'y a pas ... | *there is / there isn't ...* |
| À ton avis, comment était l'hôtel? | *In your opinion, what was the hotel like?* |
| Il **n**'y avait **aucun(e)** ... | *There was no ...* |
| Il n'y avait ni ... ni ... | *There was neither ... nor ...* |
| *ascenseur / papier toilette. | *lift / toilet paper.* |
| salle de jeux / place dans le *parking / restaurant. | *games room / space in the car park / restaurant.* |
| Il **n**'y avait **qu**'une petite fenêtre. | *There was only a small window.* |
| La chambre / Le lit était ... | *The bedroom / bed was ...* |
| Le restaurant / La piscine était ... fermé(e) / propre. | *The restaurant / swimming pool was ... closed / clean.* |
| La lumière / La carte d'*accès ne marchait pas. | *The lamp / access card didn't work.* |
| J'ai **dû** demander de l'aide / aller en ville / changer de chambre. | *I had to ask for help / go into town / change bedrooms.* |
| Je n'ai pas **pu** faire de natation. | *I was not able to go swimming.* |
| J'**aimerais** (bien) / Je n'**aimerais** pas retourner à cet hôtel. | *I would (really) like / I would not like to go back to this hotel.* |
| Je peux vous aider? | *How can I help you?* |
| Nous avons une réservation pour une chambre pour deux personnes. | *We have a reservation for one room for two people.* |
| C'est pour combien de nuits? | *How many nights is it for?* |
| C'est pour une / trois nuit(s). | *It is for one / three night(s).* |
| Vous avez déjà *réglé la réservation en ligne? | *Have you already paid for the booking online?* |
| Ça coûte combien? | *How much is it?* |
| Ça coûte soixante-dix euros par nuit. | *It is seventy euros per night.* |
| Vous voulez payer comment? | *How would you like to pay?* |
| Je voudrais payer en *espèces / par carte. | *I would like to pay in cash / by card.* |
| Est-ce qu'il y a une vue sur la mer / une piscine dans l'hôtel? | *Is there a sea view / a swimming pool in the hotel?* |
| Oui, bien sûr. | *Yes, of course.* |
| Bonne soirée! | *Have a good evening!* |

## Vive les vacances! (pages 116–117)

| Qu'est-ce qu'on **fera**? | *What will we do?* |
|---|---|
| Ce **sera** bientôt les vacances! | *It's almost the holidays!* |
| S'il fait beau / chaud, ... | *If it's nice / hot weather, ...* |
| S'il fait froid / mauvais, ... | *If it's cold / bad weather, ...* |
| S'il y a du soleil / du vent, ... | *If it's sunny / windy, ...* |
| S'il pleut, ... | *If it rains, ...* |
| Que **feras**-tu ce week-end? | *What will you do this weekend?* |
| Vendredi soir, / Samedi, ... | *On Friday evening, / On Saturday, ...* |
| j'**enregistrerai** une chanson. | *I will record a song.* |
| je **prendrai** mon vélo. | *I will take my bike.* |
| j'**organiserai** un concert. | *I will organise a concert.* |
| je **me reposerai** sur la plage. | *I will relax on the beach.* |
| je **ferai** du camping / une promenade. | *I will go camping / for a walk.* |
| j'**irai** à une expérience de réalité *virtuelle. | *I will go to a virtual experience.* |
| je **ferai** une appli. | *I will make an app.* |
| Normalement, /*D'habitude, ... | *Normally, / Usually, ...* |
| Pendant les grandes vacances, ... | *During the summer holidays, ...* |
| je reste ... / je vais ... | *I stay ... / I go ...* |
| il/elle doit ... / il/elle veut ... | *he/she must ... / he/she wants (to) ...* |
| L'été dernier, ... | *Last summer, ...* |
| L'année dernière, ... | *Last year, ...* |
| j'ai passé du temps / mes vacances ... | *I spent time / my holiday ...* |
| j'ai décidé de ... | *I decided to ...* |
| je suis allé(e) ... | *I went ...* |
| il/elle a fait ... | *he/she did ...* |
| nous avons décidé de ... | *we decided to ...* |
| il faisait gris ... / il y avait du vent ... / il *pleuvait. | *it was grey / windy / rainy.* |
| Cet été, j'**irai** ... / je **ferai** ... / ce **sera** ... | *This summer, I will go ... / I will do ... / it will be ...* |

Module 4 – En pleine forme
Theme 1: People and lifestyle
Foundation

# French

## C'est bon pour la santé? (pages 82–83)

| | |
|---|---|
| Dans ce **plat**, il y a ... | *In this dish, there is/are ...* |
| du *chocolat / fromage | *chocolate / cheese* |
| du poisson / *riz / *sucre | *fish / rice / sugar* |
| de la glace / *sauce | *ice cream / sauce* |
| de la viande | *meat* |
| des frites / fruits / légumes | *chips / fruit / vegetables* |
| À ton avis, le **plat**, c'est sain? | *In your opinion, is the dish healthy?* |
| C'est sain / *malsain. | *It is healthy / unhealthy.* |
| C'est bon / mauvais pour la santé. | *It is good / bad for your health.* |
| Le **plat** a bon goût. | *The dish tastes good.* |
| Je n'aime pas le goût. | *I don't like the taste.* |
| C'est parfait pour les végétariens. | *It's perfect for vegetarians.* |
| Ce n'est pas bon pour les végans. | *It's not good for vegans.* |
| À mon avis, il a bon goût, mais c'est *malsain. | *In my opinion, it tastes good, but it's unhealthy.* |
| délicieux/délicieuse | *delicious* |
| Buvez plus/moins de *coca! | *Drink more/less cola!* |
| Mangez plus/moins de frites et de *chocolat! | *Eat more/less chips and chocolate!* |
| Faites plus/moins d'exercice! | *Do more/less exercise!* |
| Faites de la natation plus/moins souvent! | *Go swimming more/less often!* |
| Allez plus/moins souvent au centre sportif! | *Go to the sports centre more/less often!* |
| Allez au collège à pied ou à vélo! | *Go to school on foot or by bike!* |
| Allez au lit plus tôt / tard! | *Go to bed earlier / later!* |
| Dormez au moins huit heures toutes les nuits! | *Sleep at least eight hours every night!* |
| Essayez un nouveau sport! | *Try a new sport!* |

## Bon appétit! (pages 84–85)

| | |
|---|---|
| Qu'est-ce que tu manges (normalement)? | *What do you (usually) eat?* |
| Qu'est-ce que tu manges pour le petit-déjeuner? | *What do you eat for breakfast?* |
| Qu'est-ce que tu manges et bois à midi? | *What do you eat and drink at lunchtime?* |
| Est-ce que tu manges quelque chose après les cours? | *Do you eat something after school?* |
| Normalement, qu'est-ce que tu manges le soir? | *What do you usually eat in the evening?* |
| Pour le petit-déjeuner, ... | *For breakfast, ...* |
| À midi, ... | *At lunchtime, ...* |
| Après les cours, ... | *After school, ...* |
| Le soir, ... | *In the evening, ...* |
| je bois / on boit ... | *I / we drink ...* |
| je mange / on mange ... | *I / we eat ...* |
| je choisis ... | *I choose ...* |
| du café / lait / thé. | *coffee / milk / tea.* |
| du pain / poisson / **poulet**. | *bread / fish / chicken.* |
| de la glace / viande. | *ice cream / meat.* |
| des fruits / légumes / *olives. | *fruit / vegetables / olives.* |
| de l'eau. | *water.* |
| un *sandwich. | *a sandwich.* |
| beaucoup de (légumes). | *lots of (vegetables).* |
| Je mange souvent du pain. | *I often eat bread.* |
| Quand j'ai soif, ... | *When I'm thirsty, ...* |
| Si j'ai faim, ... | *If I'm hungry, ...* |
| Si j'ai le temps, ... | *If I have time ...* |

Module 4 – En pleine forme
Theme 1: People and lifestyle
Foundation

# French

## Bien dans ma peau (pages 86–87)

| | |
|---|---|
| Comment ça va aujourd'hui? | *How are you today?* |
| Ça ne va pas? | *Are you OK?* |
| Ça va très bien. | *I am very well.* |
| Ça ne va pas bien. | *I am not well / not good.* |
| Je suis ... | *I am ...* |
| un peu / assez | *a little / quite* |
| très / vraiment | *very / really* |
| heureux/heureuse. | *happy.* |
| triste. | *sad.* |
| fatigué(e). | *tired.* |
| calme. | *calm.* |
| Pourquoi es-tu ...? | *Why are you ...?* |
| Je suis ... parce que / car ... | *I am ... because / as ...* |
| j'adore jouer à des jeux vidéo contre mes amis. | *I love playing video games against my friends.* |
| je ne travaille pas ce week-end. | *I am not working this weekend.* |
| je ne m'entends pas bien avec (mon père). | *I don't get on with (my father).* |
| j'ai beaucoup de travail scolaire. | *I have lots of schoolwork.* |
| je suis tout le temps / souvent inquiet/inquiète avec les examens. | *I am always / often worried about exams.* |
| je dors mal. | *I am sleeping badly.* |
| j'ai perdu mon *chat / chien. | *I have lost my cat / dog.* |
| je dois trouver de nouveaux amis. | *I must find new friends.* |
| je n'ai pas d'énergie. | *I don't have any energy.* |
| mon meilleur ami a changé de collège. | *my best friend has changed school.* |
| mon équipe a gagné. | *my team won.* |
| Je ne sais pas pourquoi. | *I don't know why.* |
| Écoute de la musique. | *Listen to music.* |
| Fais de la cuisine. | *Do some cooking.* |
| Parle avec moi. | *Speak to me.* |
| Reste calme. | *Stay calm.* |
| Va au lit. | *Go to bed.* |
| Tu dois rester calme. | *You must stay calm.* |
| Je veux dormir mieux. | *I want to sleep better.* |

## Bien choisir pour ta santé (pages 88–89)

| | |
|---|---|
| Reste/Restez au lit. | *Stay in bed.* |
| Va/Allez à l'hôpital. | *Go to hospital.* |
| Ne **bouge**/**bougez** pas. | *Don't move.* |
| avoir chaud / froid | *to be hot / cold* |
| avoir faim / soif / peur | *to be hungry / thirsty / afraid* |
| Qu'est-ce qui ne va pas? | *What's wrong?* |
| Qu'est-ce que tu as fait? | *What have you done?* |
| Je suis malade. | *I'm ill.* |
| J'ai mal au dos. | *I've got backache.* |
| J'ai mal à la tête. | *I have a headache.* |
| J'ai mal aux jambes / oreilles / yeux. | *My legs / ears / eyes hurt.* |
| J'ai mal au cœur. | *I feel sick.* |
| Qu'est-ce qui s'est passé? | What happened? |
| Je suis tombé(e) de vélo. | I fell off my bike. |
| J'ai bu de l'alcool. | I drank some alcohol. |
| fumer / vapoter | *to smoke / to vape* |
| Que penses-tu des cigarettes? | *What do you think of cigarettes?* |
| C'est mauvais pour la santé. | *It's / They're bad for your health.* |
| Fumer est une habitude terrible. | *Smoking is a terrible habit.* |
| Il y a un **risque** de *cancer. | *There is a risk of cancer.* |
| À l'avenir, les jeunes ne vont pas fumer. | *In the future, young people won't smoke.* |
| un mode/style de vie *sédentaire | *a sedentary lifestyle* |
| On peut avoir mal au dos. | *You can get backache.* |
| Si on passe trop de temps devant un écran, on peut avoir mal aux yeux. | *If you spend too much time in front of a screen, you can get sore eyes.* |
| Il faut **bouger** souvent pour protéger votre santé. | *You have to move often to protect your health.* |
| Les ados passent trop de temps devant un écran. | *Teenagers spend too much time in front of screens.* |

# French

## Je change ma vie (pages 90–91)

| | |
|---|---|
| Qu'est-ce que tu vas faire pour améliorer ta vie? | *What are you going to do to improve your life?* |
| Je vais manger plus de légumes / fruits. | *I am going to eat more vegetables / fruit.* |
| Je vais prendre des cours de *danse. | *I am going to take dance classes.* |
| Je vais moins penser à moi et je vais aider les autres. | *I am going to think less about myself and I am going to help others.* |
| Je vais être plus **patient**(e). | *I am going to be more patient.* |
| Je vais aller à la piscine chaque week-end. | *I am going to go to the swimming pool every weekend.* |
| Je ne vais pas faire mes devoirs à la dernière minute. | *I am not going to do my homework at the last minute.* |
| À l'avenir, je vais / je veux ... | *In the future, I am going to / I want to ...* |
| aider ma mère et mes *grands-parents. | *help my mother and my grandparents.* |
| aider plus à la maison. | *help around the house more.* |
| aller plus souvent au centre sportif. | *go to the sports centre more often.* |
| aller au lit plus tôt. | *go to bed earlier.* |
| être plus actif/active / en forme. | *be more active / in better shape.* |
| faire une nouvelle activité. | *do a new activity.* |
| faire plus de sport / de vélo. | *do more sport / cycling.* |
| jouer au *tennis / *rugby. | *play tennis / rugby.* |
| manger moins de fromage. | *eat less cheese.* |
| travailler plus dur / *sérieusement au collège. | *work harder at school.* |
| Je ne vais pas ... | *I am not going to ...* |
| Il/Elle va arriver / jouer ... | *He/She is going to arrive / play ...* |
| Il/Elle ne va pas être ... | *He/She is not going to be ...* |

## Mieux vivre (pages 92–93)

| | |
|---|---|
| Quand tu étais plus jeune, ta vie était comment? | *When you were younger, how was your life?* |
| Quand j'étais ado / jeune / petit(e) ... | *When I was a teenager / young / little ...* |
| j'habitais en *Côte d'Ivoire / France. | *I lived in Côte d'Ivoire / France.* |
| je jouais au *tennis / *basket. | *I played tennis / basketball.* |
| je travaillais dans un hôtel. | *I worked in a hotel.* |
| En ce moment, comment est ta vie? | *At the moment, how is your life?* |
| Maintenant, ... | *Now, ...* |
| je suis acteur/actrice. | *I am an actor.* |
| je suis homme/femme politique. | *I am a politician.* |
| j'écris des chansons. | *I write songs.* |
| je travaille pour les droits des travailleurs. | *I work for the rights of workers.* |
| À l'avenir, qu'est-ce que tu vas faire? | *In the future, what are you going to do?* |
| À l'avenir, ... | *In the future, ...* |
| je vais continuer à ... | *I am going to continue to ...* |
| je vais chanter / écrire ... | *I am going to sing / write ...* |
| J'avais / J'ai / Je vais avoir ... | *I used to have / I have / I'm going to have ...* |
| J'étais / Je suis / Je vais être ... | *I used to be / I am / I'm going to be ...* |
| Je faisais / Je fais / Je vais faire ... | *I used to do / I do / I'm going to do ...* |

Module 5 – Numéro vacances

Theme 2: Popular culture

Theme 3: Communications and the world around us

Foundation

# French

## Voudrais-tu voyager? (pages 106–107)

| | |
|---|---|
| Pourquoi voudrais-tu voyager? | *Why would you like to travel?* |
| Je voudrais voyager pour ... | *I would like to travel to ...* |
| apprendre une nouvelle langue / un nouveau sport. | *learn a new language / sport.* |
| connaître une culture différente. | *get to know a different culture.* |
| me faire de nouveaux amis. | *make new friends.* |
| me relaxer. | *relax.* |
| sortir de la *routine. | *escape the routine.* |
| Où voudrais-tu passer tes vacances? | *Where would you like to spend your holiday?* |
| Je voudrais passer mes vacances ... | *I would like to spend my holiday ...* |
| au camping. | *at a campsite.* |
| à l'hôtel. | *at a hotel.* |
| à la maison. | *at home.* |
| dans le village. | *in the village.* |
| C'est où? | *Where is it?* |
| Qu'est-ce que c'est? | *What is it?* |
| C'est ... | *It is ...* |
| un camping avec des logements extraordinaires. | *a campsite with extraordinary accommodation.* |
| un hôtel-château au cœur d'une vieille ville. | *a castle hotel in the heart of an old town.* |
| une maison historique et *confortable. | *a historic and comfortable house.* |
| un village calme sur l'eau. | *a quiet village on the water.* |
| Qu'est-ce qu'il y a là-bas? | *What is there?* |
| Il y a ... | *There is/are ...* |
| un grand choix de restaurants. | *a large choice of restaurants.* |
| un grand jardin. | *a big garden.* |
| une belle vue sur la campagne. | *a beautiful view of the countryside.* |
| une piscine. | *a swimming pool.* |
| des *aires de jeux pour enfants. | *play areas for children.* |
| des chambres *confortables. | *comfortable bedrooms.* |
| des **terrains** de sport. | *sports grounds.* |
| Qu'est-ce qu'on peut faire là-bas? | *What can you do there?* |
| On peut ... | *You can ...* |
| être près de la nature. | *be close to nature.* |
| faire une expérience **unique** en famille sur la côte. | *have a unique experience as a family on the coast.* |
| se couper du monde. | *switch off from the world.* |

## Des vacances de rêve (pages 108–109)

| | |
|---|---|
| Quel type de vacances voudrais-tu? | *What type of holiday would you like?* |
| Je voudrais ... | *I would like ...* |
| des vacances calmes. | *a quiet holiday.* |
| des vacances *éco-responsables. | *an eco-friendly holiday.* |
| des vacances culturelles. | *a cultural holiday.* |
| des vacances actives. | *an active holiday.* |
| Où voudrais-tu passer tes vacances idéales? | *Where would you like to spend your ideal holiday?* |
| Je voudrais passer mes vacances ... | *I would like to spend my holiday ...* |
| à la campagne. | *in the countryside.* |
| à la montagne. | *in the mountains.* |
| sur une île ou sur la côte. | *on an island or on the coast.* |
| en ville. | *in a town.* |
| Comment voudrais-tu voyager? | *How would you like to travel?* |
| Je voudrais voyager ... | *I would like to travel ...* |
| en avion *privé. | *in a private plane.* |
| en bateau / en train. | *by boat / by train.* |
| Où voudrais-tu *loger? | *Where would you like to stay?* |
| Je voudrais *loger ... | *I would like to stay ...* |
| sous une *tente. | *in a tent.* |
| dans un hôtel de *luxe / un château / une ferme. | *in a luxury hotel / a castle / a farm.* |
| Je voudrais ... | *I would like ...* |
| parce que je préfère ... | *because I prefer ...* |
| car j'adore ... | *because I love ...* |
| acheter des vêtements. | *to buy clothes.* |
| faire des activités passionnantes. | *to do exciting activities.* |
| faire de la natation. | *to swim.* |
| passer du temps à la piscine. | *to spend time at the swimming pool.* |
| visiter de beaux sites. | *to visit beautiful sites.* |
| Je voudrais ... pour me relaxer. | *I would like to ... (in order) to relax.* |

# Module 5 – Numéro vacances

Theme 2: Popular culture
Theme 3: Communications and the world around us
Foundation

# French

## On part pour la Corse (pages 110–111)

| | |
|---|---|
| Qu'est-ce qu'il faut faire en *Corse? | *What must you do in Corsica?* |
| Qu'est-ce qu'on peut faire dans la région? | *What can you do in the area?* |
| Il faut ... / On doit ... | *You must ...* |
| On peut ... | *You can ...* |
| essayer les *desserts locaux. | *try the local desserts.* |
| connaître la culture *corse. | *get to know Corsican culture.* |
| faire une visite en bateau. | *go on a boat trip.* |
| **pratiquer** un sport *extrême. | *practise an extreme sport.* |
| aller à la plage. | *go to the beach.* |
| aller au marché. | *go to the market.* |
| faire du vélo. | *go cycling.* |
| monter une montagne. | *climb a mountain.* |
| réserver toutes les activités. | *book all the activities.* |
| visiter le musée de *Bastia. | *visit the Bastia museum.* |
| Qu'est-ce que tu as fait récemment en vacances? | *What did you do recently on holiday?* |
| Je suis allé(e) à la piscine / la plage. | *I went to the swimming pool / the beach.* |
| J'ai lu un livre. | *I read a book.* |

| | |
|---|---|
| Que fais-tu pour te relaxer? | *What do you do to relax?* |
| Je vais à la plage ou je lis un livre. | *I go to the beach or I read a book.* |
| Qu'est-ce qu'il faut visiter? | *What should you visit?* |
| Il faut visiter le musée / la vieille ville. | *You should visit the museum / the old town.* |
| Quels **plats** est-ce qu'il faut essayer? | *What food / dishes should you try?* |
| Il faut essayer les fromages / les glaces car ils/elles sont *délicieux/*délicieuses. | *You should try the cheeses / the ice creams because they're delicious.* |

## Le monde en fête (pages 112–113)

| | |
|---|---|
| C'est un festival / une fête qui se passe en (janvier). | *It is a festival that happens in (January).* |
| Il y a des ... | *There are ...* |
| *danseurs / concerts. | *dancers / concerts.* |
| groupes de musique. | *music groups.* |
| jeux pour les enfants. | *games for children.* |
| marchés / *masques. | *markets / masks.* |
| défilés / spectacles. | *parades / shows.* |
| Il y a beaucoup de touristes. | *There are lots of tourists.* |
| C'est un festival / une fête ... | *It is a ... festival.* |
| amusant(e) / culturel(le). | *fun / cultural* |
| En (avril) dernier, je suis allé(e) chez ma tante / mon oncle. | *Last (April), I went to my aunt / uncle's house.* |
| C'était (la fête du *riz). | *It was (the Festival of Rice).* |
| Qu'est-ce qu'il y avait? | *What was there?* |
| Pendant plusieurs jours, ... il y avait ... | *For several days, ... there was/were ...* |
| Qu'est-ce que tu as fait? | *What did you do?* |
| J'ai dansé / mangé ... | *I danced / ate ...* |
| Un autre jour / soir, j'ai entendu ... / vu ... | *Another day / evening, I heard ... / saw ...* |
| C'était comment? | *How was it?* |
| C'était ... | *It was ...* |
| amusant / *délicieux. | *fun / delicious.* |
| extraordinaire. | *extraordinary.* |
| J'ai adoré ma première expérience (du festival). | *I loved my first experience (of the festival).* |

# Module 5 – Numéro vacances

Theme 2: Popular culture
Theme 3: Communications and the world around us
Foundation

# French

## Guide de voyage (pages 114–115)

| Comment était l'hôtel? | *What was the hotel like?* |
|---|---|
| J'ai passé une nuit / deux nuits / une semaine dans cet hôtel. | *I spent a night / two nights / a week in this hotel.* |
| L'hôtel ... | *The hotel ...* |
| Le lit ... | *The bed ...* |
| La chambre / fenêtre / vue (sur la mer) ... | *The bedroom / window / (sea) view ...* |
| était / n'était pas ... | *was / was not ...* |
| beau/belle. | *beautiful.* |
| cher/chère. | *expensive.* |
| *confortable. | *comfortable.* |
| (trop) petit(e). | *(too) small.* |
| pratique / propre. | *practical / clean.* |
| Internet ne marchait pas. | *The internet wasn't working.* |
| Il n'y avait pas de bruit le soir. | *There was no noise in the evening.* |
| Il n'y avait pas d'équipement (dans la salle de jeux). | *There was no equipment (in the games room).* |
| Il n'y avait pas de place dans le restaurant. | *There was no space in the restaurant.* |
| J'ai perdu la clé. | *I lost my key.* |
| Je n'ai trouvé personne à la **réception**. | *I didn't find anyone at reception.* |
| Je n'ai rien mangé. | *I ate nothing.* |
| Demain, je vais en vacances. | *I'm going on holiday tomorrow.* |
| Tu *loges dans un hôtel? | *Are you staying in a hotel?* |
| Oui. J'ai réservé une chambre pour (trois) personnes. | *Yes. I've booked a room for (three) people.* |
| Pour combien de nuits? | *For how many nights?* |
| C'est pour une nuit. | *It's for one night.* |
| Est-ce qu'il y a une piscine? | *Is there a swimming pool?* |
| Je voudrais une chambre avec une vue sur la mer / la plage. | *I would like a room with a view of the sea / the beach.* |

## Vive les vacances! (pages 116–117)

| Quel temps fait-il aujourd'hui? | *What is the weather like today?* |
|---|---|
| Il fait / faisait ... | *It is / was ...* |
| chaud / froid. | *hot / cold.* |
| beau / mauvais. | *nice / bad weather.* |
| Il y a / avait du soleil / du vent. | *It is / was sunny / windy.* |
| Il pleut / *pleuvait. | *It is / was raining.* |
| **Qu'est-ce qu'on va faire?** | ***What are we going to do?*** |
| Qu'est-ce que tu vas faire ce week-end? | *What are you going to do this weekend?* |
| S'il fait beau / chaud / froid / mauvais ... | *If it's nice / hot / cold / bad weather ...* |
| je vais ... | *I am going to ...* |
| aller au musée. | *go to the museum.* |
| faire du vélo. | *go cycling.* |
| prendre un train ... | *take a train ...* |
| organiser un concert. | *organise a concert.* |
| rester chez moi. | *stay at home.* |
| Normalement, pendant les grandes vacances, ... | *Normally, during the summer holidays, ...* |
| je vais à la campagne. | *I go to the countryside.* |
| je dors dans un hôtel. | *I sleep in a hotel.* |
| L'été dernier, / L'année dernière, ... | *Last summer, / Last year, ...* |
| j'ai passé du temps / mes vacances ... | *I spent time / my holidays ...* |
| j'ai fait ... | *I did ...* |
| je suis allé(e) ... | *I went ...* |
| je suis parti(e) / je ne suis pas parti(e) en vacances. | *I went / I didn't go on holiday.* |
| Cet été, / Cette année, ... | *This summer, / This year, ...* |
| je vais ... | *I am going to ...* |
| aller à Paris. | *go to Paris.* |
| faire quelque chose de plus/moins actif. | *do something more/less active.* |
| apprendre une nouvelle langue. | *learn a new language.* |

# French

## GRAMMAIRE
Regular present tense verbs

| ER VERBS e.g. Passer = to spend (time) | |
|---|---|
| Je pass**e** | *I spend* |
| Tu pass**es** | *You spend* |
| Il/Elle/On pass**e** | *He/She/One spends* |
| Nous pass**ons** | *We spend* |
| Vous pass**ez** | *You spend (form/pl)* |
| Ils/Elles pass**ent** | *They spend* |

| IR VERBS e.g. Finir = finish | |
|---|---|
| Je fini**s** | *I finish* |
| Tu fini**s** | *You finish* |
| Il/Elle/On fini**t** | *He/She/One finishes* |
| Nous fin**issons** | *We finish* |
| Vous fin**issez** | *You finish (form/pl)* |
| Ils/Elles fin**issent** | *They finish* |

| RE VERBS e.g. vendre = to sell | |
|---|---|
| Je vend**s** | *I sell* |
| Tu vend**s** | *You sell* |
| Il/Elle/On vend | *He/She/One sells* |
| Nous vend**ons** | *We sell* |
| Vous vend**ez** | *You sell (form/pl)* |
| Ils/Elles vend**ent** | *They sell* |

## GRAMMAIRE Irregular present tense verbs

| Faire = to do / to make | | Aller = to go | |
|---|---|---|---|
| Je fais | *I do* | Je vais | *I go* |
| Tu fais | *You do* | Tu vas | *You go* |
| Il/Elle/On fait | *He/She/One does* | Il/Elle/On va | *He/She/One goes* |
| Nous faisons | *We do* | Nous allons | *We go* |
| Vous faites | *You do (form/pl)* | Vous allez | *You go (form/pl)* |
| Ils/Elles font | *They do* | Ils/Elles vont | *They go* |

## GRAMMAIRE Modal verbs

| Vouloir = to want | |
|---|---|
| Je veux | *I want* |
| Tu veux | *You want* |
| Il/Elle/On veut | *He/She/One wants* |
| Nous voulons | *We want* |
| Vous voulez | *You want (form/pl)* |
| Ils/Elles veulent | *They want* |

| Pouvoir = to be able to | |
|---|---|
| Je peux | *I can* |
| Tu peux | *You can* |
| Il/Elle/On peut | *He/She/One can* |
| Nous pouvons | *We can* |
| Vous pouvez | *You can (for/pl)* |
| Ils/Elles peuvent | *They can* |

## Grammar

| | |
|---|---|
| Aujourd'hui | *Today* |
| Demain (soir) | *Tomorrow (night)* |
| Ce matin / ce soir | *This morning/evening* |
| Cet après-midi | *This afternoon* |
| La semaine prochaine | *Next week* |

⭐ **S'il fait beau**
*If the weather's nice*

⭐ **S'il fait mauvais**
*If the weather's bad*

⭐ **Si j'ai assez d'argent** *If I have enough money*

**Ça va être...**
*It's going to be*

cool / génial / sympa
*cool / great / nice*

## Qu'est-ce qu'on va faire? *What are we going to do?*

**Near Future Tense = Aller + infintive (going to do)**

**Je vais**
I am going

**On va / Nous allons**
*We are going*

Use the present tense of the verb ALLER from above ↗

| | |
|---|---|
| **aller** au parc | *to go to the park* |
| **visite**r le musée | *to visit the museum* |
| **manger** au resto | *to eat at a restaurant* |
| **acheter** un jeu vidéo | *to buy a videogame* |
| **voir** un spectacle | *to see a show* |
| **faire** les magasins | *to go shopping* |
| **prendre** le bus | *to take the bus* |

# French

| **Qu'est-ce que tu as fait le week-end dernier?** ***What did you do last weekend?*** | **J'ai / Nous avons…** ***I / We…*** | …passé (le week-end) *…spent (the weekend)* | …participé à une competition *…took part in a competition* | fait du vélo *…went cycling* |
|---|---|---|---|---|
| | …joué au tennis *…played tennis* | …fêté (mon anniv) *…celebrated my birthday* | *…regardé un match / film* *…watched a match / a film* | fait de la natation *…went swimming* |

| |
|---|
| Hier *Yesterday* |
| Avant-hier *The day before yesterday* |
| Le week-end dernier *Last weekend* |
| La semaine dernière *Last week* |
| Il y a deux semaines *Two weeks ago* |
| D'abord / Enfin *Firstly / Finally* |
| Ensuite / puis *Next / then* |
| Après *After* |
| Plus tard *Later* |
| ⭐ Après avoir (mangé) *After having (eaten)* |
| ⭐ Avant de (partir) *Before (leaving)* |

## The Past: The Perfect Tense with Avoir

We use the perfect tense to say what we did or have done in the past. To form it you need 2 parts:
**PART 1**: Avoir (the verb to have) **+ PART 2:** Past participle (e.g. visited/done/eaten)

| **PART 1: Avoir = *To have*** | | | **PART 2: The Past participle** | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | **ER verbs +é** | | **IR verbs +i** | | **RE verbs +u** | | **Irregulars** | |
| J'**ai** | *I have* | + | visité | *visited* | fini | *finished* | perdu | *lost* | fait | *did* |
| Tu **as** | *You have* | | regardé | *watched* | vomi | *vomited* | attendu | *waited* | pris | *took* |
| Il / Elle/ On **a** | *He / She has* | | écouté | *listened* | dormi | *slept* | vendu | *sold* | bu | *drank* |
| Nous **avons** | *We have* | | mangé | *ate /eaten* | | | | | vu | *saw* |
| Vous **avez** | *You all have* | | acheté | *bought* | | | | | lu | *read* |
| Ils / Elles **ont** | *They have* | | | | | | | | | |

| **Je suis allé(e) …** ***I went…*** |
|---|
| **Nous sommes allé(e) …** ***I went…*** |
| **au** parc / **au** stade *…to the parc / stadium* |
| **à la** piscine *…to the pool* |
| **aux** magasins *…to the shops* |

## The Past: The Perfect Tense with Être

Some specific 'special' verbs take **Être (To be)** instead of Avoir…
**Être verbs agree with the subject!** If it's feminine, add an '**e**'. If it's plural, add an '**s**'

| **PART 1: Être = *To be*** | |
|---|---|
| Je **suis** | *I am* |
| Tu **es** | *You are* |
| Il / Elle **est** | *He/She is* |
| Nous **sommes** | *We are* |
| Vous **êtes** | *You lot are* |
| Ils / Elles **sont** | *They are* |

| | **PART 2: The Past participle (+e) (+s)** | | | |
|---|---|---|---|---|
| + | allé(e)(s) | *went* | sorti(e)(s) | *went out* |
| | resté(e)(s) | *stayed* | parti(e)(s) | *left* |
| | arrivé(e)(s) | *arrived* | venu(e)(s) | *came* |
| | retourné(e)(s) | *returned* | revenu(e)(s) | *came back* |
| | rentré(e)(s) | *went back (home)* | devenu(e)(s) | *became* |

Grammar

# AQA French 90 Word Paper 4 Writing Mat

## Score 5 ingredients...

- ✓ **ALL** bullet points of task covered
- ✓ At least 2 opinions with a reason
- ✓ Past tense used
- ✓ Present tense used
- ✓ Future tense used
- ✓ Talk about self and at least 1 other person
- ✓ Connective used
- ✓ Adjective used
- ✓ DIFFERENT adjective to last used
- ✓ Adverb used
- ✓ Intensifier used
- ✓ Interesting vocabulary used


## Some Score 8 ingredients...

- ✓ Comparative used
- ✓ Conditional tense used
- ✓ An idiom used

## Opinions

**j'aime bien** - I like
**j'aime beaucoup** - I like a lot
**j'aime assez** - I quite like
**je n'aime pas beaucoup** - I don't much like
**je n'aime pas tellement** - I don't really like
**je n'aime pas trop** - I don't really like too much
**je n'aime pas du tout** - I don't like at all
**je déteste** - I hate

**Ça me plaît beaucoup** - I like it a lot
**Ça me plaît de m'amuser** - I like having fun
**Ça me plaît de sortir** - I like going out
**Ça me plaît de faire ...** - I like doing/going ...
**Ça me plaît d'aller ...** - I like going

| | |
|---|---|
| **chouette** | *great* |
| **affreux (euse)** | *horrible* |
| **ennuyeux (euse)** | *boring* |
| ***agréable*** | *pleasant* |
| **amusant (e)** | *funny* |
| **nul (le)** | *rubbish* |
| **dégoûtant (e)** | *disgusting* |
| **pratique** | *practical* |
| **dangereux (euse)** | *dangerous* |
| **parfait (e)** | *perfect* |
| **mauvais (e)** | *bad* |
| **passionnant (e)** | *fascinating* |

| | |
|---|---|
| **bête** | *silly* |
| **sympa** | *nice* |
| **une perte de temps** | *waste of time* |
| **laid (e)** | *ugly* |
| **fabuleux (euse)** | *fabulous* |
| **impoli (e)** | *rude* |
| **désastreux (euse)** | *desastrous* |
| **casse-pieds** | *annoying* |
| **pas mal** | *not bad* |
| **rien de spécial** | *nothing special* |
| **ordinaire** | *ordinary* |
| **effrayant (e)** | *scary* |

## Linking words...

| | |
|---|---|
| **et** | *and* |
| **mais** | *but* |
| **quand** | *when* |
| **ou** | *or* |
| **qui** | *who,which* |
| **parce que/ car** | *because* |
| **puisque** | *as,since* |
| **cependant** | *however* |
| **néanmoins** | *nevertheless* |
| **puis** | *then* |
| **si** | *if* |
| **donc** | *therefore* |
| **où** | *where* |
| **par conséquent** | *as a result* |
| **alors** | *then/ so /at that time* |
| **tandis que** | *whereas* |
| **par contre** | *on the other hand* |

## Intensifiers...

| | | | |
|---|---|---|---|
| **vraiment** | *really* | **tout à fait** | *completely* |
| **trop** | *too* | **un peu** | *a bit* |
| **incroyablement** | *unbelievably* | | |
| **très** | *very* | | |
| **assez** | *quite* | | |

## Comparatives...

**plus ...que** - *more ...than*
**je suis plus grand(e) que toi** - *I am bigger than you*
**moins ...que** - *less ... than*
**elle est moins grande que moi** - *she is less tall than me*

***BUT*** *good* = **bon** *better*= ***meilleur(e)***
*bad* = **mauvais(e)** *worse*= **pire**

## Adverbs...

| | |
|---|---|
| **malheureusement** | *unfortunately* |
| **heureusement** | *fortunately* |
| **d'abord** | *firstly* |
| **normalement** | *normally* |
| **généralement** | *generally* |
| **de temps en temps** | *from time to time* |
| **souvent** | *often* |
| **finalement** | *finally* |


## Giving reasons for opinions...

| | |
|---|---|
| **selon...** | - according to .. |
| **je pense que** | - I think that |
| **je trouve que** | - I think that |
| **je crois que** | - I believe that |
| **j'estime que** | - I reckon that |
| **a mon avis** | - in my opinion |
| **c'est** | - it is |
| **ce n'est pas** | - it isn't (it is not) |
| **ça peut être** | - it can be |
| **il/elle peut être** | - he/she can be |
| **je peux être** | - I can be |

## Idioms...

| | |
|---|---|
| **c'est dommage que** | - it's a shame that |
| **quand je m'ennuie** | - when I'm bored |
| **j'en ai marre** | - I'm fed up |
| **j'en ai marre de travailler** | - I'm fed up of working |
| **ça vaut le peine** (worth the effort) | - it's worth it |
| **une perte de temps** | - a waste of time |
| **une perte d'argent** | - a waste of money |
| **tant pis !** | - too bad ! |
| **ça m'est égal** | - I don't mind |

## Conditional...

| | |
|---|---|
| **Je voudrais** | I would like |
| **Ce serait** | It would be |
| **On pourrait + infinitive** | We could.. |
| **On devrait + infinitive** | We should |

## Content

- ❑ Cover **ALL** aspects of the task!
- ❑ Opinions
- ❑ A lot of information

## Response

- ❑ Variety of *appropriate* vocab (is it relevant?)
- ❑ Complexity
- ❑ Three time frames
- ❑ Clear message
- ❑ Does it fit the task?

# Don't forget to refer to THREE time frames...

## Present

### Time phrases...

**normalement** - normally
**quelquefois** - sometimes
**parfois** - sometimes
**d'habitude** - usually
**de temps en temps** - from time to time
**tous les jours** - every day
**toujours** - always
**souvent** - often
**en général** - in general
**généralement** - for the most part
**la plupart du temps** - most of the time
**maintenant** - now

| I | | HE/SHE/WE |
|---|---|---|
| Je vais | I go | Il/elle/on va |
| Je fais | I do/make | Il/elle/on fait |
| Je joue | I play | Il/elle/on joue |
| Je travaille | I work | Il/elle/on travaille |
| Je mange | I eat | Il/elle/on mange |
| Je bois | I drink | Il/elle/on boit |
| Je finis | I finish | Il/elle/on finit |
| Je prends | I take | Il/elle/on prend |
| Je voyage | I travel | Il/elle/on voyage |
| Je sors | I go out | Il/elle/on sort |
| Je dors | I sleep | Il/elle/on dort |
| Je parle | I talk | Il/elle/on parle |
| Je peux | I can | Il/elle/on peut |
| Je lis | I read | Il/elle/on lit |

### Score 5 Checklist:

- ✓ *ALL bullet points of task covered*
- ✓ *At least 2 opinions with a reason*
- ✓ *Past tense used*
- ✓ *Present tense used*
- ✓ *Future tense used*
- ✓ *Talk about self and at least 1 other person*
- ✓ *Connective used*
- ✓ *Adjective used*
- ✓ *DIFFERENT adjective to last used*
- ✓ *Adverb used*
- ✓ *Intensifier used*
- ✓ *Interesting vocabulary used*

## Past

### Time phrases...

**l'année dernière** - last year
**récemment** - recently
**l'autre jour** - the other day
**la semaine dernière** - last week
**hier** – yesterday
**L'été dernier** – last Summer
**le weekend dernier** - last weekend
**il y a deux ans** - ... 2 years ago
**Il y a une semaine** – a week ago
**Pendant les grandes vacances** – in the Summer holidays

| I | | HE/SHE/WE |
|---|---|---|
| Je suis allé(e) | I went | Il/elle/on est allé(e) |
| J'ai fait | I did | Il/elle/on a fait |
| J'ai joué | I played | Il/elle/on a joué |
| J'ai travaillé | I worked | Il/elle/on a travaillé |
| J'ai mangé | I ate | Il/elle/on a mangé |
| J'ai bu | I drank | Il/elle/on a bu |
| J'ai fini | I finished | Il/elle/on a fini |
| J'ai pris | I took | Il/elle/on a pris |
| J'ai voyagé | I travelled | Il/elle/on a voyagé |
| Je suis sorti(e) | I went out | Il/elle/on est sorti(e) |
| J'ai dormi | I slept | Il/elle/on a dormi |
| J'ai parlé | I talked | Il/elle/on a parlé |
| J'ai pu | I was able | Il/elle/on a pu |
| J'ai lu | I read | Il/elle/on a lu |

### *Opinions - past tense*

**j'ai bien aimé** - I liked
**j'ai beaucoup aimé** - I really liked
**je n'ai pas beaucoup aimé** - I didn't really like
**j'ai détesté** - I hated
**ça m'a beaucoup plu** - I really liked it

***Giving reasons - past tense***

**j'ai pensé que** - I thought that
**j'ai trouvé que** - I thought that
**j'étais de l'opinion que** - I was of the opinion that
**j'étais d'accord que** - I agreed that
**je n'étais pas d'accord que** - I didn't agree that
**c'était** - it was
**ce n'était pas** - it wasn't

## Future

### Time phrases...

**demain** - tomorrow
**la semaine prochaine** - next week
**le weekend prochain** - next weekend
**l'année prochaine** - next year
**après les examens** - after exams
**après avoir quitté le collège** - after leaving school
**à l'avenir** - in the future
**dans mes rêves** - in my dreams
**l'été prochain** - next Summer

**Points to note:**

- content
- quality
- needs detail
- opinions
- complexity
- time frames.

| I | | HE/SHE/WE |
|---|---|---|
| Je vais aller | I will go | Il/elle/on va aller |
| Je vais faire | I will do/make | Il/elle/on va faire |
| Je vais jouer | I will play | Il/elle/on va jouer |
| Je vais travailler | I will work | Il/elle/on va travailler |
| Je vais manger | I will eat | Il/elle/on va manger |
| Je vais boire | I will drink | Il/elle/on va boire |
| Je vais finir | I will finish | Il/elle/on va finir |
| Je vais prendre | I will take | Il/elle/on va prendre |
| Je vais voyager | I will travel | Il/elle/on va voyager |
| Je vais sortir | I will go out | Il/elle/on va sortir |
| Je vais dormir | I will sleep | Il/elle/on va dormir |
| Je vais parler | I will talk | Il/elle/on va parler |
| Je vais pouvoir | I will be able | Il/elle/on va pouvoir |
| Je vais lire | I will read | Il/elle/on va lire |

### *Giving reasons - future/conditional*

**ce sera** - it will be
**ce serait** - it would be

**Future tense expressions :**

**Quand je serai grand(e)** - When I'm older
**J'ai l'intention de + infinitive** - I intend to
**Je rêve de + infinitive** - I dream of

# AQA French 150 Word Paper 4 Writing Mat

## Score 8/9ingredients..

- ✓ **ALL bullet points of task covered**
- ✓ *At least 2 opinions with a reason*
- ✓ *Past tense used*
- ✓ *Present tense used*
- ✓ *Future tense used*
- ✓ *Talk about self and others*
- ✓ *Connective used*
- ✓ *Adjective used*
- ✓ *DIFFERENT adjective to last used*
- ✓ *Adverb used*
- ✓ *Intensifier used*
- ✓ *Interesting vocabulary used*
- ✓ *Comparative /superlative used*
- ✓ *Conditional tense used*
- ✓ *Imperfect tense used*
- ✓ *An idiom used*
- ✓ *Subjunctive used*
- ✓ *Modal verb used*
- ✓ *Après avoir/être used*
- ✓ *Si clause used*
- ✓ *Range of negatives used*
- ✓ *Direct object pronouns used*

## Opinions

**J'apprécie beaucoup** – I like a lot
**j'aime beaucoup** - I like a lot
**j'aime assez** - I quite like
**pour moi** - for me
**selon…** - according to ..
**je pense que** - I think that
**je trouve que** - I think that
**je crois que** - I believe that
**j'estime que** - I reckon that
**à mon avis** - in my opinion
**c'est** - it is
**ce n'est pas** - it isn't (it is not)
**ça peut être** - it can be
**il/elle peut être** - he/she can be
**je peux être** - I can be

| | |
|---|---|
| **chouette** | *great* |
| **affreux (euse)** | *horrible* |
| **ennuyeux (euse)** | *boring* |
| **agréable** | *pleasant* |
| **amusant (e)** | *funny* |
| **nul (le)** | *rubbish* |
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| **pratique** | *practical* |
| **dangereux (euse)** | *dangerous* |
| **parfait (e)** | *perfect* |
| **mauvais (e)** | *bad* |
| **passionnant (e)** | *exciting* |

**Ça me plaît beaucoup** - I like it a lot
**Ça me plaît de sortir** - I like going out

***Opinions - past tense***
**j'ai bien aimé** - I liked
**j'ai beaucoup aimé** - I really liked
**je n'ai pas beaucoup aimé** - I didn't really like
**j'ai détesté** - I hated
**ça m'a beaucoup plu** - I really liked it

| | |
|---|---|
| **bête** | *silly* |
| **sympa** | *nice* |
| **une perte de temps** | *waste of time* |
| **laid (e)** | *ugly* |
| **fabuleux (euse)** | *fabulous* |
| **impoli (e)** | *rude* |
| **désastreux (euse)** | *desastrous* |
| **Casse-pieds** | *annoying* |
| **pas mal** | *not bad* |
| **rien de spécial** | *nothing special* |
| **effrayant (e)** | *scary* |

## Direct object pronouns: avoid repetition

Find if the word you are refering to is **feminine**, masculine, or *plural* and choose your pronoun : **La**, Le, *Les then* follow the rules below
It goes in front of the verb: **Je les aime** = *I like them*
**Je l'aime** = *I like it, I like him, I like her*
In a negative sentence it goes between 'ne' and the verb:
**Je ne les aime pas**= *I don't love them*
**je ne l'aime pas** = *I dont love it, him, her*
When using a verb followed by an infinitive, the pronoun goes in front of the infinitive **Je veux la manger** = *I want to eat it*

In the perfect tense it goes in front of 'avoir'
**Je l'ai mangé(e)**= *I ate it* **je les ai vu(e)s** = *I saw them*

## Adding contrasting opinions

**mais** - but
**aussi** - also
**en plus** - also, in addition
**également** - equally, also
**c'est vrai que** - it's true that
**on dit que** - they say that
**il faut dire que** - you have to say that
**je suis d'accord** - I agree
**je ne suis pas d'accord** - I don't agree
**heureusement** - fortunately
**malheureusement** - unfortunately
**en fait** - in fact
**cependant** - however
**pourtant** - however

## Adverbs

**vraiment** - really (truly)
**tellement** - really (so)
**incroyablement** - incredibly
**extrêmement** - extremely
**particulièrement** - particularly
**seulement** - only
**certainement** - certainly

## Après avoir/être

**après avoir mangé** - after having eaten
**après avoir fini** - after having finished
**après avoir acheté** - after having bought
**après être rentré(e)** - after having returned home
**après être allé(e)** - after having gone…
**après être arrivé(e)** - after having arrived

## Opinions - past

**j'ai pensé que** - I thought that
**j'ai trouvé que** - I thought that
**c'était** - it was **ce n'était pas** - it wasn't

## Idioms

**c'est dommage que** - it's a shame that
**quand je m'ennuie** - when I'm bored
**j'en ai marre** - I'm fed up
**ça vaut le peine** - it's worth it (worth the effort)
**ça coûte les yeux de la tête** - it costs an arm and a leg
**une perte de temps** - a waste of time
**ça m'est égal** - I don't mind
**ce n'est pas grave** - it doesn't matter
**Il/elle a l'air triste** – he/she appears to be sad

## Subjunctive

**Bien que ce soit** – although it is
**Je ne pense pas que ce soit** – I don't think it is
**Il faut qu'on fasse** – we/you must do
**Pour que je puisse** – so that I can
**C'est dommage que l'équipe d'Arsenal ait perdu** – It is a shame that Arsenal lost

## Si Clauses

**Si j'avais su…….. .. j'aurais été….**- *If I had known, ……..I would have been*
**Si j'avais plus de temps/d'argent …je ferais/j'achéterais** - If I had more time/money..I would do/buy
**Si j'étais plus riche……je donnerais** - If I were more rich..I would give
**Si j'avais l'opportunité….je voyagerais** - If I had the opportunity…I would travel

## The Comparative and Superlative (the best, the worst, the biggest etc)

**plus …que** - *more …than* -
**je suis plus grand(e) que toi** -*I am bigger than you*
**moins …que** - *less … than* –
**elle est moins grande que moi** - *she is less tall than me*
**aussi …que** - *as….as-*
**nous sommes aussi grand(e)s que notre père** - *we are as tall as our dad*
***BUT*** *Good* - **bon** *better*- ***meilleur(e)*** *le/la meilleur(e)= the best*
*bad* - **mauvais(e)** *worse*- **pire** **le/la pire** - the worst

### Superlative

**Le sport le plus populaire** – the most popular sport
**La ville la plus visitée** – the most visited town
**les matières les plus intéressantes** : *the most interesting subjects*

UK Landscapes 1: Coasts
Paper 1, Question 3

# Geography

## Coasts – Tier 3 vocab

**Constructive wave** – A low, gentle wave that builds beaches.

**Destructive wave** – Tall, high energy waves that erode beach material.

**Wave** – A disturbance on the surface of the sea in the form of a moving ridge.

**Abrasion** – Rocks carried along by a wave wear down cliff material.

**Attrition** – Rocks transported by a wave collide and become smaller and rounded.

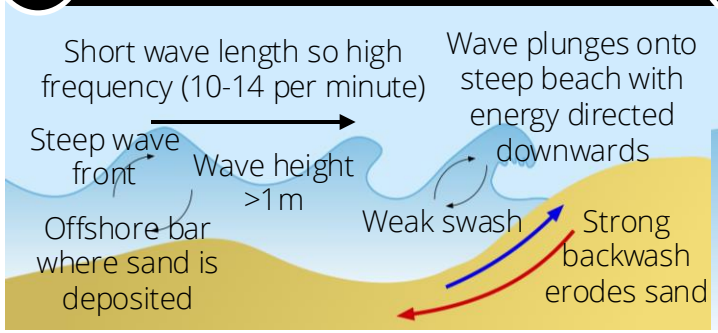
**Deposition** – When material is dropped by constructive waves.

**Erosion** – The wearing away of land by the sea.

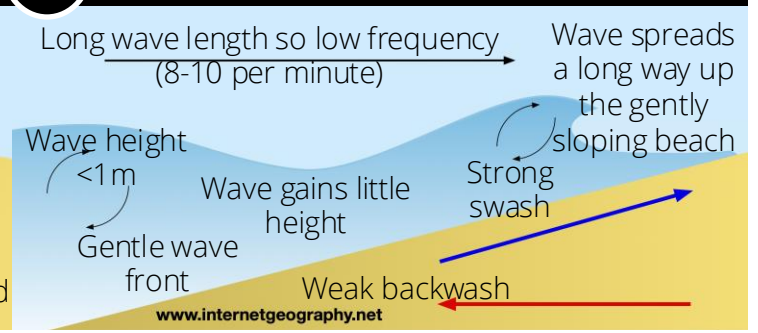
**Hydraulic Action** – The force of water compressing air in cracks, weakening cliffs.

**Longshore Drift** – The zig-zag movement of sediment along the coast.

## Destructive Waves




## Constructive Waves

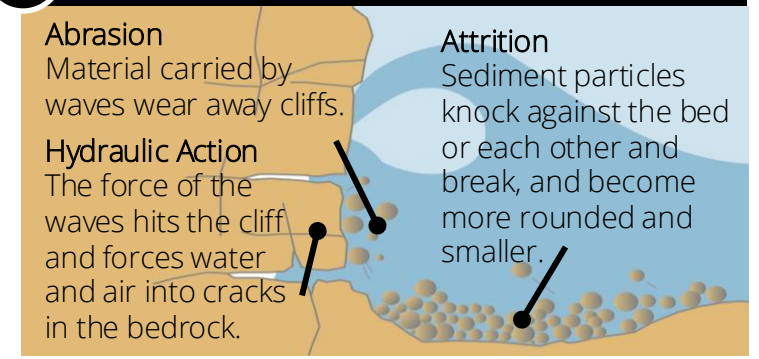



## Wave Energy

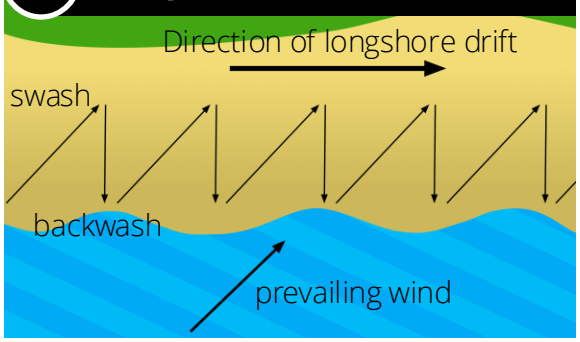
Wave energy is determined by:

- The strength of the wind.
- The duration of the wind.
- The distance of open water over which the wind blows (fetch).

## Processes of Erosion




## Longshore Drift




## Transportation

**Suspension** - fine material such as clay and sediment is carried by the sea.

**Traction** - large boulders and pebbles are rolled along the sea bed.

**Solution** - Soluble particles are transported by the sea..

**Saltation** – material bounces along the sea bed.

## Deposition occurs when...


1. waves enter an area of shallow water;
2. waves enter a sheltered area, e.g. a cove or bay;
3. there is little wind;
4. river or estuary flows into sea, reducing wave energy; and
5. there is a good supply of material

# Geography

## Coasts – Tier 3 vocab

**Chemical weathering** – The break down of rock due to chemical changes.

**Landslide** – Rapid mass movement of surface material down a slope.

**Mass movement** – The downhill movement of material under gravity.

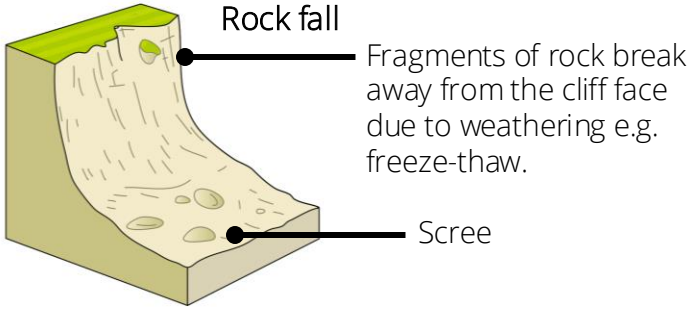
**Mechanical weathering** – The breakdown of rock without chemical changes.

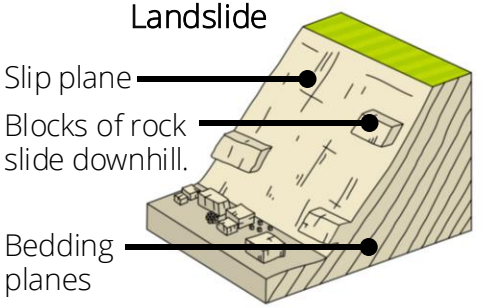
**Rockfall** – Fragments of rock break away from the cliff face.

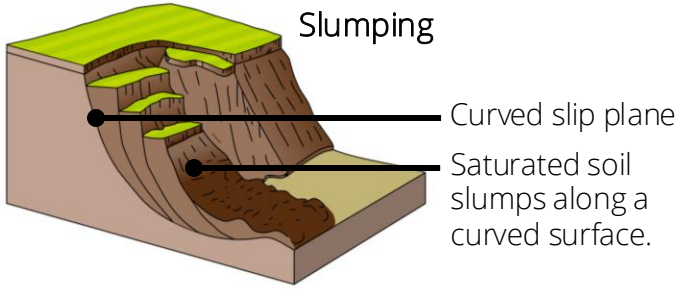
**Slumping** – Cliffs slide down a curved slip plane.

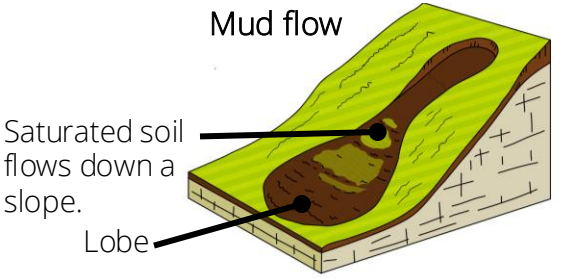
**Weathering** – The breakdown of rock in situ.

## Mass Movement




## Types of Weathering

Chemical Weathering

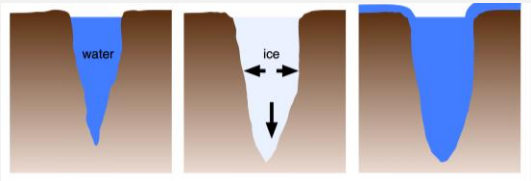
*Carbonation* – Carbon dioxide, dissolved in rainwater forms a weak carbonic acid. This reacts with calcium carbonate (limestone and chalk) which forms calcium bicarbonate.

*Hydrolysis* – Acidic rainwater reacts with minerals in granite, causing it to crumble.

*Oxidation* – Oxygen dissolved in water reacts with iron-rich minerals causing rocks to crumble.

Mechanical Weathering

*Freeze-thaw*




*Salt weathering* – crystals of salt grow in cracks and expand causing rock fragments to flake away.

UK Landscapes 1: Coasts
Paper 1, Question 3

# Geography

## Erosional Landforms

**Arch** – A wave eroded passage through a headland.

**Bay** – A broad inlet of the sea where the land curves inwards.

**Cave** – A large hole in a cliff caused by waves enlarging cracks.

**Discordant Coastline** – Alternative bands of rock along the coastline.

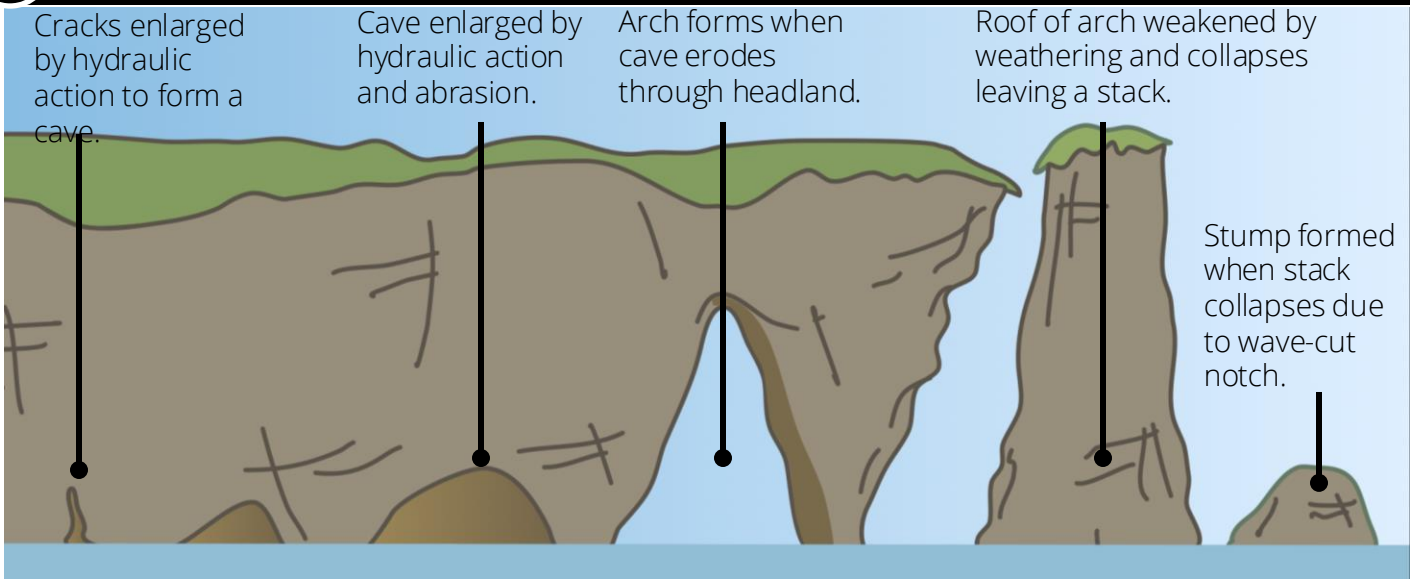
**Headland** – Resistant rock that juts out into the sea.

**Stack** – A column of rock, often the remains of an arch.

**Wave-cut Notch** – A dent in the cliff usually at the level of high tide.

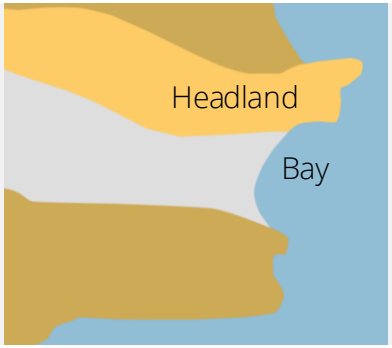
**Wave-cut Platform** – A wide, gently sloping surface found at the base of a cliff, extending to the sea.

## Caves, Arches and Stacks



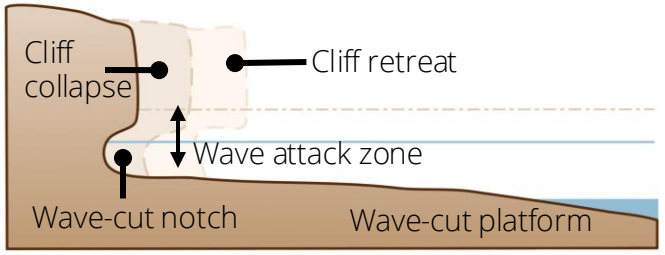

## Headlands and Bays


Headlands and bays are characteristic features of a discordant coastline where rocks of different hardness are exposed at the coast.




As weaker rock is eroded faster bays form, leaving more resistant headlands jutting out into the sea.

## Wave-cut Platform



UK Landscapes 1: Coasts
Paper 1, Question 3

# Geography

## Depositional Landforms

**Bar** – a ridge of sand or single that joins two headlands on either side of a bay.

**Beach** – The area between the lowest tide level and the point reached by storm waves in the highest tides.

**Berm** – A ridge often found towards the back of a beach.

**Lagoon** – A shallow body of water protected from a larger body of water.

**Deposition** – The laying down of sediment.

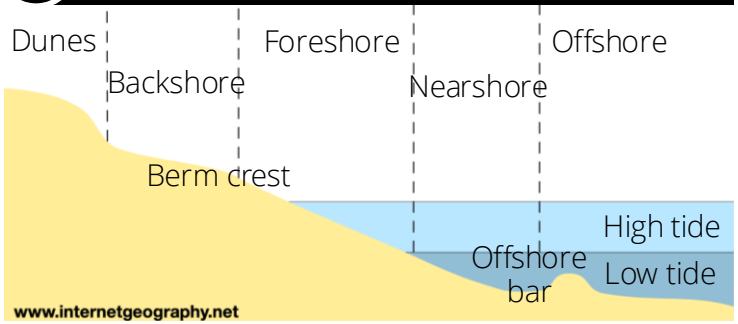
**Dune slack** – A trough (dip) that separates sand dunes.

**Sand dune** – Ridges or hills of sand at the top of a beach.

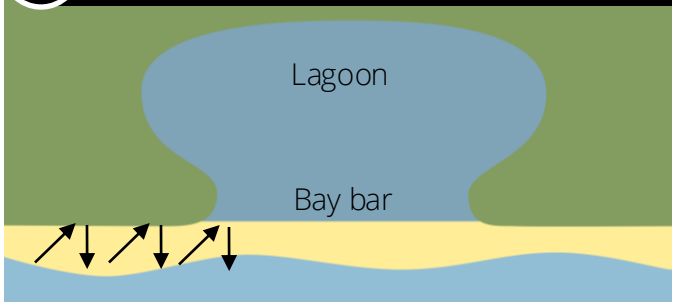
**Salt marsh** – A coastal ecosystem found between land and open salt water.

**Spit** – stretch of beach material that sticks out to sea and is joined to the mainland at one end.

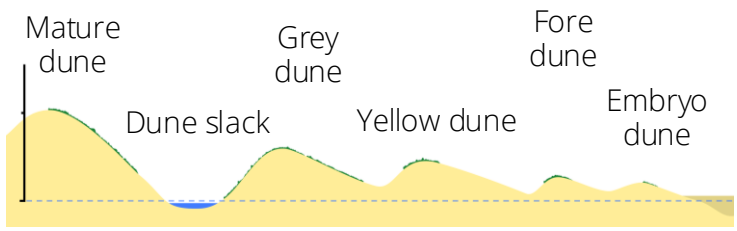
## Beaches




## Bars

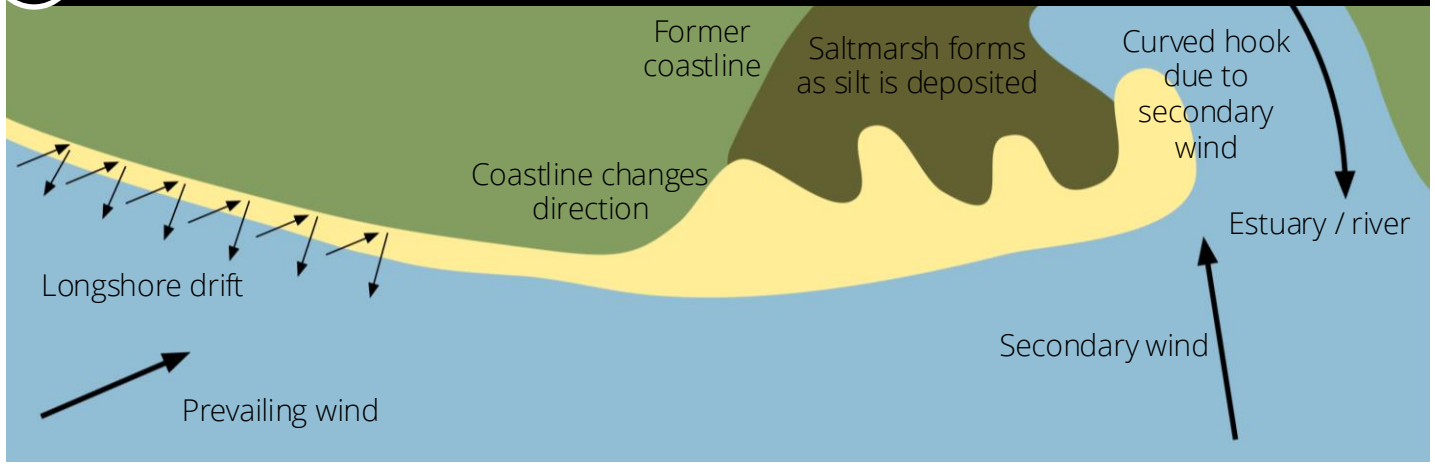



## Sand dunes




Sand dunes form at the back of sandy beaches. Sand is transported by the wind and gathers against an obstacle forming an embryo dune.

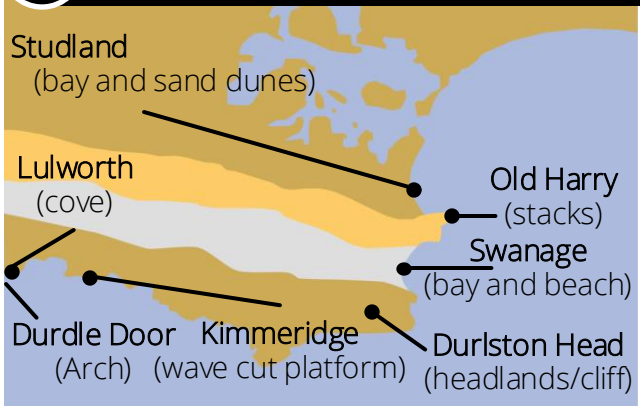
## Spits



UK Landscapes 1: Coasts
Paper 1, Question 3

# Geography

## Swanage




The Dorset Coast, located in the south of England on the English Channel, runs from Lyme Regis in the west, past Old Harry Rocks in Purbeck to Highcliffe in the east. Excluding the shoreline of Poole Harbour, the Dorset coastline is 142 kilometres (88 mi) long. Through its geology and landforms the coast represents 185 million years of the Earth's history.

## Durdle Door

Durdle Door is a coastal arch. It is formed from a layer of hard limestone standing almost vertically out of the sea. As the sea broke through the hard limestone it eroded the softer rocks behind creating the arch.

## Studland

Studland Bay is sheltered from erosive waves, leading to the formation of sandy beaches and sand dunes.

## Lulworth Cove

Lulworth Cove is situated on a concordant coastline. The entrance to the cove is narrow where the waves have cut through weaknesses in the resistant limestone. The cove widens where the softer clays have been eroded.

## Old Harry

Old Harry Rocks are three chalk formations, including a stack and a stump, located at Handfast Point.

# Geography

## Hard Engineering

**Gabion** – Steel wire mesh filled with boulders.

**Groyne** – A wooden barrier built out into the sea to stop longshore drift.

**Hard engineering** – The use of artificial structures to defend from erosion.

**Rock armour** – Large boulders dumped on the beach to defend the coast.

**Sea wall** – A concrete wall which reflects wave energy protecting the coast.

## Soft Engineering

**Beach nourishment** – The addition of new material to a beach.

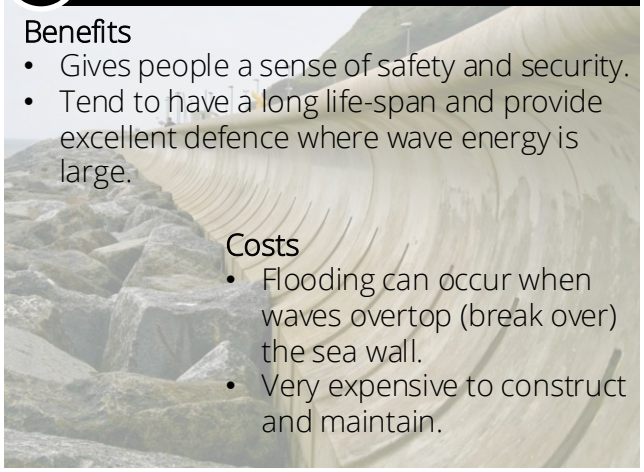
**Reprofiling** – Changing the shape or profile of a beach.

**Dune regeneration** – Building up dunes and adding vegetation.

**Managed retreat** – Allowing erosion to occur as nature taking its course.

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

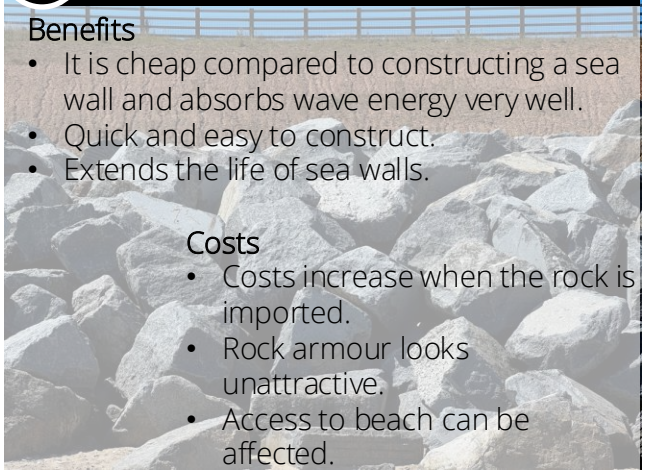
## Sea Walls



**Benefits**
- Gives people a sense of safety and security.
- Tend to have a long life-span and provide excellent defence where wave energy is large.

**Costs**
- Flooding can occur when waves overtop (break over) the sea wall.
- Very expensive to construct and maintain.

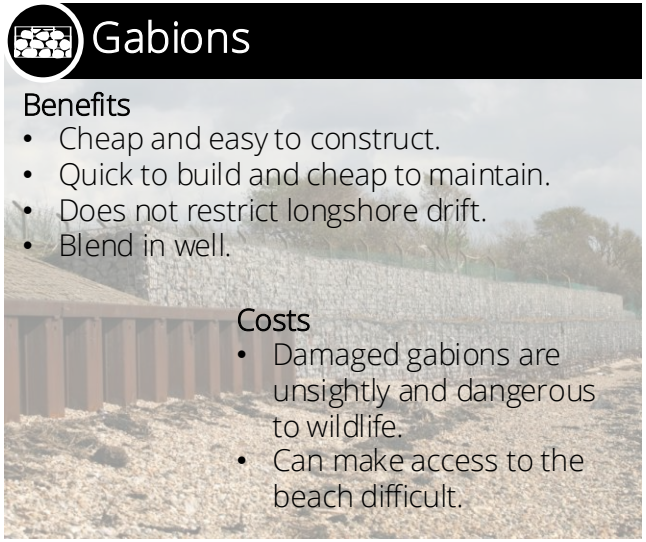
## Rock Armour



**Benefits**
- It is cheap compared to constructing a sea wall and absorbs wave energy very well.
- Quick and easy to construct.
- Extends the life of sea walls.

**Costs**
- Costs increase when the rock is imported.
- Rock armour looks unattractive.
- Access to beach can be affected.

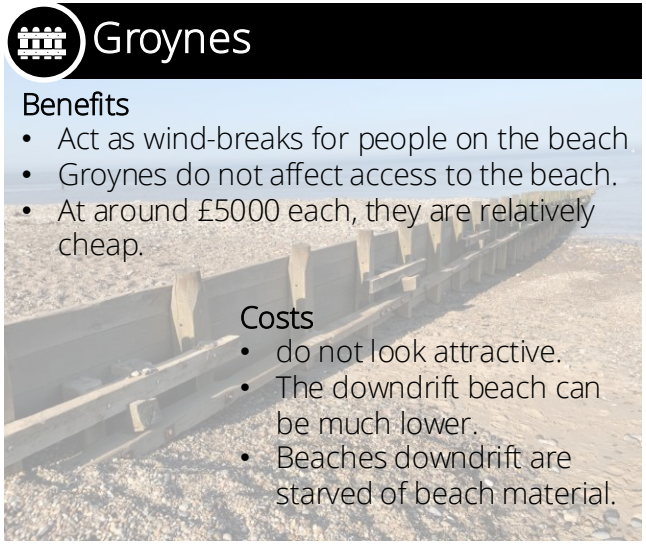
## Gabions



**Benefits**
- Cheap and easy to construct.
- Quick to build and cheap to maintain.
- Does not restrict longshore drift.
- Blend in well.

**Costs**
- Damaged gabions are unsightly and dangerous to wildlife.
- Can make access to the beach difficult.

## Groynes



**Benefits**
- Act as wind-breaks for people on the beach
- Groynes do not affect access to the beach.
- At around £5000 each, they are relatively cheap.

**Costs**
- do not look attractive.
- The downdrift beach can be much lower.
- Beaches downdrift are starved of beach material.

# Geography

## Hard Engineering

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

## Beach Nourishment

**Benefits**
- This approach is relatively cheap.
- It retains the natural appearance of the beach.
- Beaches are a natural defence against erosion.

**Costs**
- Offshore dredging increases erosion in other areas and affects the marine ecosystem.
- Large storms require beach replenishment.

## Reprofiling

**Benefits**
- A cheap approach to coastal management.
- Simple and reduces the energy of waves.
- Maintains the natural appearance of the beach.

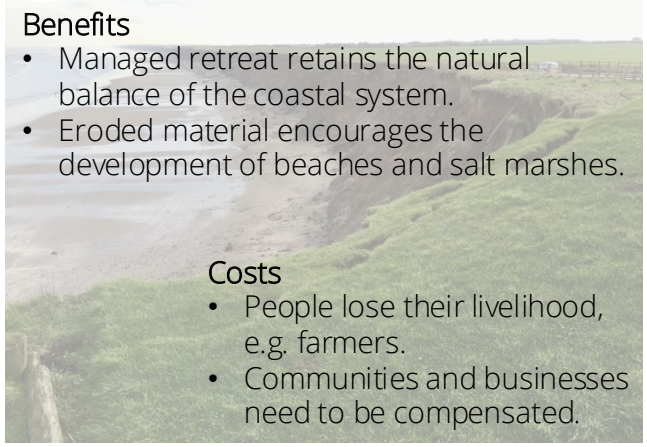
**Costs**
- Only works when wave energy is low.
- Reprofiling needs to be continuously repeated.

## Dune Regeneration

**Benefits**
- Dune regeneration provides a barrier between land and sea, absorbs wave energy, and cheap stabilisation.
- It maintains a natural-looking coastline.

**Costs**
- During regeneration, the land must be carefully managed so any new vegetation is protected from trampling.

## Managed Retreat



**Benefits**
- Managed retreat retains the natural balance of the coastal system.
- Eroded material encourages the development of beaches and salt marshes.

**Costs**
- People lose their livelihood, e.g. farmers.
- Communities and businesses need to be compensated.

# Geography

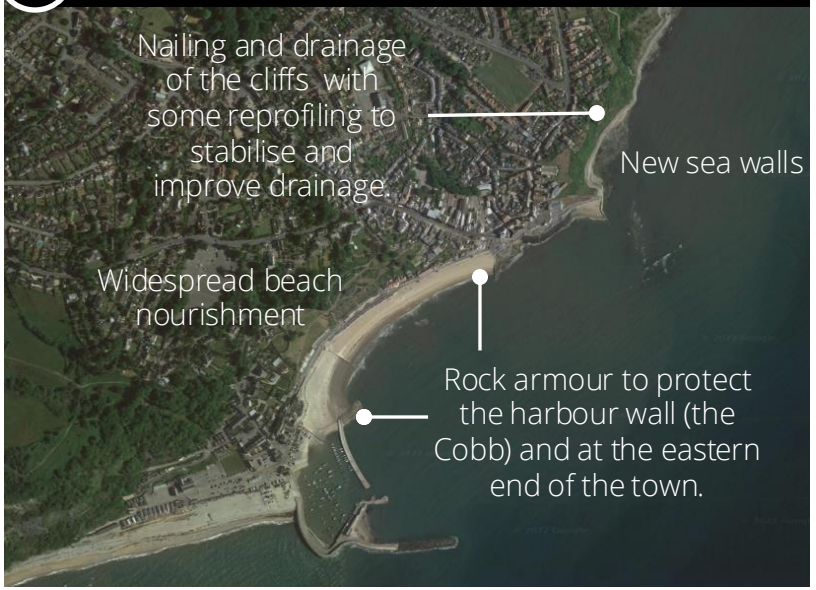
## Coastal Management Case Study
## Lyme Regis

## Reason for Management


Lyme Regis is a small coastal town on the south coast of England. It lies on the Jurassic Coast. The town is a popular tourist destination in the summer. The town requires coastal management because:

- The coast at Lyme Regis experiences rapid erosion due to high energy waves from the south west and the weak geology of the cliffs. Therefore, houses, roads and farmland are at risk of cliff landslides.
- Tourist numbers were down due to the lack of beach, with waves eroding much of the beach.

## Management Strategy




The local government developed a plan to manage the coastline at Lyme Regis called the Lyme Regis Environmental Improvement Scheme and has been completed in stages between 1990 and 2015.

## Effects and Conflicts

Positive impacts

- A significant improvement in the attractiveness of the seafront and beach due to nourishment and the wide promenade.
- Increased visitor numbers, and seafront businesses are thriving.
- The defences have withstood recent stormy winters.
- The harbour is better protected, benefiting the fishing industry and boat owners.

Negative impacts

- Conflicts have increased as visitor numbers have increased. Local people have experienced increased traffic congestion and litter due to increased tourism.
- Some feel the new coastal defences have spoilt the natural coastal landscape.
- The new defences may interfere with natural coastal processes affecting neighbouring stretches of coastline, causing conflicts elsewhere.
- Stabilising cliffs that prevent landslides will reduce the number of fossils found in the area.

# Health and Social Care

# Paper 2: Early Elizabethan England 1558 - 1588

# History

## Part 1: Early Challenges & Religious Settlement

- England was in debt. The *economy* was weak due to poor harvest, the collapse of the wool trade and the devaluation of English coinage.
- Elizabeth I (Elizabeth Tudor) inherited a predominantly Catholic *government* from her sister, Mary I, Should she remain Catholic or return England to Protestantism?
- Threat of *invasion* from Catholic Spain and France. There were many troops stationed in Scotland.
- Elizabeth was expected to marry and provide an heir. Some questioned her legitimacy following the execution of her mother (Anne Boleyn) by her father (Henry VIII).

**Elizabethan Religious Settlement 1559**

- Act of Supremacy
- Act of Uniformity

(Officially Protestant – but a 'Middle Way' promising tolerance of Catholics in return for loyalty)

## Part 2: Plots & Revolts

- Mary Queen of Scots - Arrives in England 1568. Has claim to the throne. Links to Catholic France. Imprisoned in Carlisle.
- Revolt of the Northern Earls 1569 - Northern rebellion aimed at Catholic restoration & putting MQS on the throne of England. Defeated near York.
- Papal Excommunication 1570 - Catholic could win a place in Heaven by killing Elizabeth.
- Ridolfi Plot 1571 – uncovered by William Cecil - Italian banker plots to use Spanish money to fund a French invasion of England.
- Throckmorton Plot 1583 - Catholic plot to replace Elizabeth I with Mary, backed by Pope Pius V & King Philip of Spain.
- Bond of Association 1584 - Pledge to protect Elizabeth I; execute threats to her life.
- Babington Plot – uncovered by Francis Walsingham - Catholic plot to kill Elizabeth I & crown Mary queen.
- Execution of MQS – Elizabeth finally signs the death warrant of MQS.

## Part 3: War with Spain

**Causes:**

- Piracy & the Americas – English pirates raiding Spanish treasure ships in the New World.
- French Civil War – removes threat of French attack on Spain – frees Spain to attack England.
- Spanish incursions in the Netherlands / Treaty of Nonsuch – Elizabeth sends aid to Protestant rebels fighting the Spanish in the Netherlands.

**Defeat of the Spanish Armada – Lord High Admiral John Howard**

- *Ship design & tactics:* English ships redesigned to be faster than Spanish galleons
- *English Fire Ships:* used to break the Armada formation. Spanish cut anchors to escape.
- *The weather - The Protestant winds*: winds drive the Spanish into the Atlantic, wrecking the Armada on the coast of Ireland.

## Part 4: Colonisation & Exploration

Francis Drake was able to circumnavigate the world, Walter Raleigh attempted to colonise America. This was possible due to – Better navigation (astrolabes), increased accuracy of maps, desire for new markets and access to things like the slave trade.

English colonies established at Roanoke (Virgina) - 1585, Failing due to infighting, bad timing (arrived too late to plant crops) and poor relations with the local Algonquin natives – Governed by Ralf Lane.

## Was there really an Elizabeth I 'Golden Age'?

| For: | Against: |
| --- | --- |
| Universities, Grammer Schools, Sport, Dancing, Theatre, Music, Rising literacy rates. | Poverty due to enclosure, rising population & poor harvest leading to vagrancy. |

# Paper 2: Key Topic 1 – Queen, government & religion 1558 - 69

# History

## Part 1: The situation on Elizabeth's accession

- Elizabeth inherited the throne from her sister, Mary I. Society was divided by years of religious turmoil (Catholic vs Protestant). Mary converted England back to Catholicism following the reign of Protestant King Edward
- Elizabeth faced many problems as she was a woman. Many in society feared another version of Mary I (Bloody Mary). Many Catholics saw Elizabeth as illegitimate (bastard child of Henry VIII & Anne Boleyn).
- Elizabeth made it clear that she did not want to marry – refused proposal from Philip of Spain. He had been married to Mary I.
- Elizabeth was cultured, well educated and had strong character – arguable due to childhood experiences. She was unwilling to share power with a husband.
- England was in debt. Economy was weak due to poor harvest, the collapse of the wool trade and devaluation of English coinage. England had been almost constantly at war with France since the days of Heny VIII. Threat of invasion of France continued.

## Part 2: The Religious Settlement

Elizabeth inherited a predominantly Catholic government from her sister, Mary I. Should she remain Catholic or return England to Protestantism?
England was a deeply divided community due to the religious rollercoaster of the previous years. As a result, Elizabeth needed a religious settlement that would heal these divisions.

**Elizabeth Religious Settlement 1559**

*Act of Supremacy*

1. Elizabeth became a *Supreme Governor* (avoiding the 'Head of Church' as not to anger Catholics).
2. Officially converts England to Protestantism, but a 'Middle Way' - promising tolerance to Catholics in return for loyalty.
3. Bishops established to run Church and people swear an oath of allegiance.

*Act of Uniformity*

Protestant prayer book, services in English. Some decoration & vestments in churches. Act of communion open to individual interpretations. Clergy allowed to marry.

## Part 3: Challenges to the Religious Settlement

**Puritan challenge**

- Few in number & did not want to remove Elizabeth I
- Feared another Catholic Queen like Mary I.
- Occupied places in universities and some were key members of Elizabeth's government (Francis Walsingham)

**Catholic challenge**

- Many did not like the religious settlement
- England officially became Protestant and was surrounded by hostile Catholic countries.

## Part 4: The Problem of Mary Queen of Scots

MQS was made Queen of Scotland as a baby. Sent to French court at 6years old. Married the heir to the French throne – strong links between France and Scotland – as a result French troops were placed in Scotland (threat to England).
1560 – Returns to Scotland following death of husband (King Francis). Resumes position as ruler of Scotland. This is a divided society. Mary is hugely unpopular with many Scottish Nobles.
1565 – marries Lord Darnley, a bi-sexual alcoholic sex addict. They have a child which strengthens her claim to the throne. Elizabeth angered as she wanted MQS to marry Dudley, Earl of Leicester. Darnley is murdered & Mary implicated in the death.
Civil war in Scotland between Catholics and Protestants. MQS imprisoned in Lochleven Castle – she is forced to abdicate & son is placed as King of Scotland as a baby. She escapes and flees to England.

# Paper 2: Key Topic 2 – Challenges to Elizabeth at home & abroad 1569 - 88

# History

## Part 1: Plots & revolts at home

1569 – Revolt of the Catholic Northern Earls; Westmorland & Northumberland:
- They led 4,500 supporters in an attempt to overthrow E & replace her with MQS.
- They took control of Durham Cathedral, destroyed Protestant prayer books, & held a Catholic mass.
- Lacking support from the Pope or foreign powers, E's army crushed the revolt.

1570 - Pope Excommunicated Elizabeth

1571 – Ridolfi Plot
- Italian banker Ridolfi helped Mary Queen of Scots send letters to the Duke of Alva in the Netherlands. The plan was to invade England, remove Elizabeth I, & make MQS queen. However, foreign powers were unwilling to act until E was already overthrown.
- Walsingham quickly stopped the plot. Elizabeth responded by expelling the Spanish ambassador.

1583 – Thockmorton Plot – after assassination of William of Orange (Netherlands) – fear of Catholic uprising.
- Francis Throckmorton carried secret letters from MQS to French and Spanish ambassadors. The plan was to start a Catholic uprising in the North and have a French invasion from the South.
- Throckmorton was already under surveillance, so the plot was quickly uncovered.
- In response, E's government introduced the Bond of Association (1584) – allowing MQS to be executed if E's life was threatened.

1586 The Babington Plot
- Anthony Babington, a young Catholic, plotted to kill E and make MQS queen.
- Walsingham, Elizabeth's spymaster, placed spies in MQS's household. They tricked her into hiding secret letters in beer barrels.
- MQS agreed to the plot in writing. Walsingham now had proof to put her on trial.
- She was moved to Fotheringhay Castle and executed in 1587.

## Part 2: Increasing Spanish Tensions

Elizabeth supported privateers like Francis Drake, who attacked Spanish ships and stole treasure. In 1572, he stole silver worth £20,000, angering Spain.
She backed Protestant rebels in the Spanish-controlled Netherlands, worsening relations.
After several uncovered Catholic plots, Elizabeth approved the execution of Catholic MQS in 1587, further damaging ties with Catholic Spain.

## Part 3: Outbreak of War with Spain

France was distracted by civil war, so Spain turned its focus to England.
In 1585, Elizabeth signed the Treaty of Nonsuch, sending 7,000 troops to support Dutch Protestants—this angered Philip II.
In 1587, Francis Drake attacked Cadiz, destroying Spanish ships and supplies. This delayed the Spanish Armada and became known as the Singeing of the King's Beard.

## Part 4: The Armada - 1588

May: Spanish fleet, led by Duke of Medina Sidonia, leaves Lisbon to invade England via the Netherlands.
June: Stops at Corunna for repairs, delayed for a month.
July: Sails past Plymouth in crescent formation, heads to Calais.
August: Reaches Calais to meet 30,000 troops, but they're delayed. England sends fire ships, causing chaos.
Battle at Gravelines forces Spanish retreat. Storms and poor navigation lead to many ships wrecked off Scotland and Ireland.

# Paper 2: Key Topic 3 – Elizabethan Society Age of Exploration 1558-88

# History

## Part 1: Education & Leisure

- Most ordinary people couldn't read, so shops used picture signs. Books with pictures helped attract poorer readers.
- Grammar schools were mainly for sons of yeomen and merchants, but some bright boys from poorer families attended too. Demand for education grew.
- Wealthy families often hired private tutors for both boys and girls. Elizabeth I herself had an excellent education.
- Poor families didn't prioritise education. Only 1 in 10 women and 3 in 10 men could read or write.
- Poor people enjoyed leisure activities including bear baiting, wrestling & football, archery & hunting small animals.
- Rich people enjoyed leisure activities including tennis, bowls, fencing, archery & hunting – mainly deer.
- All classes enjoyed theatre (money decided the seat) - poor in the "pit" as a "groundling" (paying 1penny), 3 pennies would provide a seat under cover.

## Part 2: Problem of the poor

*Economic Problems When Elizabeth Became Queen:*
Poor harvests meant less food and higher prices. The population was growing, adding pressure on resources. Henry VIII had closed the monasteries, removing support for the poor.
The wool trade with the Netherlands collapsed, and wages didn't rise with prices.
Farmers enclosed land for sheep farming, which needed fewer workers, increasing unemployment.

*Elizabethan reactions*
Fear that large gangs of unemployed vagrants would damage social order.
1572 Vagabond Act: vagrants could be whipped, hole bored through their ear & executed if regularly caught begging.
1601 Elizabethan Poor Law: brought in *compulsory* nationwide Poor Rate system.
Everyone had to contribute, those who refused were jailed. Begging banned & anyone caught was whipped & sent back to their place of birth. Almshouses were established to look after the impotent (or deserving) poor.

## Part 3: Exploration & Voyages

Trade expanded. Drive by war with Spain, need to pay off debts, & need for new markets as European wool trade shrank. Elizabethans cashed in on trans-Atlantic slave trade & English privateers raided Spanish colonies in the New World.
*Expansion made possible by:*

1. Improved ship design – Galleons capable of carrying more cargo & guns
2. Improved navigation – astrolabes/maps. Thomas Harrior devised method of determining ship direction at sea using the sun. Cartographers able to draw & print more accurate maps.
3. Investment in voyages by rich, such as E who funded & profited from voyages.

As a result of these voyages, Elizabethan finances improved ( thanks to stolen Spanish gold). At the same time, our knowledge of the wider world expanded

## Part 4: Raleigh & Virginia

1585 Expedition: Richard Grenville set off for Virginia, total of 5 ships including the flagship The Tiger, reached the coast of America in June. Strong winds & currents forced the fleet onto the sandbanks & ships were battered by waves – causing seawater to ruin supplies & nearly all seeds for crops. Beginning relationships with Native Americans was good, but Grenville noticed a silver drinking cup was missing, a disagreement broke out leaving a village in flames & fear/suspicion grew. In addition, Natives began to die from unknown causes, seeding fear that colonists were supernatural – reality was that it was smallpox & measles, Natives had no immunity to them.
Grenville returned to England for supplies leaving Ralph Lane in charge, soldiers began to uprise & disobey orders. Fleet arrived too late to plant crops, food shortages occurred, initially Natives were happy to help but needed precious resources for themselves. Following

# Maths

## What do I need to be able to do?

By the end of this unit you should be able to

- Plot and interpret real life graphs
- Plot linear graphs
- Plot quadratic and cubic graphs
- Work with parallel and perpendicular lines
- Recognise different types of graphs

Higher Tier only

- Work with trigonometric graphs
- Calculate from velocity-time graphs
- Transform functions

## Keywords

**Travel graphs**: line graphs that are used to describe the motion of objects such as cars, trains, walkers etc

**Conversion graphs**: used to change one unit into another e.g. changing between miles and kilometres

**Linear graph**: a straight line graph

**$y = mx + c$**: this is the general equation of a straight line. Where m is the gradient, and y - c is the intercept

**Gradient**: shows the steepness of the slope of a straight line

**Intercept**: the y-value of the point where a straight line crosses the y-axis

**Quadratic graph**: a curve called a parabola

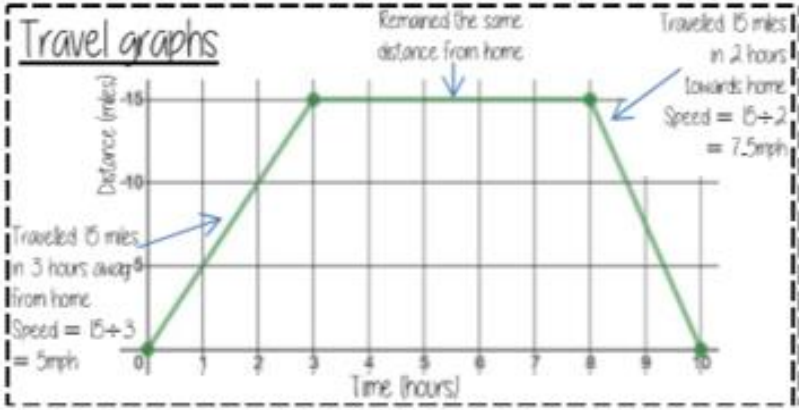
**Perpendicular lines**: lines that are at right angles (90°) to each other

**Parallel lines**: lines on a plane that never meet. They are always the same distance apart

**Trigonometric graphs**: include the graphs of sine, cosine and tangent

**Function**: A special relationship where each input has a single output. It is often written as "f(x)" where x is the input value

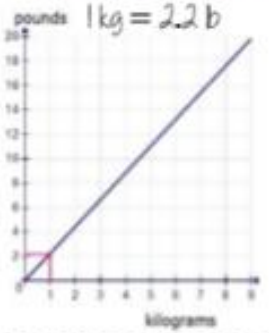
## Travel graphs




## Conversion graphs

Used to change from one unit to another

Use your ruler to draw a line from the value you want converted to the conversion line, then down/across to the unit you want

# Maths

## Plot linear graphs

Use substitution to find values to plot. This is the same as when you are finding terms in a linear sequence from the nth term.

$y = 3x - 1$ → 3 x the $x$ coordinate then − 1

| $x$ | −3 | 0 | 3 |
|---|---|---|---|
| $y$ | −10 | −1 | 8 |

← Draw a table to display this information

This represents a coordinate pair $(-3, -10)$


You only need two points to form a straight line

Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

## Plot quadratic graphs

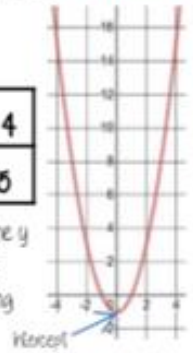
We substitute to find the $x$ values

$x^2$ gives a happy face ☺ $-x^2$ gives a sad face ☹

$y = x^2 - 1$

| $x$ | −4 | −2 | 0 | 2 | 4 |
|---|---|---|---|---|---|
| $y$ | 15 | 3 | −1 | 3 | 15 |

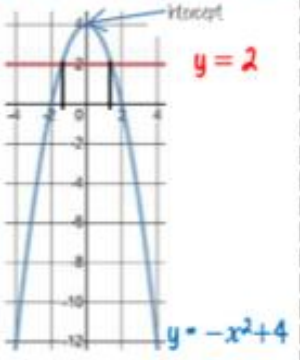
You will often see symmetry in the $y$ values in the table as well as the graph (unless you are only working with part of the curve)




$y = -x^2 + 4$

| $x$ | −4 | −2 | 0 | 2 | 4 |
|---|---|---|---|---|---|
| $y$ | −12 | 0 | 4 | 0 | −12 |

You may be asked to find the coordinates when $y$ is equal to something e.g. when $y = 2$. From the graph we can read that the lines intersect at approximately $(-1.4, 2)$ and $(1.4, 2)$



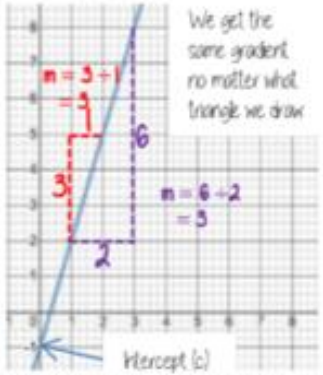

## y = mx + c

To find the gradient ($m$) we use right angled triangles to calculate $\frac{\text{difference in } y}{\text{difference in } x}$

You can use any points on the line – pick exact coordinates to make it easier

So $y = 3x - 1$

A downward slope will have a negative gradient




We get the same gradient no matter what triangle we draw

## Parallel lines

$y = 2x + 6$

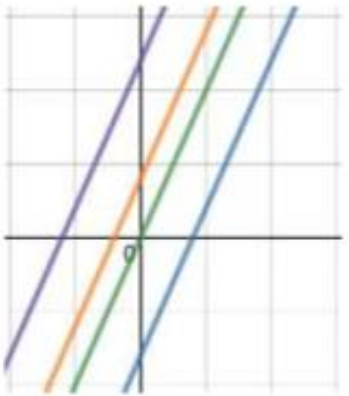
$y = 2x$

$y = 2x + 2$

$y = 2x - 4$

Notice that all the lines are parallel. Lines with the same gradient will always be parallel.

The only thing that changes is the intercept



## Remember!!!

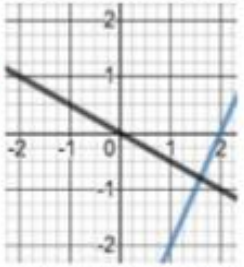
Always draw graphs using a ruler and pencil

## Perpendicular lines

$y = -0.5x$ −0.5 is the negative reciprocal of 2

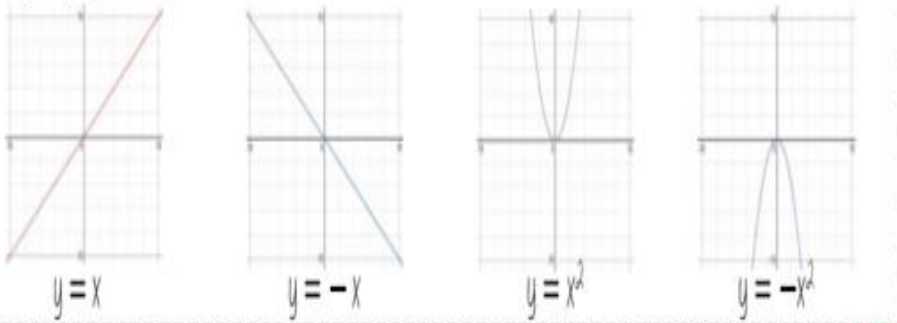
$y = 2x - 4$

The gradients of perpendicular lines have a product of −1 e.g. $-0.5 \times 2 = -1$



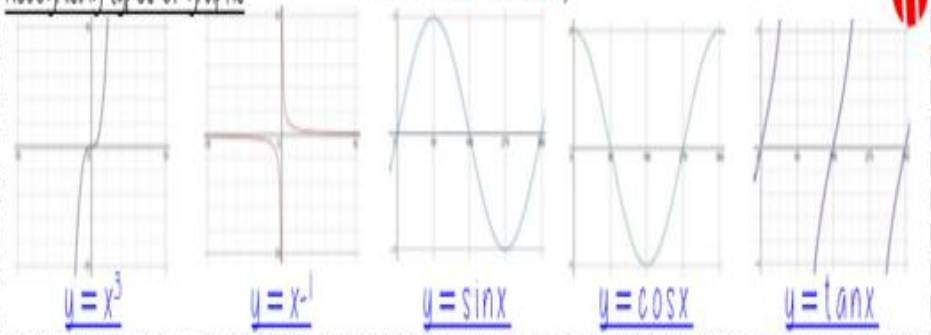
# Maths

## Recognising types of graphs




## Recognising types of graphs

Hint to remember: s i n  to the s k y



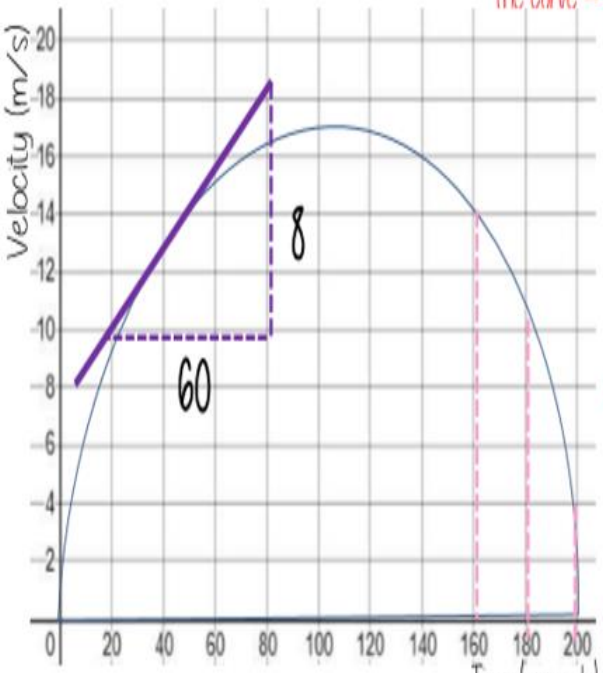

## Velocity-Time graphs

Rate of change – the gradient tells us the rate of change

If we do not have a straight line we must draw a tangent to the curve to calculate the gradient e.g. find the acceleration at 40 seconds

Acceleration = 8 ÷ 60
= 0.13 m/s

Total distance – this is calculated by looking area under the curve – the Trapezium rule




To calculate the distance travelled we need to break the area under the curve up into trapeziums e.g. calculate the distance travelled in the last 40 seconds:

Distance travelled:
½(14+10)×20+½(10+4)×20
= 380 m

The more trapeziums the more accurate your answer

# Maths

## What do I need to be able to do?

By the end of this unit you should be able to

- Form expressions
- Substitute into formulae
- Collect like terms
- Solve one and two step equations
- Expand single brackets
- Expand and simplify brackets
- Factorise into single brackets
- Solve multi step equations
- Expand double brackets
- Rearrange formulae

Higher Tier only

- Expand double brackets with coefficients
- Rearrange more complex formulae

## Keywords

**Form:** write an expression or equation

**Expression** a mathematical sentence with a minimum of two numbers and at least one math operation

**Substitute** putting numbers in place of letters to calculate the value of an expression

**Formulae:** a mathematical rule written using symbols, usually as an equation describing a certain relationship between quantities

**Term** is either a single number or variable, or numbers and variables multiplied together

**Like term** are terms whose variables (and their exponents such as the 2 in $x^2$) are the same

**Solve** find a solution, like figuring out the answer to a complex riddle

**Equation** a mathematical sentence that has two equal sides separated by an equal sign

**Expand** is when we multiply to remove the brackets ( )

**Simplify** to condense an algebraic expression by grouping and combining similar terms

**Rearrange:** make another variable the subject of the formula

**Subject:** is the single variable (usually on the left of the '=') that everything else is equal to

## Form expressions

For unknown variables, a letter is normally used in its place.

**Addition** More than, greater than, older than...

e.g. 4 more than t → $t + 4$

**Subtraction** Less than, smaller than, younger than...

e.g. 8 less than k → $k - 8$

**Multiplication** Lots of, product, times, £ to p...

e.g. 4 lots of t → $4t$

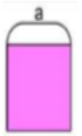
**Division** Divide, share, halve, goes into, p to £...

e.g. k pence to pounds → $\frac{k}{100}$

**With shapes**

Find the perimeter of the square

$a + a + a + a = 4a$




Find the area of the square

$a \times a = a^2$

## Collect like terms

We can only combine terms if they are alike

Like terms

Unlike terms

**One variable – (like terms)**

Simplify the following: $a + 2a - a + 3a = 5a$

0 letter on its own has a coefficient of 1 that isn't usually shown

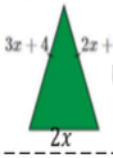
**Two variables – (with unlike terms)**

Number lines can help with the calculation $-3+8 = +5$

Simplify the following: $5a - 3 + 6a + 8 = 11a + 5$

**With shapes**

Find the perimeter of the isosceles triangle




Perimeter $= 3x + 4 + 2x + 6 + 2x$

$= 7x + 10$

## Form expressions

For unknown variables, a letter is normally used in its place.

**Addition** More than, greater than, older than...

e.g. 4 more than t → $t + 4$

**Subtraction** Less than, smaller than, younger than...

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e.g. k pence to pounds → $\frac{k}{100}$

**With shapes**

Find the perimeter of the square

$a + a + a + a = 4a$


Find the area of the square

$a \times a = a^2$

## Collect like terms

We can only combine terms if they are alike

Like terms

Unlike terms

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**With shapes**

Find the perimeter of the isosceles triangle


Perimeter $= 3x + 4 + 2x + 6 + 2x$

$= 7x + 10$

## Function Machines

**One step function machine**

The number that goes in → Input → Output → The number that comes out

This box gives the operation

Find the output when the input is 3

$3 \times 2 = 6$

Input → X 2 → Output

Find the input when the output is 10

$10 \div 2 = 5$ We use the inverse operation when working backwards

**Two-step function machine**

We can use brackets to make it clear which operation needs to happen first when working forwards and backwards with two step function machines

Input → X 4 → + 2 → Output

Find the output when the input is 5

$(5 \times 4) + 2 = 22$

Find the input when the output is 34

$(34 - 2) \div 4 = 8$

**Using terms**

Brackets are particularly helpful here

Find the output when the input is n

$(n \times 4) + 2 = 4n + 2$

## Substitution

This is the next level of function machines where expressions and formulae replace the machine

If $t = 7$, find $4t$

Remember $4t$ means 4 'lots of' t, therefore the question is asking us for 4 'lots of' 7

So $4t = 4 \times 7$

$= 28$

If $a = 2$ and $b = 4$, find $3a - 2b$

So $3a - 2b$

$= 3 \times 2 - 2 \times 4$

$= 6 - 8$

$= -2$

Remember to keep the values in the right order

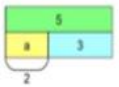
## One step equations

We're aiming to get the variable on its own. This is the same as working backwards with function machines to find the input – we use inverse operations to solve equations

Find a when: $a + 3 = 5$

$-3 \quad -3$

$a = 2$




Find b when: $b - 4 = 9$

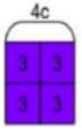
$+4 \quad +4$

$b = 13$


Find c when: $4c = 12$

$\div 4 \quad \div 4$

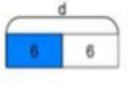
$c = 3$



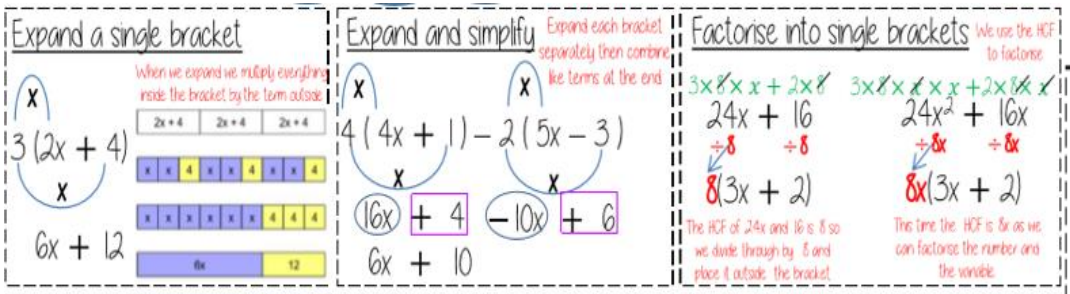

Find d when: $\frac{d}{2} = 6$

$\times 2 \quad \times 2$

$d = 12$



# Maths


Expand a single bracket
3 (2x + 4)
When we expand we multiply everything inside the bracket by the term outside
6x + 12
Expand and simplify
Expand each bracket separately then combine like terms at the end
4 ( 4x + 1) − 2 ( 5x − 3 )
16x + 4
−10x + 6
6x + 10
Factorise into single brackets
We use the HCF to factorise
24x + 16
8(3x + 2)
The HCF of 24x and 16 is 8 so we divide through by 8 and place it outside the bracket
24x² + 16x
8x(3x + 2)
This time the HCF is 8x as we can factorise the number and the variable
Solve two step equations
We need to get x on its own but its stuck to the 2, so we get rid of the 12 first
2x + 12 = 28
−12 −12
2x = 16
÷2 ÷2
x = 8
Solve equations with brackets
3 (2x + 4) = 30
6x + 12 = 30
−12 −12
6x = 18
÷6 ÷6
x = 3
Solve equations with fractions
We need to get x on its own but its stuck to the 6 by the fraction line, so we get rid of the −7 first
x/6 − 7 = 5
+7 +7
x/6 = 12
×6 ×6
x = 72
Solve equations with unknowns on both sides
We need to combine like terms using inverse operations
8x + 5 = 4x + 13
−5 −5
8x = 4x + 8
−4x −4x
4x = 8
÷4 ÷4
x = 2
Algebraic Fractions
To achieve a common denominator use 'smile, it's the X factor'
(6x + 4)/5 + (3x − 6)/2 = 2
(2(6x + 4) + 5(3x − 6))/(5 × 2) = 2
(12x + 8 + 15x − 30)/10 = 2
(27x − 22)/10 = 2
×10 ×10
27x − 22 = 20
+22 +22
27x = 42
÷27 ÷27
x = 42/27 = 14/9
Expand double brackets
Expand ( x + 4 )( x − 2 )
x ( x − 2 ) +4 ( x − 2 )
= x² − 2x + 4x − 8
= x² + 2x − 8
Expand double brackets
Expand ( 2x + 4 )( 3x − 2 )
2x (3x − 2) +4(3x − 2)
= 6x² − 4x + 12x − 8
= 6x² + 8x − 8
H
Rearranging formulae
We use the same strategy as when we solve
Make x the subject
5y + 3x = 8
−5y −5y
3x = 8 − 5y
÷3 ÷3
x = (8 − 5y)/3
Rearranging formulae
This time we need get x terms on their own on the same side
Make x the subject
cx + f = kx + n
+f +f
cx = kx + n + f
−kx −kx
cx − kx = n + f
Now factorise
x(c − k) = n + f
÷(c−k) ÷(c−k)
x = (n + f)/(c − k)
H

# Maths

## What do I need to be able to do?

By the end of this unit you should be able to

- Factorise and solve quadratics

Higher Tier only

- Factorise and solve quadratics with coefficient of $x^2$ is greater than 1
- Simplify algebraic fractions
- Solve algebraic fractions with quadratics
- Calculate with the quadratic formula

## Keywords

**Factorise:** the reverse of expanding brackets where we 'take out' the HCF of the terms

**Factor:** numbers we can multiply together to get another number. A number can have MANY factors!

**Solve:** to find a solution

**Coefficient:** a number used to multiply a variable

**Simplify:** to condense an algebraic expression by grouping and combining similar terms

**Quadratic:** equations contain terms with powers no higher than two, often in the form $ax^2 + bx + c = 0$ where $x$ is the variable, $a$, $b$ and $c$ are constants and $a \neq 0$

## Factorise quadratics when a>1

$ax^2 + bx + c$

Factorise: $2x^2 + 13x + 21$

We factorise in the same way except we have two extra steps

Extra step 1: We look for factors of $a \times c$

| Combine terms | |
|---|---|
| +13 | +42 |
| | 1 x 42 |
| | 2 x 21 |
| | 3 x 16 |
| +6+7= +42 | 6 x 7 |

2 Only the factors of 6 and 7 will combine to give 42 so we have our factors

$(2x + 6)(2x + 7)$

Extra step 2 Remember this answer will be two times to big as we multiplied by a by c at the start We need to 'undo' this by dividing one of our brackets by 2

$(2x + 6)(2x + 7)$

$\div 2 \quad \div 2$

$(x + 3)(2x + 7)$

## Factorise and solve quadratics when a>1

This is the same principle as when a=1

$(x + 3)(2x + 7) = 0$

$x + 3 = 0$ (−3 −3) or $2x + 7 = 0$ (−7 −7)

$x = -3$ or $2x = -7$ ($\div 2$ $\div 2$)

$x = -3.5$

## Factorise quadratics

Factorise: $x^2 + x - 6$

Lets look at the different parts

$x^2$ | $+x$ | $-6$

The only way to get $x^2$ is by $x \times x$

When there is no number written the coefficient is 1 so we combine terms to get 1x

We are looking to multiply terms to get -6

$(x - 2)(x + 3)$

When combined $-2 + 3$ gives us $+1$

When multiplied $-2 \times +3$ gives us $-6$

We have found our factors

| Combine terms | 1 Write the factors of the number |
|---|---|
| +1 | −6 |
| +1 − 6 = −5 | 1 x 6 |
| −1 + 6 = +5 | |
| +2 − 3 = −1 | 2 x 3 |
| −2 + 3 = +1 | |

2 Now we look to see if we can combine the terms to make the number we want

## Simplifying algebraic fractions

We simplify by finding the HCF of the numerator and denominator

Simplify $\frac{12a^2}{4a}$

4 is the HCF of 12 and 4. a is the HCF of $a^2$ and a. So $4a^2$ is the overall HCF

$\frac{12a^2}{4a} \div 4a = \frac{3a}{1} = 3a$

Simplify $\frac{3(b+2)}{(b+2)^2}$

$(b+2)$ is the HCF of $3(b+2)$ and $(b+2)^2$

$\frac{3(b+2)}{(b+2)^2} \div (b+2) = \frac{3}{b+2}$

Simplify $\frac{c^2+5c+4}{4c+16}$

Sometimes the HCF isn't as obvious – we look to factorise to find the HCF in these instances

$(c+4)$ is the HCF of $c^2+5c+4$ and $4c+16$

$\frac{(c+1)(c+4)}{4(c+4)} \div (c+4) = \frac{c+1}{4}$

## Factorise and solve quadratics

We factorise in the exact same way

Factorise and hence solve: $x^2 + x - 6 = 0$

We MUST remember this = 0

We know that $x^2 + x - 6 = (x - 2)(x + 3)$ so we now must say

$(x - 2)(x + 3) = 0$

To get a product of zero at least one of these brackets must be equal to zero. We use this fact to solve for x

$x - 2 = 0$ (+2 +2) or $x + 3 = 0$ (−3 −3)

$x = 2$ or $x = -3$

## Algebraic fractions

We need to combine 'Smile, it's the X factor', expanding brackets and factorising to solve the following equations

### Step 1 – 'Smile, it's the X factor'

$$\frac{x-2}{4x+2} + \frac{x-4}{x-2} = 1$$

### Step 2 – Expand all double brackets

$$\frac{(x-2)(x-2) + (4x+2)(x-4)}{(4x+2)(x-2)} = 1$$

### Step 3 – Collect like terms

$$\frac{x^2-4x+4+4x^2-14x-8}{4x^2-6x+4} = 1$$

### Step 4 – Rearrange to the form $ax^2 + bx + c = 0$

$$\frac{5x^2-18x-4}{4x^2-6x+4} = 1$$

$\times(4x^2-6x+4)$ $\quad$ $\times(4x^2-6x+4)$

$$5x^2-18x-4 = 4x^2-6x+4$$

$-(4x^2-6x+4)$ $\quad$ $-(4x^2-6x+4)$

$$x^2-12x = 0$$

### Step 5 – Factorise to solve

$$x(x-12) = 0$$

$$x = 0 \quad \text{or} \quad x-12 = 0$$

$+12$ $\quad$ $+12$

$$x = 12$$

### Step 1 – 'Smile, it's the X factor'

$$\frac{x+7}{2x+4} - \frac{-5x-7}{5x+4} = 1$$

### Step 2 – Expand all double brackets

Be careful with a minus sign. We must remember this means we are multiplying through by $-1$

$$\frac{(5x+4)(x+7) - [(2x+4)(-5x-7)]}{(2x+4)(5x+4)} = 1$$

### Step 3 – Collect like terms

$$\frac{5x^2+39x+28-1(-10x^2-34x-28)}{10x^2+28x+16} = 1$$

$$\frac{5x^2+39x+28+10x^2+34x+28}{10x^2+28x+16} = 1$$

### Step 4 – Rearrange to the form $ax^2 + bx + c = 0$

$$\frac{15x^2+73x+56}{10x^2+28x+16} = 1$$

$\times(10x^2+28x+16)$ $\quad$ $\times(10x^2+28x+16)$

$$15x^2+73x+56 = 10x^2+28x+16$$

$-(10x^2+28x+16)$ $\quad$ $-(10x^2+28x+16)$

$$x^2+9x+8 = 0$$

### Step 5 – Factorise to solve

$$(x+1)(x+8) = 0$$

$$x+1=0 \quad \text{or} \quad x+8=0$$

$-1$ $\quad$ $-1$ $\quad$ $-8$ $\quad$ $-8$

$$x = -1 \quad \text{or} \quad x = -8$$

# Maths

## The quadratic formula

Formula List Alert!! $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

There are some quadratic equations that we cannot solve through factorisation. You can usually spot when you need to use the quadratic formula as the question will ask you to give your answer to a certain number of decimal places e.g. Solve $3x^2 - 9x - 2 = 0$ giving your answer to 2dp

### Step 1 – Identify a, b and c

Remember quadratics can be expressed in the form $ax^2 + bx + c$

The sign is very important!

$3x^2 - 9x - 2 = 0$

$a = 3$

$b = -9$

$c = -2$

### Step 2 – Substitute the values of a, b and c into the quadratic formula

Use brackets here

$$x = \frac{--9 \pm \sqrt{(-9)^2 - 4 \times 3 \times -2}}{2 \times 3}$$

Hint: Type it into your calculator using the + part of the ± first and then edit in the − when you're ready for your next answer

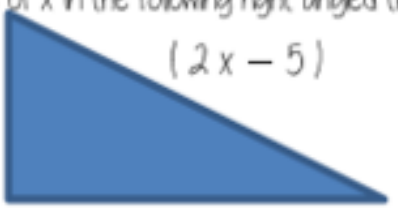
$x = \frac{9 + \sqrt{105}}{6}$ or $x = \frac{9 - \sqrt{105}}{6}$

Think of the context of the question for your final answer e.g. if you are calculating a length only the postive answer would be appropriate.

$x = 3.21$ (2dp) or $x = -0.21$ (2dp)

## Forming quadratics with shapes

Find the value of x in the following right angled triangle




### Step 1 – Identify what you know about the shape

The relationship between the sides of this triangle can be shown with Pythagoras Theorem

### Step 2 – Form an equation

$(x + 1)^2 + (x + 2)^2 = (2x - 5)^2$

### Step 3 – Express equation in the form $ax^2 + bx + c = 0$

$0 = 2x^2 - 26x + 20$

### Step 4 – Identify a, b and c and substitute into the quadratic formula

# Maths

| Topic/Skill | Definition/Tips | Example |
|---|---|---|
| 1. Function Machine | Takes an **input** value, performs some **operations** and produces an **output** value. |   |
| 2. Function | A **relationship** between two sets of values. | 'For any input value, square the term, then multiply by 3, then subtract 5'. |
| 3. Function notation | is the **input** value<br>is the **output** value. | Suppose the input value is<br>The output value is |
| 4. Inverse function | A function that performs the **opposite process** of the original function.<br><br>1. Write the function as<br>2. Rearrange to make the subject.<br>3. Replace the **with** and the **with** | . Find the inverse. |
| 5. Composite function | A **combination** of two or more **functions** to create a new function.<br>is the composite function that **substitutes** the function **into** the function<br><br>means '**do g first, then f**'<br>means '**do f first, then g**' | ,<br>What is ?<br><br>What is ? |

# Maths

## Transformation Rules for Functions

| Function Notation | Type of Transformation | Change of Coordinates |
|---|---|---|
| $f(x) + a$ | Vertical translation **up** $a$ units | $(x, y) \rightarrow (x, y + a)$ |
| $f(x) - a$ | Vertical translation **down** $a$ units | $(x, y) \rightarrow (x, y - a)$ |
| $f(x + a)$ | Horizontal translation **left** $a$ units | $(x, y) \rightarrow (x - a, y)$ |
| $f(x - a)$ | Horizontal translation **right** $a$ units | $(x, y) \rightarrow (x + a, y)$ |
| $af(x)$ | Vertical **stretch** for $\|a\| > 1$ | $(x, y) \rightarrow (x, ay)$ |
| | Vertical **compression** for $0 < \|a\| < 1$ | |
| $f(ax)$ | Horizontal **compression** for $\|a\| > 1$ | $(x, y) \rightarrow (\frac{x}{a}, y)$ |
| | Vertical **stretch** for $0 < \|a\| < 1$ | |

# Music

## Component 2 – Purpose

This component is about proving **skill growth**, not demonstrating what you can already do.

Examiners want to see a journey:

Startingpoint → practice → evidence → better result.

## 8 Key Words

**Skills audit** – honest checklist of abilities.
**Development routine** – daily/weekly practice plan, targeting weak areas.
**Technical exercises** – scales, DAW drills or warm-ups that build technique.
**Goals** – clear, timed targets (e.g. "record clean 8-bar riff by Friday").
**Monitoring** – video/audio logs that track progress at milestones.
**Reflection** – Notes on what's improved.
**Professional skills** – e.g. time-keeping, teamwork, safe set-up, file-labelling.
**Portfolio** – single folder with all planning, practice evidence and outcomes.

## Task Brief

Students will produce two **musical outcomes** (combined 2–4 min in length) drawn from two **different disciplines.**
Choose any two of **performance**, **original composition**, or **music production**.
Both must clearly express the them given, whether through lyrics, triumphant chords or sound design.

## Planning & Goals

Begin with a **skills audit** then set **SMART goals** (specific, measurable, achievable, relevant, time-bound).

Map out **practice sessions** with **times** and **durations**, then describe how each **exercise** tackles a listed **weakness** you **identified** in your **skills audit.**

## Evidence Collection

Film short clips of warm-ups, rehearsal takes, DAW screen-captures, mix snapshots; **label dates** and describe **what changed.** Regular **reflections** explain **successes**, **setbacks** and **next steps.**

### Professional & Commercial Skills

Show industry **habits**: punctual session logs, tidy file structure, **safe equipment** use, collaboration etiquette. Examiners look for these "**soft skills**", that prove you can work in a **real studio** or **gig scenario**.

## Submission & Timing

You have about **15 supervised hours** to **plan**, **develop**, **record** and **compile** everything into one portfolio (**60 marks total**).
**Missing evidence** or **sloppy organisation** can cost **marks**—treat the folder with the **professionalism** you want people to treat you with.

Remember the **Evidence Collection** is worth the **same marks** as the submission piece of music!

**Component 2**

# Music

## Component 3 – Purpose

Students act as a **freelance artist** hired by 'Launch Pad' magazine to create a **fresh, audience-ready** version of an **existing song**.

Success depends on clear **planning**, strong **musical craft** and a reflective **commentary**.

## 6 Key Words

**Brief** – the magazine's task: reinvent one listed song in a new style.
**Style Choice** – e.g. Ambient, Britpop etc (must differ from original style).
**Reinterpretation** – significant makeover that still lets listeners recognise the tune.
**Creative Process Notes** – one A4 page + six screenshots you gather while working.
**Commentary** – 300-word PDF evaluating strengths, weaknesses, decisions.
**Pathway** – Creating & Performing or Creating & Producing—pick one.

## Activity 1 – Initial Proposal

In a strict **two-hour** window you complete Pearson's digital template, explaining which **song** and **style** you picked, **how you'll transform it**, and what **skills/resources** you need. Bullet-pointed prep notes (max one A4 sheet) are your only aid.

## . Activity 2 – Make the Product

Over **16** informally supervised hours you **experiment**, **rehearse** and **record** a **continuous** video (performers) or a **stereo audio mix** (producers) lasting **1:30–4 min.** The original song must remain recognisable while clearly sounding like your chosen style.

### Evidence & Professionalism

**Label** every file with your **name/ID,** screen captures or rehearsal **clips** as **proof** of **development**, and keep all parts in one **tidy** digital folder. **Lone** effort is **vital**. No **shared** outcomes or outside **coaching** can be done during **supervised** time.

## Activity 3 – Commentary

In a final **one-hour session** you write **300+ words** analysing your **creative choices**, how the piece **evolved**, and what could be **improved** next time.

Attach up to six **images/screenshots** that illustrate key stages of your **process**.

## Marks & Timing

**Marks: 8** (for the proposal) + **44** (for the product) + **8** (for the commentary) = 60 total.

Manage the **timeline**—missing a **deadline** or **sloppy evidence** can drop you an entire grade, so treat each activity like a **real-world commission** with an **immovable** publication date.

Component 3

# Photography

**Introduction & Foundations**
Students select 2 or more topics as a starting point (past paper)

- **AO1**: Develop ideas through investigations.
- **AO2**: Refine work through experimentation.
- **AO3**: Record ideas, observations, and insights.
- **AO4**: Present a personal and meaningful response.

- **Skills**:
- Basic camera functions: ISO, aperture, shutter speed.
- Each photoshoot needs a contact sheet page.
- Composition rules: Rule of thirds, leading lines.
- **Theory**:
- Introduction to project theme and assessment objectives.
- Photography genres: portrait, landscape, documentary.
- **Homework every week**:
- Take 20-30 photos exploring theme.

**Artist Influence & Experimentation**
**Objective**: Explore visual styles andemulate artists' work.

- **Skills**:Editing basics in Photoshop orLightroom.
  - Emulating chosen artist'stechnique.

**Theory**: Analyze a Photographer and hiswork. Why? What? When? How?
**Homework**: Artist response photoshoot.

  - Annotate contact sheet andedits.

- **Homework every week**:
- Take 20-30 photos exploring theme

**Refine & Experiment**
**Objective**: Try new approaches and refineoutcomes.

- **Skills**:Advanced photo manipulation.
- Mixed media: combining photographywith drawing, collage, or text.
- **Theory**: Experiment log: what worked,what didn't, and why.
- **Homework every week**:
- Take 20-30 photos exploring theme

**Developing Final Response**
**Objective**: Final shoot planning &execution.
**Skills**: Applying best techniques learnedso far.

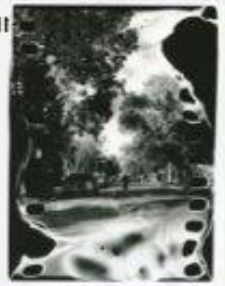
- Planning lighting, composition, editing.

**Theory**: Planning final outcome (moodboards, shoot plan, contact sheets).
**Homework**:

- Carry out final shoot. Start editing.

**Presenting and Evaluating**
**Objective**: Complete final presentationand evaluate work.

- **Tasks**:
- Final edits and presentation layout.
- Mounting, printing, and sketchbookorganization.
- Final evaluation (AO4):

# Science

## Keywords

| | |
|---|---|
| Hazard | Anything that has the potential to cause harm or damage |
| Risk | The harm or damage that could be caused by a hazard |
| Accuracy | The closeness of a measurement to its true value |
| Precision | How close measurements are to each other |
| Reliable | Similar data can be reproduced under same conditions |

## Scientific Method

**Hypothesis:** What you predict will happen, based on prior knowledge e.g. As X increases, Y will increase because…….

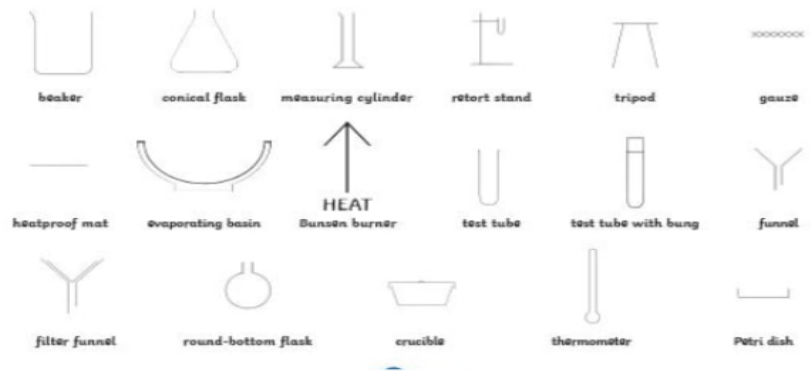
**Independent Variable:** The thing that is being changed
**Dependent Variable:** The thing that is being observed/measured
**Control Variables:** All the things that are being kept the same e.g. volume, concentration, mass, time

**Method:** Step by step instructions of how to change the independent variable, measure the dependent variable, control all other variables, repeat measurements, perform calculations on collected data

**Conclusion:** What have you found out? Was your hypothesis correct? Does your data support your hypothesis? Explain the results using scientific knowledge

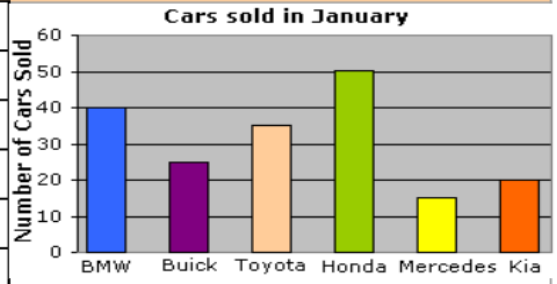
**Evaluation:** How reliable is your data (could someone follow your method and collect a similar set of results)? Are their anomalies? How could you make it more reliable?

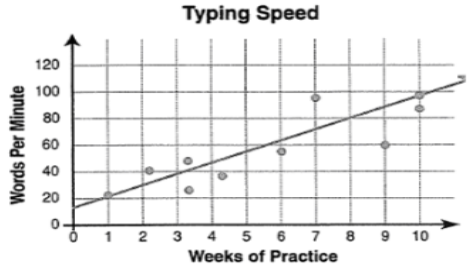
## Drawing Scientific Diagrams




## Presenting Data in a Graph

| | |
|---|---|
| S | Scale |
| P | Pencil & ruler |
| A | Axis |
| T | Title |
| U | Units |
| L | Line of best fit if appropriate |
| A | Accuracy |




**Bar Graph:**
Categoric/Discrete data

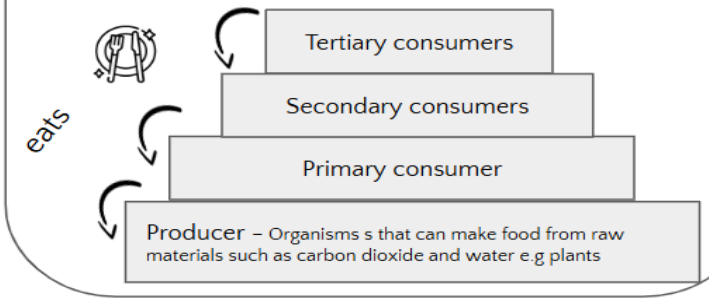
**Line Graph:**
Continuous data

Science Skills

# Science - Biology

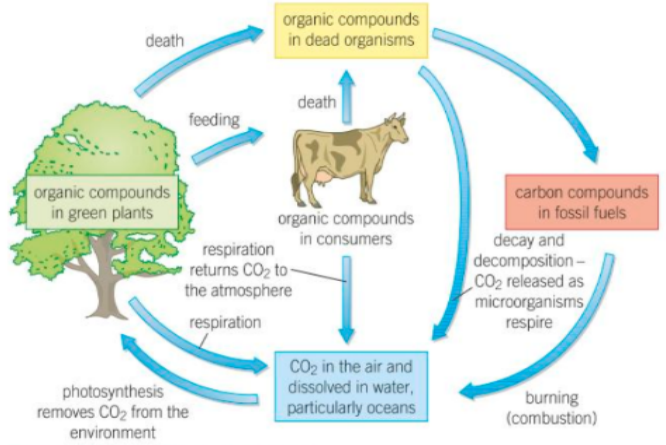
**Biomass** – The amount of dry biological material in an organism.

**Pyramid of biomass** – shows the biomass at each **trophic level**, rather than the population

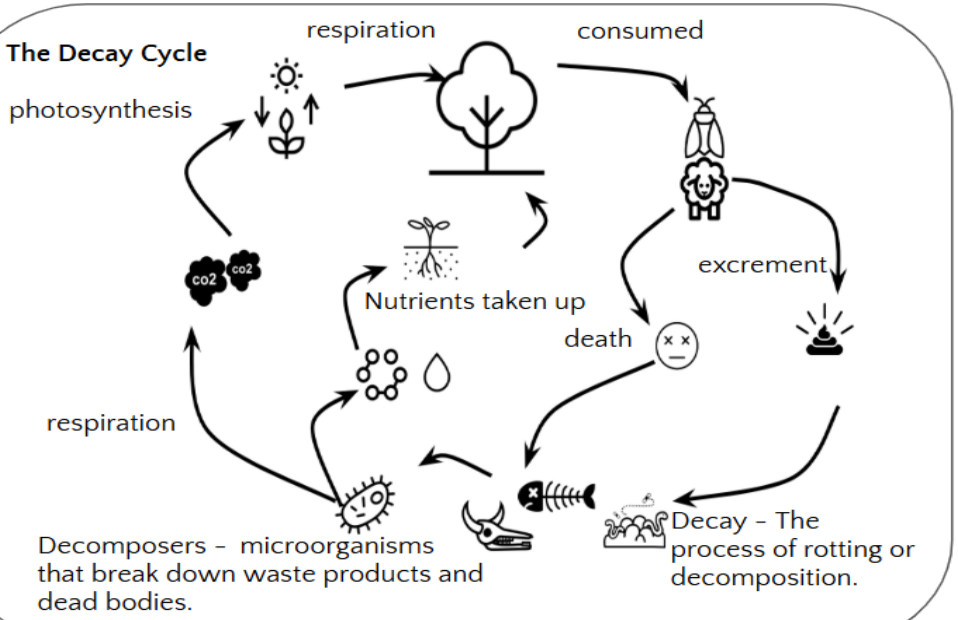



**The Carbon Cycle** –The circulation of carbon between living organisms and their surroundings.

Carbon also get locked up in rocks and dissolved in oceans

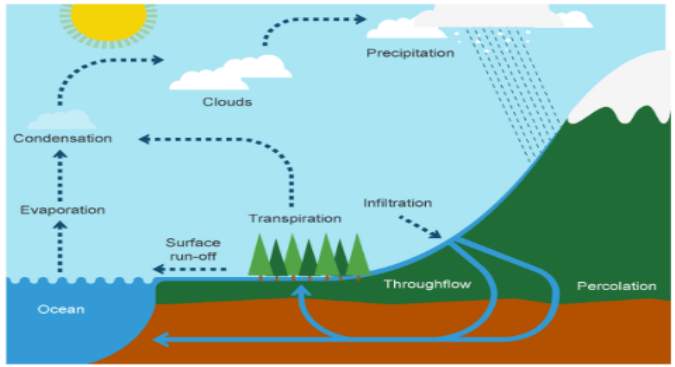



**The Decay Cycle**




**The Water Cycle**

The circulation of water between the earth's oceans, atmosphere and land.




B7 – Ecosystems

# Science - Biology

**Key Words:**

**Mitosis** Cell division resulting in 2 identical cells with exact copies of all the chromosomes

**Meiosis** A special form of cell division resulting in 4 differing sex cells being formed.

**Fertilisation** When two sex cells (gametes) join and DNA forms a single nucleus

**Alleles** Different forms of the same gene sometimes referred to as variants

**Homozygous** Organism with identical alleles for a characteristic

**Heterozygous** Organism with different alleles for a characteristic

**Genotype** Alleles an individual has for a characteristic

**Phenotype** Physical appearance of characteristic in shown by an individual

**Dominant** Phenotype of individual even if only one allele is inherited

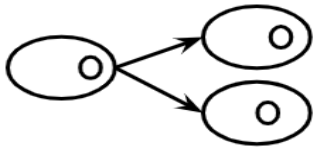
**Recessive** Phenotype only shows up if both of the alleles are inherited

**Genetic engineering** Scientist manipulates an organism's genotype

## Sexual reproduction

Fusion of male and female gametes with DNA from 2 different parents
Offspring are **genetically different** from parents

## Asexual reproduction



Offspring are clones so have **identical DNA** to their single parent organism

## Inheritance

**Dominant allele: Black: B**
(Phenotype of offspring will be black if one allele **B** present)
**Recessive allele: brown: b**
(phenotype of offspring will be brown if 2 alleles **bb** are present)
**Potential phenotypes of offspring:**
75% offspring could be black (BB and Bb have **dominant** allele)
25% offspring could be brown (double **recessive** bb allows this phenotype to show

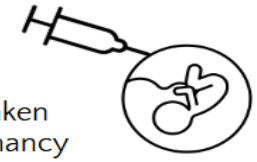
## Punnett square:

Parent 1 (heterozygous)

Parent 2 (heterozygous)

| Fur colour | B | b |
|---|---|---|
| B | BB | Bb |
| b | Bb | bb |

## Screening for genetic disorders



**Amniocentesis:** fluid around fetus removed at 15-16 weeks pregnancy. Fetal cells in fluid screened
**Chorionic Villus sampling:** sample of tissue for screening taken from placenta containing fetal cells taken at 12 weeks pregnancy

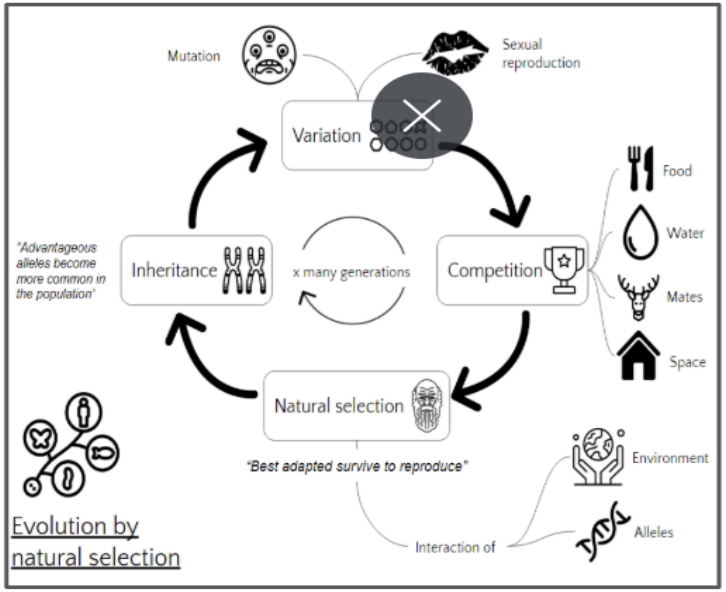
**Concerns:** expensive so only high risk families offered tests; risk of miscarriage; occasional false negative results; parents have difficult decisions to make

B6 – Reproduction

# Science - Biology

## B6 - Variation

| Keywords | |
|---|---|
| Variation | The differences in the characteristics between individuals in a population. |
| Natural selection | Organisms of a species which compete with each other and gain an advantage so are more likely to survive and breed. |
| Mutation | Changes which occur in the DNA code in the genes during cell division. |
| Selective breeding | The process where humans breed plants and animals for desired characteristics. |
| Genetic engineering | The process where genes in the genetic material of an organism are modified (changed). |
| Clone | An individual produced by asexual reproduction. It is genetically identical to the parent. |
| Tissue culture | A technique for cloning plants using a small group of cells taken from part of a plant. |
| Embryo cloning | A technique for cloning animals using cloned embryos which are transplanted into surrogate mothers. |
| Adult cell cloning | A cloning technique using an adult cell. |



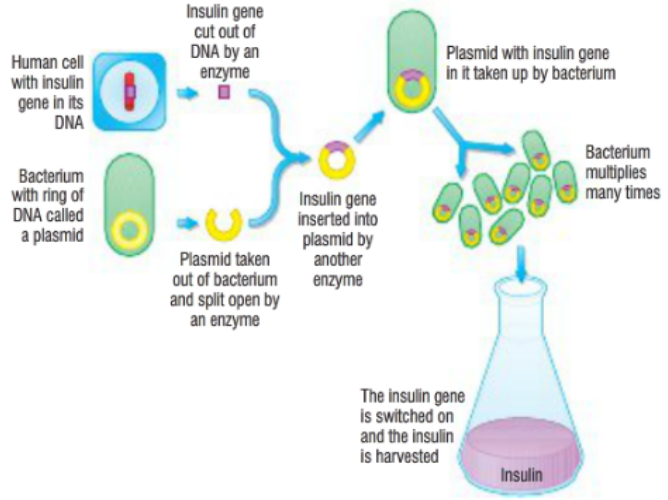



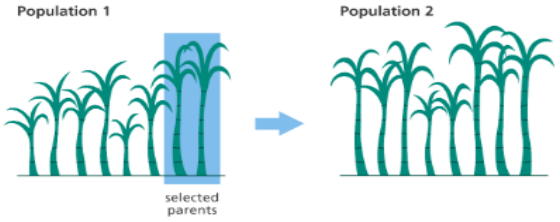

**Figure 1** The principles of genetic engineering. A bacterial cell receives a gene from a human being so it makes the human hormone insulin.

### Selective Breeding

Selective breeding (artificial selection) is the process by which humans breed plants and animals for particular genetic characteristics.

It involves choosing parents with the desired characteristic from a mixed population. They are bred together. In this example,the two tallest plants are chosen as the parent plants. They are bred together.

From the offspring those with the desired characteristic are bred together. This continues over many generations until all the offspring show the desired characteristic. In this example, the two tallest plants from population 2 are selected as the parents. They are bred together and will eventually lead to a population where all of the plants are tall.



# Science - Biology

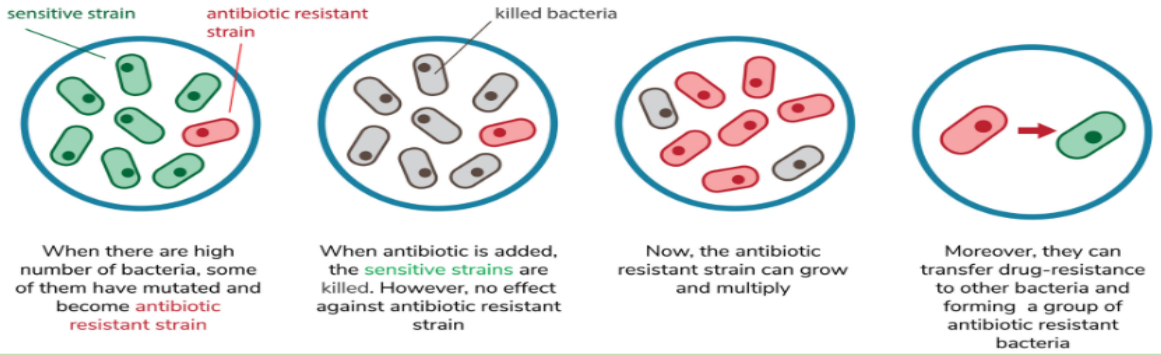
## B6 - Genetics & evolution

| Keywords | |
|---|---|
| Classi-fication | Organisation of living things into groups according to their similarities |
| Domains | New classification groups based on the biochemistry of cells and how they reproduce and which contain six kingdoms. |
| Evolutionary trees | Models used to explain the evolutionary links between groups of living things. |
| Extinction | The permanent loss of all members of a species from an area or from the world. |
| Speciation | The process where populations evolve and become so different that interbreeding is no longer possible. |
| Species | The smallest group of organisms that can breed together and produce fertile offspring. |

### Extinction

Extinctions can be caused by: asteroid impacts, climate change, competition, diseases or predators. Mass extinctions are when a large number of species are lost within a very short period of time. These events can be caused by catastrophic global events (ice ages, meteor impacts) or widespread environmental change that occurs too rapidly for most species to adapt. There have only ever been 5 mass extinction events.

### Antibiotic resistant Bacteria




### Classification and naming organisms

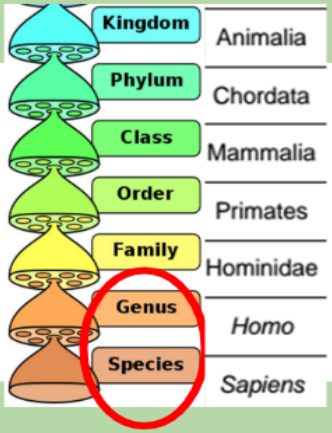
Carl Linnaeus produced the following order to classify organisms. He grouped animals together based on their structure and characteristics. When giving an organism it's scientific name, we use a binomial (2 name) system of Genus and Species. For example, the binomial name for a Human is *Homo sapiens.*

Rules:

1st name is the name of the genus and starts with a capital.

2nd name is the species name and it starts with a lowercase letter.

The two names are underlined if hand written or in *italics* if printed.




### Fossils

An organism dies. The flesh rots leaving the skeleton behind. ⇨ The skeleton gets buried under rock or mud. This prevents exposure to oxygen, (no decay). ⇨ Over millions of years, the skeleton is mineralised and turns to rock. ⇨ The fossil emerges as the rocks move and erosion takes place.

# Science - Chemistry

## Keywords

| | |
|---|---|
| Exothermic | Transfers chemical energy to the surroundings - usually as heat. |
| Endothermic | A reaction that takes in energy from the surroundings and transfers it to a chemical store. |
| Activation Energy - $E_a$ | The energy needed to start a reaction. |
| Bond energy | 1. The energy needed to break the bond between two atoms - measured in KJ/mol<br>2. The energy released when a bond is formed between two atoms - measured in KJ/mol |
| Cell | A combination of electrodes and electrolyte that creates a potential difference. |
| Battery | Two or more cells joined together |

## Bond energy calculations (H)

*Step 1:* Draw the structural formula of the reactants and products.

*Step 2:* Look up the energy associated with each bond.

*Step 3:* Add up the amount of energy required to break all of the bonds in the reactants.

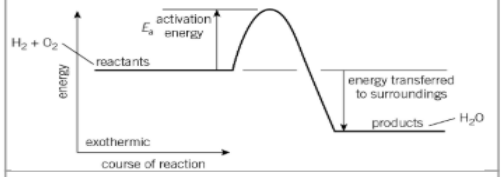
*Step 4:* Add up the energy released when the products are formed.

*Step 5:* Subtract the energy released from the energy required.

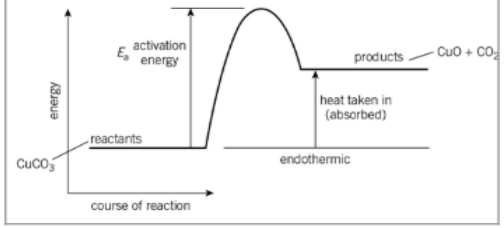
-ve = exothermic reaction
+ve = endothermic reaction

## Reaction Profiles

Exothermic:




Endothermic:

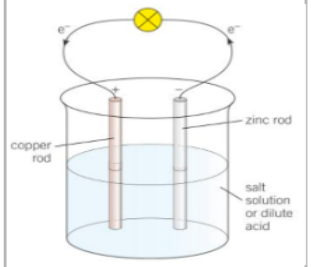



## Chemical cells and batteries

Requires: Electrodes made of metals with different reactivities & aqueous salt or acid solution as electrolyte.

The most reactive metal donates electrons to the less reactive metal via the external circuit.

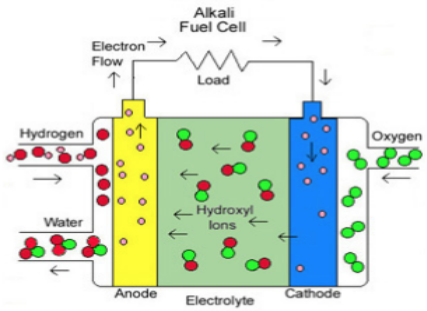
The most reactive metal therefore forms the cathode.




Types of cell:

Primary - with salt or acid electrolyte - singe use
Primary - with alkaline electrolyte - single use
Secondary - Rechargeable - original reactants are regenerated when a reverse current is applied to the electrodes - used in mobile phones etc.

## Fuel cells




Combines hydrogen and oxygen to form water. The energy released is transferred via an external circuit by electrical working.

No direct contribution to climate change but hydrogen production is usually from crude oil or electrolysis. Oxygen can come for air but storage of flammable hydrogen gas is an issue

## Using energy transfers

**Handwarmers**:

- *Single use*: Iron → Iron(III) oxide in the presence of a catalyst (sodium chloride)
- *Reusable* - super saturated solution of sodium ethanoate that releases energy as it crystalises.

**Instant ice packs**: Water and ammonium nitrate. As the ammonium nitrate dissolves it takes in heat from the surroundings

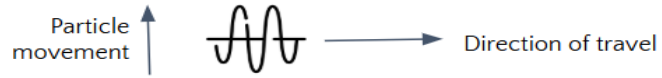
C5
Energy Changes

# Science - Physics

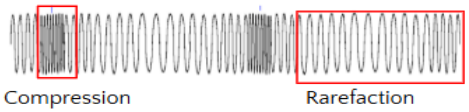
**Mechanical wave**
Waves that require a medium to travel through e.g. sound, water and seismic waves.

**Electromagnetic waves**
Waves that can travel through a vacuum e.g. all parts of the electromagnetic spectrum (Radio, microwaves, IR, light, UV, X Rays and Gamma Rays)

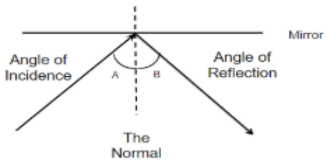
**Transverse wave**
A wave in which the particles move at right angles to the direction of energy transfer. All EM waves are transverse (light,UV)




**Longitudinal wave**
A wave in which the oscillation of the particles is in the same direction as the energy transfer. Sound waves are longitudinal



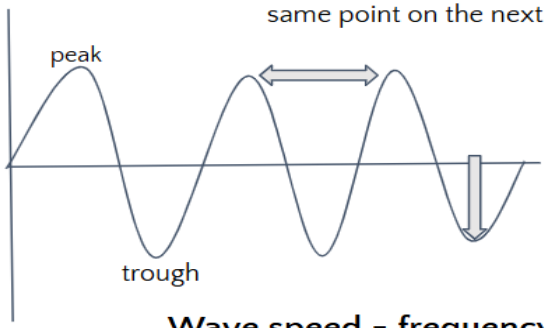

**Reflection**
An image you can see in a reflective surface such as a mirror




Angle of incidence = angle of reflection

## Wave properties

**Wavelength - λ**
This is the distance from a point on one wave to the same point on the next wave. It is measured in metres .




**Amplitude**
Height of the wave from the centre line to a peak or trough. Measured in metres.

**Wave speed = frequency x wavelength**
**v = f x λ**

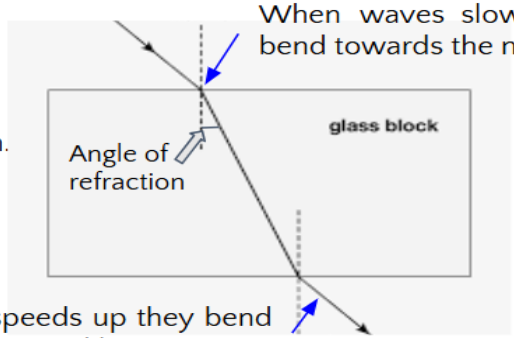
**Frequency (hertz, Hz)** - Number of waves that pass a point per second

**Period (seconds)** - Time taken for each complete wave

**Period = 1 / frequency**

**Refraction**

Waves change speed when they enter a new medium.



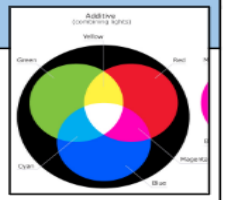

P6 - Wave properties

# Science - Physics

## P6 - Light

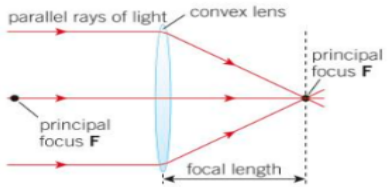
| Keywords | |
|---|---|
| Refraction | The change of direction of a light ray when it passes across a boundary between two transparent substances. |
| Specular reflection | Reflection from a smooth surface. Each ray is reflected in a single direction. |
| Diffuse reflection | Reflection from a rough surface. The light rays are scattered in different directions. |
| Virtual image | An image, seen in a lens or a mirror, from which light rays appear to come after being refracted by a lens or reflected by a mirror. |
| Transparent | Transmits most of the incident light incident upon it. (there might be some reflection at the surface and some will be absorbed). - You can see clear images through it. |
| Translucent | An object that has lots of internal boundaries that scatter and refract light being transmitted. - This means that you can not see clear images through it. |
| Opaque | Absorbs or reflects all of the light incident upon it. - You can't see through it. |

### Light and colour



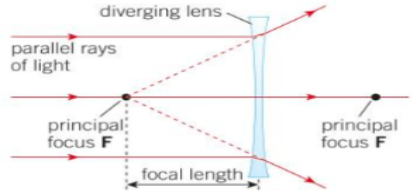
- Wavelength of light increases from violet to red across the visible spectrum.
- The colour of a surface depends on the pigments of the surface materials and the wavelengths of light the pigments absorb.

### Convex lenses




Makes parallel rays converge to a focus. The point where the parallel rays are focused to is the principle focus (or the focal point) of the lens.

### Concave lenses

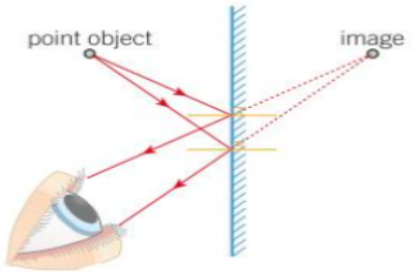



Makes parallel rays diverge (spread out). The point where rays seem to come from is the principle focus (or focal point) of the lens.

### Reflection

Images produced are:

- The same size as the object
- Virtual
- Laterally inverted




To find the position of the image in the mirror:

- Draw two incidence rays and their reflected rays (remember: angle of incidence = angle of reflection)
- Extend the reflected rays backwards into the mirror using a dashed line to represent them.
- The image will be formed where the two lines meet.

# Sports Studies

Component 1

## Unit 1 – Barriers to Participation

**Issues in sport:**
Barriers include: lack of time, cost, transport, confidence, access, stereotypes. These vary by age, gender, ethnicity, disability.

e.g. Women in football; disabled access in leisure centres.

**Overcoming Barriers**
Use targeted campaigns, better access to facilities, role models, and inclusive programming.
e.g. This Girl Can, subsidised youth sport.

**User Groups**
How age, gender, ethnicity, disability, and socio-economic status affect sport involvement.
e.g. Older adults in walking football; inner-city youth initiatives.

## Unit 2 – Sporting Values

Sporting Values - Sport promotes **fair play, teamwork, tolerance, inclusion**, and **citizenship.**

**Sportsmanship** = Following the unwritten rules of the sport/ game (e.g. Shaking hands after a game)

**Gamesmanship** = Pushing the limts/ Bending (not breaking) the rules of the sport/ game (e.g. Faking an injury to waste time)

**Deviance** = Breaking the rules or ethics of the game (e.g. PED's/ Doping, cheating)

**Olympic Values**:

Respect

Excellence

Friendship

**Paralympic Values**:

Courage

Determination

Inspiration

Equality

| Value | How promoted in sport | Why important in life |
|---|---|---|
| Team spirit | Learn to work together towards a common goal | All aspects of life require you to work with and get along with other people |
| Fair play | Learn the importance of rules and being fair to others | Life has rules – legal, social, moral, ethical – that we must abide by |
| Citizenship | Being involved in the local community through sport | A feeling of belonging helps create/maintain pride in surroundings and a desire to be socially responsible |
| Tolerance | Developing an understanding of other people, countries and cultures through sport | Tolerance is needed in order to cooperate and get on with other people |
| Respect | Understanding that everyone has different abilities and everyone's contribution is valid | Social cohesion requires levels of mutual respect |
| Inclusion | Adapting sport so that people of all abilities can participate | Everyone has differing abilities and needs, society should accommodate these as best it can |
| National pride | Supporters and performers unite behind the country/team | National pride fosters positive self-image and pride in achievements and surroundings |
| Excellence | Striving to be the best you can be | This is relevant in all aspects of life |

# Sports Studies

Component 1

Unit 3 – Hosting Major Sporting Events

**Advantages of Hosting Major Events**
- **Economic benefits** – Increased tourism, local business profits, and job creation.
- **Infrastructure improvements** – New or upgraded transport, stadiums, and housing.
- **Promotion of sport** – Inspires participation and raises the profile of different sports.
- **National pride** – Creates a sense of unity and celebration across the country.
- **Legacy creation** – Long-term benefits for sport and society (see below).
- **Increased global status** – Raises the country's reputation and influence in sport.

**Disadvantages of Hosting Major Events**
- **High cost** – Facilities, security, and staffing can run into billions.
- **Risk of debt** – Countries may overspend and struggle to make a profit.
- **Underused facilities** – Expensive stadiums may become "white elephants" after the event.
- **Displacement** – Locals may be moved from homes or jobs to make space.
- **Security risks** – High-profile events may attract criminal or terrorist threats.
- **Pressure on athletes and resources** – Home teams and organisers face huge expectations.

## Types of Major Sporting Events

| Type | Explanation | Examples |
|---|---|---|
| One-off events | Held in a particular country once in a generation or lifetime. These are rare, high-prestige events. | e.g. Olympic Games, FIFA World Cup |
| Regular events | Hosted on a repeating schedule but not always in the same location. | e.g. Rugby World Cup, Commonwealth Games |
| Recurring events | Occur frequently (e.g. annually or seasonally), often in the same venue or nation. | e.g. Wimbledon, Six Nations, London Marathon |

## Pre, During and Post Event effects

### Pre-Event
**Positives:**
- Infrastructure investment
- Job creation
- Tourism promotion
- National pride

**Negatives:**
- High financial cost
- Displacement or disruption
- Public opposition
- Environmental concerns

### During the Event
**Positives:**
- Tourism and spending boost
- Media attention
- Showcase of sport and talent
- Volunteer and community spirit

**Negatives:**
- Overcrowding and congestion
- Security risks
- Pressure on athletes and organisers
- Short-term jobs only

### Post-Event Phase
**Positives:**
- Legacy benefits
- Improved reputation
- Social benefits

**Negatives:**
- Underused facilities
- Debt and financial burden
- Lack of follow-up
- Drop in interest

# Sports Studies

Component 1

Unit 4 – The Role of National Governing Bodies

**Who are National Governing Bodies?**
•National Governing Bodies (NGBs) are organisations responsible for overseeing a specific sport in a country.
•They **set the rules**, **organise competitions**, and **support development at all levels** of the sport

•Examples include:

- **The FA** (Football Association – football)
- **LTA** (Lawn Tennis Association – tennis)
- **RFU** (Rugby Football Union – rugby)
- **England Netball**, **British Cycling**

**What do NGB's do?**

NGBs play a crucial role in ensuring sport is organised, fair, and accessible. Their responsibilities include:
•**Rule Making** – Creating and enforcing rules and regulations for safe and fair play.
•**Organising Competitions** – Running leagues, tournaments, and national championships.
•**Coach and Official Development** – Providing training, qualifications, and pathways.
•**Grassroots Development** – Increasing participation through schools, clubs, and community projects.
•**Facilities and Equipment Support** – Helping improve access and resources for players and clubs.
•**Promoting Inclusivity and Ethics** – Encouraging equality, anti-doping, and fair play across all levels of sport.

**How are NGBs Funded?**

NGBs receive funding from several sources:
**1.Government Grants** – Often from organisations like **Sport England**, which support participation and inclusion.
**2.Lottery Funding** – National Lottery money is invested in community and elite sport.
**3.Membership Fees** – From clubs, coaches, and players affiliated to the governing body.
**4.Sponsorship and Partnerships** – From commercial companies who support events, teams, or programmes.
**5.Merchandise and Events** – Income from ticket sales, merchandise, and tournaments they organise.

# Sports Studies

Component 1

Unit 5 – Technology in Sport

**How Technology Has Changed Sport**

•Introduction of **video replays**, **goal-line technology**, and **VAR** to assist officiating.

•Development of **wearable technology** for tracking performance and fitness (e.g. GPS vests, heart rate monitors).

•Use of **performance analysis software** and **data tracking** in coaching and elite performance.

•**Improved equipment** design (e.g. lighter boots, advanced rackets, aerodynamic bikes).

•Enhanced **broadcasting quality** (slow-motion, multiple camera angles, virtual graphics).

•Use of **prosthetics and adaptive tech** in Paralympic sport.

**Positive Effects of Technology in Sport**

•**More accurate officiating** – helps referees make correct decisions (e.g. VAR, Hawk-Eye).
•**Improved athlete performance** – through data analysis, recovery monitoring, and video feedback.
•**Injury prevention** – with tools to track load, movement, and fatigue.
•**Enhanced viewing experience** – for fans through HD replays, interactive stats, and live tracking.
•**Equal opportunities** – with adaptive technologies in Paralympic sport.
•**Fairness** – reduces human error in decision-making (e.g. goal-line tech in football).

**Negative Effects of Technology in Sport**

•**Delays and interruptions** – e.g. VAR can slow down the flow of a football match.
•**Over-reliance on technology** – may reduce human judgement and referee confidence.
•**Costly to implement** – smaller clubs and grassroots sport may not afford advanced tech.
•**Controversy remains** – decisions can still be debated despite tech (e.g. offside by millimetres).
•**Loss of traditional feel** – critics argue that technology changes the natural rhythm of sport.

# Sports Studies

Component 2

**Types of Skills**
•Open Skills – Performed in a changing environment (e.g. passing in football).
•Closed Skills – Performed in a stable environment (e.g. a serve in tennis).
•Basic Skills – Simple movements requiring little concentration (e.g. running).
•Complex Skills – More difficult, involving coordination and decision-making (e.g. dribbling past opponents).

**Types of Practice**
•Fixed Practice – Repeating the same skill in the same environment (good for closed skills).
•Variable Practice – Changing the environment or conditions (good for open skills).
•Whole Practice – Practising the entire skill at once.
•Part Practice – Breaking the skill into sections.

**Open–Closed Skill Continuum**
•Skills aren't just open or closed—they exist on a **spectrum**.
•Some skills are **very closed**, some are **very open**, and many are **somewhere in between**, depending on the environment.


**What is a SMART Target?**
A target that is:
•**S**pecific – Clear and focused on one skill.
•**M**easurable – Progress can be tracked.
•**A**chievable – Realistic for the performer.
•**R**elevant – Linked to performance goals.
•**T**ime-bound – Set within a timeframe (e.g. 4 weeks).

Example
**"To improve my passing accuracy in football from 60% to 80% in small-sided games over the next 4 weeks by practicing passing drills twice a week."**
•**S – Specific** Focused on passing accuracy in football
•**M – Measurable:** Measured as a percentage (60% → 80%)
•**A – Achievable:** 20% improvement with regular practice
•**R – Relevant:** Passing is a key skill in football
•**T – Time-bound:** To be completed in 4 weeks

**How to Show Progression**
•Using video before/after performances.
•Tracking scores/times or coach feedback.
•Comparing against SMART targets.
•Demonstrating improved technique or decision-making.

**Review and Adjust:**
•After your timeframe, compare your initial and final scores.
•If you meet the target, set a new target or maintain consistency.
•If not, assess what's working and what needs more focus (e.g., specific passing techniques or types of drills).

# Sports Studies

Component 2

**Risk Assessment**

**What is a Hazard?**
•Something that could cause harm (e.g. wet floor, broken equipment).

**What is a Risk?**
•The chance that the hazard could cause harm and how serious the harm could be.

**What is the Risk Level?**
•**Likelihood** = How likely is it to happen? (1–5 scale)
•**Severity** = How serious would the injury be? (1–5 scale)
(1- Low / 5- High)

Multiply the two together:

- 1–6 = **Low**
- 7–12 = **Medium**
- 13–25 = **High**

**Control Measures**
•Actions taken to reduce risk (e.g. wiping floors, checking equipment, using cones to mark space).

**Emergency Procedures**
•Knowing what to do if an incident happens:

- **Stop play**
- **Call first aider**
- **Contact emergency services if needed**
- **Follow school or venue protocol (Invacuation, Fire Alarm)**

**Session Planning**
**What Makes Up a Session Plan?**
**1.Session aim** – What you're trying to achieve.
**2.Warm-up**
**3.Main drills/activities**
**4.Conditioned game/game scenario**
**5.Cool down**

**What Is in a Warm-Up?**
•**Pulse raiser** (e.g. jogging)
•**Mobility exercises** (e.g. arm swings)
•**Dynamic stretches** (e.g. leg swings)
•Sport-specific movement prep

**What Are Drills and Why Are Drill Diagrams Important?**
•**Drills** are structured activities to practise specific skills or techniques.
•**Drill diagrams** help:

- Show player positions and movement
- Communicate the layout clearly
- Make setup quicker and easier

**How Should the Game Relate to Your Session Aim?**
•The game should **apply the skill** learned in a realistic setting.
•Use **conditioned rules** (e.g. only scoring with a pass, limited touches) to focus on the target skill.

**What Is Involved in a Cool Down?**
•**Gentle exercise** to lower heart rate
•**Static stretching** to aid flexibility and reduce soreness

# Sports Studies

Component 2

**Leadership in Sport**

**Types of Leadership**

•**Autocratic** – Leader makes all decisions (useful in safety-critical or large groups).
•**Democratic** – Leader involves the group in decisions (good for experienced groups).
•**Laissez-Faire** – Very relaxed, minimal instruction (used in creative sessions).

**Important Skills of a Leader**

•**Communication** – Clear instructions and feedback.
•**Organisation** – Planning sessions and using time well.
•**Confidence** – Speaking in front of groups and leading activities.
•**Decision-Making** – Reacting to changes and adjusting activities.
•**Motivation** – Encouraging others and maintaining enthusiasm.
•**Awareness** – Monitoring safety, participation, and ability levels.

Key Leadership Hints Before Coaching a Session

✅ **Before You Start**
•**Plan ahead** – Know your activity, equipment, timings, and aim clearly.
•**Set up your area early** – Organise cones, balls, and space before your group arrives.
•**Be visible** – Stand in a position where everyone can **see and hear you clearly**.
•**Have a whistle or signal** – Get attention quickly when you need it.

🗣️ **Giving Instructions**
•**Get full attention first** – Ask students to **put equipment down and stop moving** before speaking.
•**Face the group** – And make sure they are facing you.
•**Speak clearly and confidently** – Use a loud, calm voice and short, clear sentences.
•**Demonstrate the activity** – Show the movement yourself or choose a confident student.
•**Check understanding** – Ask questions or get students to repeat back instructions.

🧠 **During the Session**
•**Scan the group regularly** – Look for safety, effort, and understanding.
•**Give praise and feedback** – Encourage good work, and correct mistakes kindly.
•**Adapt the task if needed** – Make it easier or harder depending on ability.
•**Stay calm and in control** – Don't rush, shout, or panic if something goes wrong.

# Sports Studies

Component 3

**Sport and the Media**

**Types of Media**
- **Television –** Love Broadcasts, highlights
- **Radio –** Live commentary, Sport talk shows
- **Print Media –** Newspapers, magazines, books
- **Internet –** Websites, Blogs/ Vlogs, Online articles
- **Social Media –** Instagram, Facebook, TikTok, YouTube

**Positive Effects of Media on Sport**
•Increases exposure and popularity of sports, events, and athletes.
•Brings in sponsorship and funding due to larger audiences.
•Raises participation levels, especially after high-profile events.
•Promotes role models and inspirational stories.
•Provides educational content – analysis, interviews, and rules explained.
•Enhances viewing experience with replays, multiple angles, and commentary.

**Negative Effects of Media on Sport**
•**Media pressure** can negatively affect athlete performance and mental health.
•**Over-commercialisation** – sport may be focused more on profit than participation.
•**Invasion of privacy** – especially for elite athletes.
•**Bias and stereotyping** – some groups or sports receive less positive coverage.
•**Changes to scheduling** – matches moved for TV, not fans or athletes.
•**Unfair criticism** – athletes and teams can face abuse or false stories.

The **Golden Triangle** is a model that shows the **interdependent relationship between**:
**1.Sport (**Gains exposure from the media and funding from sponsorship).
**2.Media (**Needs exciting sport content to attract viewers and advertisers).
**3.Sponsorship (**Invests in sport to advertise products, relying on media to reach large audiences.)

**Golden Triangle Example in Action:**
•Football match **(Sport)** is shown live on TV **(media).**
•A company like Nike sponsors the team **(sponsorship).**
•The sport gains money, fans watch it, and Nike gets brand exposure.

**Benefits of the Golden Triangle:**
•Increased **funding for sport** (better facilities, coaching, salaries).
•More **media coverage and global exposure**.
•Companies reach large audiences through popular sports.

**Criticisms of the Golden Triangle:**
•Can lead to **over-commercialisation**.
•Some **sports and athletes are left out** if they don't attract media or sponsors.
•Media and sponsors may start to **influence rules, scheduling, or athlete behaviour**.