

KNOWLEDGE ORGANISER

YEAR 11 – TERM 2



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 attendance at school is vital for building the key skills needed for future employment



EQUIPMENT



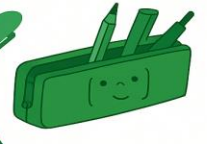
School Bag



Knowledge
Organiser



Black and
Green Pens



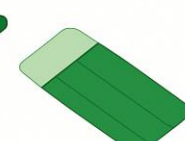
Pencil case



Calculator



Pencil



Rubber



Whiteboard
and whiteboardd



Ruler

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

x	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



1																	18							
1	1.0080															2	4.00260							
1	H Hydrogen Nonmetal															2	He Helium Noble Gas							
2	3	4	Atomic Number										13	14	15	16	17	18						
2	7.0	9.012183											5	10.81	6	12.011	7	14.007	8	15.999	9	18.9984...	10	20.180
2	Li Lithium Alkali Metal	Be Beryllium Alkaline Earth Me...											B Boron Metalloid	C Carbon Nonmetal	N Nitrogen Nonmetal	O Oxygen Nonmetal	F Fluorine Halogen	Ne Neon Noble Gas						
3	11	12	Name										13	14	15	16	17	18						
3	22.989...	24.305											Al Aluminum Post-Transition M...	Si Silicon Metalloid	P Phosphorus Nonmetal	S Sulfur Nonmetal	Cl Chlorine Halogen	Ar Argon Noble Gas						
3	Na Sodium Alkali Metal	Mg Magnesium Alkaline Earth Me...	Chemical Group Block										Al Aluminum Post-Transition M...	Si Silicon Metalloid	P Phosphorus Nonmetal	S Sulfur Nonmetal	Cl Chlorine Halogen	Ar Argon Noble Gas						
4	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36						
4	39.0983	40.08	44.95591	47.867	50.9415	51.996	54.93804	55.84	58.93319	58.693	63.55	65.4	69.723	72.63	74.92159	78.97	79.90	83.80						
4	K Potassium Alkali Metal	Ca Calcium Alkaline Earth Me...	Sc Scandium Transition Metal	Ti Titanium Transition Metal	V Vanadium Transition Metal	Cr Chromium Transition Metal	Mn Manganese Transition Metal	Fe Iron Transition Metal	Co Cobalt Transition Metal	Ni Nickel Transition Metal	Cu Copper Transition Metal	Zn Zinc Transition Metal	Ga Gallium Post-Transition M...	Ge Germanium Metalloid	As Arsenic Metalloid	Se Selenium Nonmetal	Br Bromine Halogen	Kr Krypton Noble Gas						
5	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54						
5	85.468	87.62	88.90584	91.22	92.90637	95.95	96.90636	101.1	102.9055	106.42	107.868	112.41	114.818	118.71	121.760	127.6	126.9045	131.29						
5	Rb Rubidium Alkali Metal	Sr Strontium Alkaline Earth Me...	Y Yttrium Transition Metal	Zr Zirconium Transition Metal	Nb Niobium Transition Metal	Mo Molybdenum Transition Metal	Tc Technetium Transition Metal	Ru Ruthenium Transition Metal	Rh Rhodium Transition Metal	Pd Palladium Transition Metal	Ag Silver Transition Metal	Cd Cadmium Transition Metal	In Indium Post-Transition M...	Sn Tin Post-Transition M...	Sb Antimony Metalloid	Te Tellurium Metalloid	I Iodine Halogen	Xe Xenon Noble Gas						
6	55	56	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86							
6	132.90...	137.33	178.49	180.9479	183.84	186.207	190.2	192.22	195.08	196.96...	200.59	204.383	207	208.98...	208.98...	209.98...	222.01...							
6	Cs Cesium Alkali Metal	Ba Barium Alkaline Earth Me...	Hf Hafnium Transition Metal	Ta Tantalum Transition Metal	W Tungsten Transition Metal	Re Rhenium Transition Metal	Os Osmium Transition Metal	Ir Iridium Transition Metal	Pt Platinum Transition Metal	Au Gold Transition Metal	Hg Mercury Transition Metal	Tl Thallium Post-Transition M...	Pb Lead Post-Transition M...	Bi Bismuth Post-Transition M...	Po Polonium Metalloid	At Astatine Halogen	Rn Radon Noble Gas							
7	87	88	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118							
7	223.01...	226.02...	267.1...	268.1...	269.1...	270.1...	269.1...	277.1...	282.1...	282.1...	286.1...	286.1...	290.1...	290.1...	293.2...	294.2...	295.2...							
7	Fr Francium Alkali Metal	Ra Radium Alkaline Earth Me...	Rf Rutherfordium Transition Metal	Db Dubnium Transition Metal	Sg Seaborgium Transition Metal	Bh Bohrium Transition Metal	Hs Hassium Transition Metal	Mt Meitnerium Transition Metal	Ds Darmstadtium Transition Metal	Rg Roentgenium Transition Metal	Cn Copernicium Transition Metal	Nh Nihonium Post-Transition M...	Fl Flerovium Post-Transition M...	Mc Moscovium Post-Transition M...	Lv Livermorium Post-Transition M...	Ts Tennessine Halogen	Og Oganesson Noble Gas							
	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71									
	138.9055	140.116	140.90...	144.24	144.91...	150.4	151.964	157.2	158.92...	162.500	164.93...	167.26	168.93...	173.05	174.9668									
	La Lanthanum Lanthanide	Ce Cerium Lanthanide	Pr Praseodymium Lanthanide	Nd Neodymium Lanthanide	Pm Promethium Lanthanide	Sm Samarium Lanthanide	Eu Europium Lanthanide	Gd Gadolinium Lanthanide	Tb Terbium Lanthanide	Dy Dysprosium Lanthanide	Ho Holmium Lanthanide	Er Erbium Lanthanide	Tm Thulium Lanthanide	Yb Ytterbium Lanthanide	Lu Lutetium Lanthanide									
	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103									
	227.02...	232.038	231.03...	238.0289	237.04...	244.06...	243.06...	247.07...	247.07...	251.07...	252.0830	257.0...	258.0...	259.1...	266.1...									
	Ac Actinium Actinide	Th Thorium Actinide	Pa Protactinium Actinide	U Uranium Actinide	Np Neptunium Actinide	Pu Plutonium Actinide	Am Americium Actinide	Cm Curium Actinide	Bk Berkelium Actinide	Cf Californium Actinide	Es Einsteinium Actinide	Fm Fermium Actinide	Md Mendelevium Actinide	No Nobelium Actinide	Lr Lawrencium Actinide									

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...

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...

07 Pronouns

PERSONAL (subject):
 I, you, he, she, it,
 we,
 you, they

PERSONAL (object):
 me, you, him, her,
 it, us, you, them

PERSONAL (reflexive):
 myself, yourself,
 himself, herself,
 itself, ourselves,
 yourselves,
 themselves

DEMONSTRATIVE:
 this, these,
 that, those

POSSESSIVE:
 mine, yours, his,
 hers, its, ours,
 yours, theirs

INTERROGATIVE:
 how, where,
 when, which...?

INDEFINITE:
 somebody,
 anyone...

RELATIVE:
 that, which,
 whose, whom...

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...

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...

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

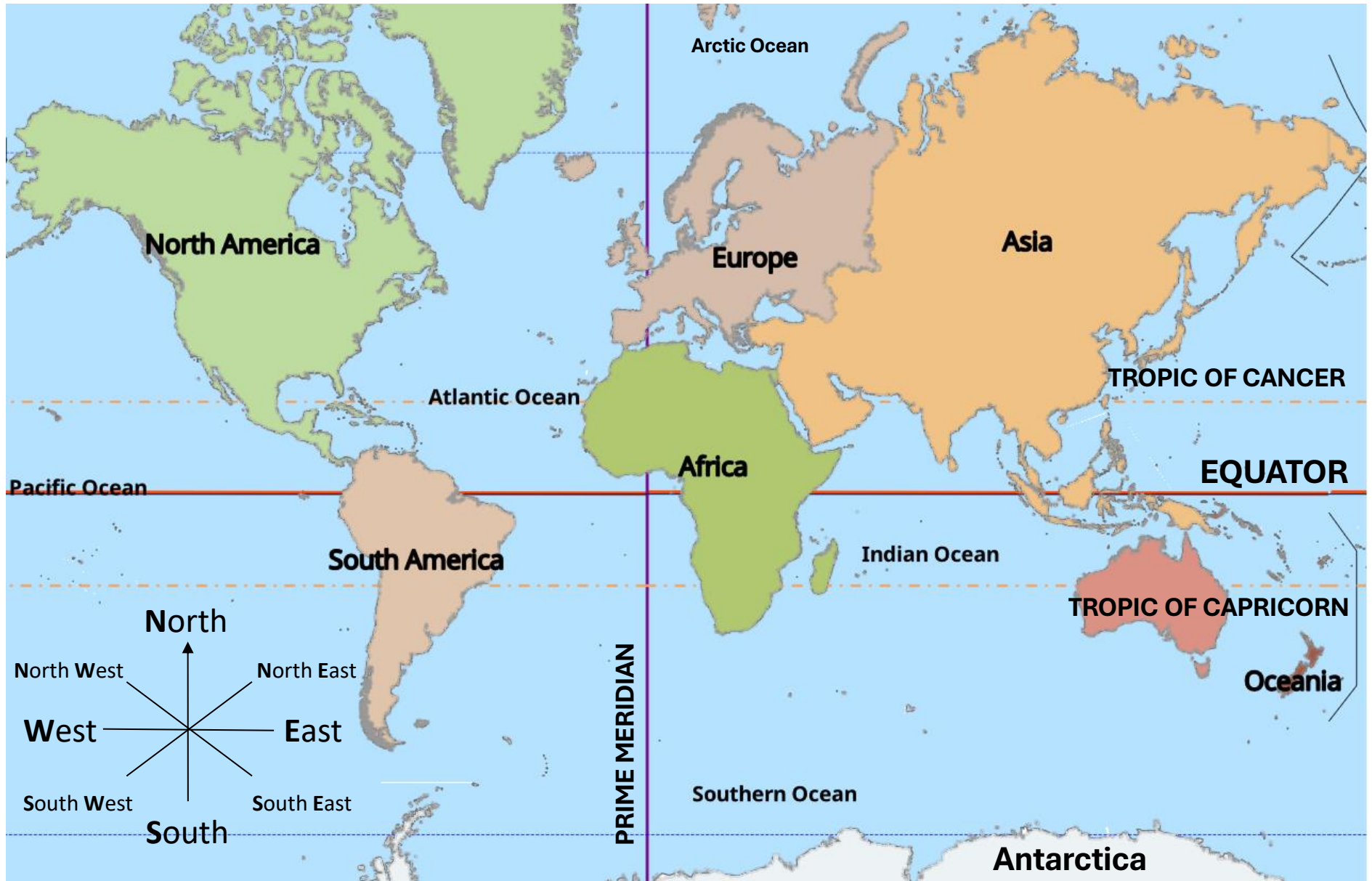
04 Determiners

TELLS US WHICH:
 each, every,
 some, none,
 all...

TELLS US WHOSE:
 my, your, her, his, its,
 our, your, their (= possessive
 adjectives or determiners)



World Map



KS4

AQA GCSE Art, Craft and Design (2 years)

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 preparation 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 for final piece
- Annotate decisions (why this media, how it relates to theme)

Topic: *Final Preparatory Work*

- Complete final sketch/design
- Ensure AO1–AO3 are covered in sketchbook
- Final Piece and Evaluation (AO4)
- **Topic:** *Start Final Outcome*
- Begin working on final piece (A2/A3 format or 3D depending on focus)
- **Topic:** *Continue Final Outcome*
- Focus on detail, refinement, personal expression



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/musical 1983))

-

- 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%)

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:

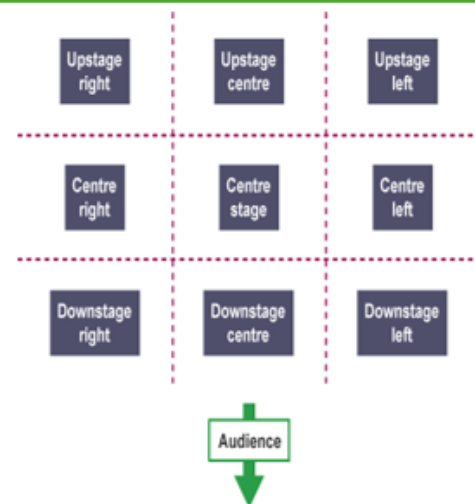
Performers/actors/roles/lighting/costume/set/props/stage furniture/sound/staging/positive/negative evaluations.

Term 1 Homework (Year 10): Complete evaluation notes and drawings for the 500 words for the mock exam on Section B.

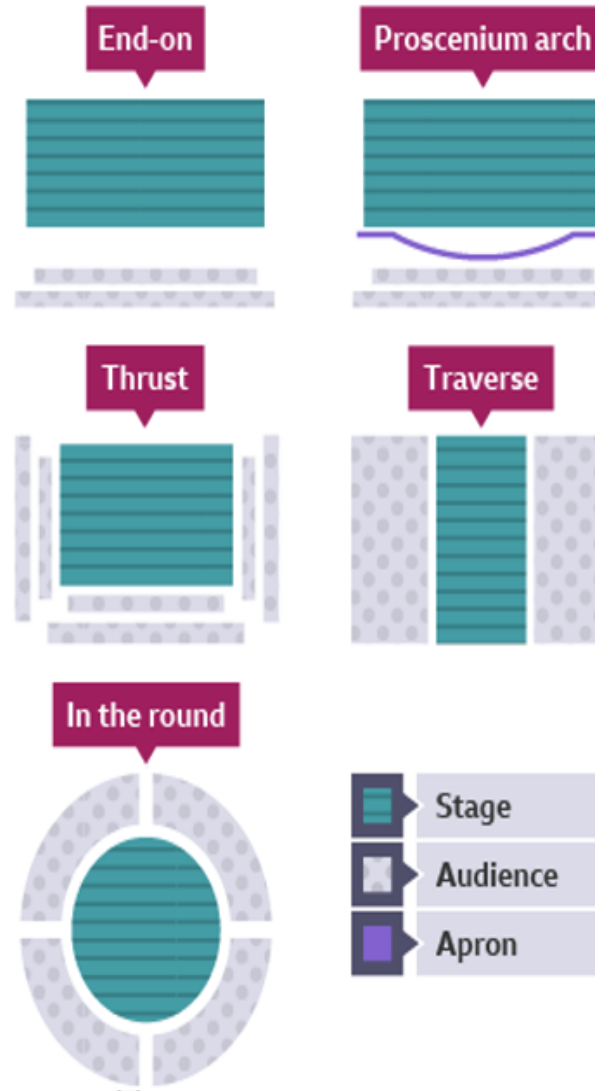
Summer 1 and 2 (Year 10) Practically explore 'An Inspector Calls' understand how to answer questions in Section A and Section B.

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.



Year 10 and 11 Component 3: Section A



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

High:

Nervousness, excitedness, shock, curious, upset/crying

Low:

Assertiveness, anger, control, authority

Volume

Loud:

Anger, assertiveness, confidence, hysterical, upset, excitedness

Quiet:

Uncertainty, sadness, control/level-headed, upset, shock

Tone

Soft:

Calm, love, happiness, nervous, sad, given up

Harsh:

Angry, aggression, confidence, rejection,

Pace

Quick:

Nervousness, excitedness, anger, passion, shock,

Slow:

Confused, sadness, confidence, control, authority, uncertainty,

Emphasis

A word you stress for meaning.

'She has **nothing** more to tell you' suggests Gerald is saying Sheila hasn't got anything else to say.

'She has nothing more to tell **you**.' suggests Gerald is saying she has got more to say but not to Inspector Goole.

Physical Skills

Facial expressions

Confused- frown and squint eyes, mouth slightly open.

Excited/happy- smile, widen eyes

Angry- furrow eyebrows, scrunch nose,

Shocked- widen eyes, open mouth,

Flirtatious- slight grin, partly widen eyes, purse lips, wink

Sad/upset- slight frown, squint eyes, scrunch nose, downward mouth

Body Language

Open- love, friendship, trust, confidence, assertiveness/authority

Closed- shyness, scared, worried, uncertainty, grief, confused, sadness/upset

Gesture

Pointing- aggression, authority, anger

Fist- anger, frustration, violence/aggression.

Pray- religious, desperation

Clutching- desperation, frustration, shock, confusion, anger, love

Reaching out- love, desperation, flirting, confused

Posture

Upright- confidence, status, authority, control

Hunched- weak, unwell, upset, scared/worried, grief, low status

KS4 Drama

Bringing Texts To Life

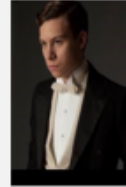
Plot summary

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.

Year 10 and 11 Component 3: Section A



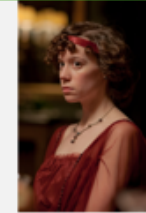
Mr Birling
A successful
business man in
Brumley



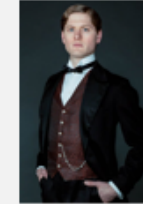
**Eric
Birling.**
The son
and
youngest
of the two
Birling
children.



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.



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

1912

World Wars

1945

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



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



1912

Gender Roles

1945

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.



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



1912

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



Views and Opinions

There was a great desire for social change.



1945

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



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.



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.



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.

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

Set Recap

1912 Upper Class Homes



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

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

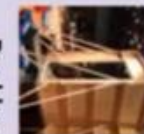
Floral wallpaper and floral patterns in general were very popular.

Flat



Set pieces

Door Flat



Decking



Backdrop



Truck



Projection



Flies



Examples of An Inspector Calls Sets



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 whenwas 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 it 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

Accent

Articulation

Emphasis

(stressing certain words to make them stand out)

Inflection

(change in pitch or loudness of the voice)

Pace

Pause

Pitch

Projection

Quality

Resonance

Rhythm

Tone

Volume

Physical skills

Body language

Ensemble (move together fluidly as a group)

Eye contact

Facial expressions

Gait

Gesture

Levels (placing characters on upper and lower levels to show status)

Movement

Pace

Physical theatre

Posture

Proxemics (the space between characters to show relationships)

Space

Status

Stillness

Stage directions and stage space

Blocking

(choices about where the performers stand and how they move on stage to bring an extract to life)

Movement

Proxemics

Stage directions:

Centre stage

Downstage

L/R/C/

Upstage

C/L/R

Stage left

Stage right

GCSE English Language – Paper 2 Section B Viewpoint Writing Expressing Opinions with Power and Purpose

Question 5 – 45 mins, 40 Marks

Overview:

This question tests your ability to write a non-fiction piece expressing a **viewpoint**

- Linked to the **theme or topic** of the reading sources in Section A
- You'll be given:
- A **form** (e.g., article, speech)
- A **purpose** (e.g., persuade, explain)
- An **audience** (e.g., newspaper readers, students)

You will need to structure your writing for effect, write with accuracy and fully develop your arguments, while using impressive vocabulary and a range of sentence styles and punctuation.



Form	Key Features
Letter	Addresses, Date greeting, paragraphs, sign-off (e.g., Yours sincerely)
Article	Title, strapline, subheadings, overview paragraph
Leaflet	Title, bullet points, subheadings, sections
Speech	Address audience, rhetorical devices, sign-off
Essay	Introduction, body paragraphs, conclusion

AO	Description	Marks
AO5	Communicate clearly. Organise ideas. Use tone and register effectively.	24
AO6	Use varied vocabulary and sentence structures. Accurate spelling, punctuation, grammar.	16



	Technique	Explanation	Example
I	Imperatives	Commanding language to instruct or persuade.	"Act now!" / "Join us today!"
C	Connectives	Linking ideas to structure arguments clearly.	"Furthermore", "However", "In contrast"
D	Direct Address	Speaking directly to the reader/audience.	"You have the power to change this."
A	Alliteration	Repetition of initial sounds to create emphasis or rhythm.	"Big, bold, and brave decisions."
F	Facts	Using evidence or data to support your viewpoint.	"70% of students agree with this policy."
O	Opinions	Expressing personal beliefs or viewpoints.	"I strongly believe this is unfair."
R	Rhetorical Questions	Asking questions that don't need an answer to provoke thought.	"Is this really what we want for our future?"
E	Emotive Language	Words that stir emotions in the reader.	"Heartbreaking", "outrageous", "inspiring"
S	Statistics	Numerical data to support arguments.	"1 in 3 people are affected by this issue."
T	Triplets (Rule of Three)	Grouping ideas in threes for impact.	"Fair, fast, and effective."

Purpose	Example Task
Explain	"Explain what you think about..."
Argue	"Argue the case for or against..."
Persuade	"Persuade the writer that..."
Instruct/Advise	"Advise the reader on the best way to..."

Top Tips for Viewpoint Writing (Paper 2 Section B)

Read the question carefully: identify the **form**, **audience**, and **purpose**. Link your writing to the **theme** of the reading sources in Section A.

Know Your AOs

AO5 (24 marks): Communicate clearly, organise ideas, use tone and style effectively.

AO6 (16 marks): Use varied vocabulary and sentence structures. Check spelling, punctuation, grammar.

Use a Strong Voice

Be confident and clear in your viewpoint.

Vary sentence lengths for impact.

Use persuasive techniques naturally—not forced.

Proofread!

Check spelling, punctuation, and grammar.

Make sure your tone matches the audience.

Ensure your ideas flow logically.

Planning Top Tips:

- Understand the task and be clear about your viewpoint.
- Identify the audience and purpose.
- Choose the correct form (article, speech, letter, essay).
- Plan structure: introduction, main points, counter argument, conclusion.
- Include persuasive techniques (ICDAFOREST).

Tips for structure

- Start with a clear topic sentence to introduce each paragraph.
- Use emphatic paragraphs to highlight key points or emotional appeals.
- Include counter arguments to strengthen your viewpoint.
- Use connectives to guide the reader through your argument: 'However', 'In addition', 'On the other hand'.
- End with a strong concluding paragraph that reinforces your viewpoint.

Aim high- Variety of punctuation

- Use colons to introduce lists or explanations: 'There are three reasons: clarity, impact, and precision.'
- Use dashes for emphasis or interruption: 'This is important – really important.'
- Use ellipses to create suspense or indicate omission: 'And then it happened...'
- Use semicolons to link related ideas: 'She was tired; she kept going.'
- Use exclamation marks sparingly for impact: 'This must stop!'
- Use question marks to engage the reader: 'What can we do about it?'

⚠ What loses marks:

Avoid:

- ✗ Using informal language in formal writing. E.g. 'kids' or missing grammar.
- ✗ Forgetting to paragraph or structure ideas
- ✗ Overusing rhetorical questions or repetition
- ✗ Not addressing the audience or purpose
- ✗ Writing without planning or clear argument
- ✗ Weak or abrupt conclusion
- ✗ Lack of persuasive techniques
- ✗ Spelling and grammar errors

Article Sentence Starters

Introduction

- Have you ever wondered why this issue matters?
- In this article, we explore the impact of...
- The debate surrounding this topic continues to grow.

Persuasive Points

- One major concern is...
- Supporters argue that...
- It's clear that action must be taken because...

Conclusion

- In conclusion, the evidence shows that...
- Ultimately, we must consider the consequences of...
- The time to act is now—let's make a difference.

Letter Sentence Starters

Introduction

- Dear Sir/Madam,
- I am extremely concerned about...
- I feel strongly that...

Persuasive Points

- Firstly, it is important to note that...
- Many people believe that...
- I urge you to consider...

Conclusion

- Thank you for taking the time to read my letter. I hope you will take my views into account. I look forward to your response.

Speech Sentence Starters

Introduction

- Good morning, everyone, and thank you for being here.
- Today, I want to talk to you about...
- Let me begin by asking you a question...

Persuasive Points

- You might be wondering why this matters...
- Let me tell you why this is important...
- We cannot ignore the fact that...

Conclusion

- So what can we do?
- Let's stand together and make a change.
- Thank you for listening – now it's time to act.

Essay Sentence Starters

Introduction

In today's society, the issue of... has become increasingly important. This essay will explore the reasons why... There are many arguments both for and against...

Persuasive Points

One key reason is that... Furthermore, it is evident that... Some may argue that... however...

Conclusion

In conclusion, it is clear that... Ultimately, we must recognise that... To ensure progress, we must...

Leaflet Sentence Starters

Introduction

•Are you aware of the impact this issue has on your community?
•This leaflet aims to inform you about...
•Here's what you need to know about...

Persuasive Points

•You can make a difference by...
•Many people don't realise that...
•It's time we took action against...

Call to Action

•Join us in making a change.
•Visit our website to learn more.
•Speak up and share your views today.

Self-Quizzing ideas

Vocabulary & Techniques

- List 5 persuasive techniques from ICDAFOREST and explain their effect.
- Write a sentence using **emotive language**, then rewrite it using **factual language**.
- Match the technique to its definition (e.g. rhetorical question, direct address, hyperbole).

Sentence Practice

- Write 3 different **topic sentences** for a paragraph about school rules.
- Create a sentence using a **colon**, one using a **dash**, and one using **ellipsis**.
- Rewrite a simple sentence to include **triplets** and **alliteration**.

Structure & Planning

- Plan a viewpoint response using bullet points: intro, 3 main ideas, counter argument, conclusion.
- Identify the **emphatic paragraph** in a sample response and explain why it's effective.
- Write a short paragraph that includes a **counter argument** and a rebuttal.

Form & Audience

- Choose a form (article, speech, letter) and write a suitable **opening line**.
- Explain how your tone would change if writing to a friend vs a headteacher.
- List 3 features of a speech and 3 of a letter.

Checklist Challenge

- Use the viewpoint writing checklist to assess a paragraph you've written.
- Create your own mini checklist for persuasive writing.

Practise exam questions

- Write an article arguing for or against stricter school uniform rules.
- Write a speech for a youth climate summit expressing your views.
- Write a letter to your MP about social media's impact on youth.
- Write an essay on whether public transport should be free for students.
- Write a newspaper article about the importance of life skills in school.

Writing checklist:

A05 – Content & Organisation (24 marks)

- My viewpoint is clear and consistent throughout.
- I have used a range of persuasive techniques (e.g. ICDAFOREST).
- My writing is structured with clear paragraphs and topic sentences.
- I have included a counter argument and a strong rebuttal.
- I used an emphatic paragraph to end with impact.
- My tone and register suit the audience and purpose.
- I used connectives to link ideas and guide the reader.

A06 – Technical Accuracy (16 marks)

- I used a variety of sentence structures for effect.
- I used ambitious and precise vocabulary.
- I used punctuation accurately and for impact (e.g. colon, dash, ellipsis).
- I checked spelling and grammar carefully.
- I proofread my work to improve clarity and flow.

French



Module 1 - Tu as du temps à perdre? Theme 2: Popular culture Theme 3: Communication and the world around us

Life Online	
un portable	A phone
un ordinateur (portable)	A computer (laptop)
un écran	A screen
une tablette	A tablet
des écouteurs	headphones
l'internet (m)	The internet
les réseaux sociaux	Social media/networks
j'envoie des sms/textos	I send
j'achète des vêtements	I buy clothes
je cherche...	I look for...
j'écoute des chansons	I listen to songs
je joue à des jeux en ligne	I play online games
je passe de temps	I pass time
je télécharge la musique	I download music
je mets des photos en ligne	I put photos online
je fais des achats	I shop

Using the Internet	
les réseaux sociaux	social networks
un mot de passe	a password
il y a...	there is/are...
des applis pour tout	applications for everyone
des risques de sécurité	security risks
des vols d'identité	identity theft
un risque de harcèlement en ligne	a risk of online bullying
la cybercriminalité	cyber crime
des virus	viruses
de fausses informations	false information
on peut devenir accro	you can become addicted

Hobbies and Free Time Activities (Present Tense)	
pendant mon temps libre...	In my spare time...
je joue au basket	I play basketball
je joue du piano	I play piano
je fais du vélo	I ride my bike
je fais de la natation	I swim
je vais à la plage	I go to the beach
je regarde un film	I watch a film
je joue aux jeux-vidéos	I play video games
je fais de promenades	I go for walks
je mange quelque chose	I eat something
je lis un bon livre	I read a good book
je fais mes devoirs	I do my homework
je prends des photos	I take photos
je sors avec amis	I go out with friends
j'achète des vêtements	I buy clothes
je ne fais rien	I don't do anything
je retrouve mes amis	I meet up with friends
je fais du shopping	I go shopping
je joue aux jeux de société	I play board games
je fais de l'exercice	I do exercise

Inviting People Out					
tu veux sortir?	do you want to go out?	je suis libre	I am free	ça n'est pas ma tasse de thé	it's not my cup of tea
ça t'intéresse?	are you interested?	je ne suis pas libre	I'm not free		
tu viens?	are you coming?	non désolé(e)	no sorry	tant pis	oh well
je veux bien	I'd really like that	non merci	no thank you	c'est dommage	that's a shame
ça dépend	it depends	tu rigoles!?	you're joking	à bientôt	see you soon

French

Weather Phrases

Il fait froid	it's cold
Il fait chaud	it's hot
Il y a du soleil	it's sunny
Il fait mauvais	it's bad weather
Il fait beau	it's good weather
Il pleut	it's raining
Il neige	it's snowy
Il y a du vent	it's windy
Il y a des orages	it's stormy
Il y a des nuages	it's cloudy
Il y du brouillard	it's foggy
Il y a un arc en ciel	there's a rainbow

Places

je vais...	I go...	à la...	to the (f)
au...	to the (m)	mosquée	mosque
château	castle	piscine	pool
parc	park	grand-place	town square
parc d'attractions	theme park	patinoire	ice rink
restaurant	restaurant	bibliothèque	library
musée	museum	à l' + vowel...	to the + vowel
cinéma	cinema	hôpital (m)	hospital
théâtre	theatre	église (f)	church
stade	stadium	université (f)	university
(super)marché	(super)mark et	aux...	to the (pl)
gymnase	gym	magasins	shops

Module 1 - Tu as du temps à perdre?

Theme 2: Popular culture
Theme 3: Communication and the world around us

Past Tense Activities

J'ai fait les magasins	I went shopping
J'ai marché à la campagne	I walked in the countryside
J'ai bu un coca	I drank a coke
Je suis resté(e) à la maison	I stayed at home
J'ai mangé des crêpes	I ate some pancakes
Je suis allé(e)...	I went...
J'ai lu un peu	I read a bit
J'ai passé le weekend...	I spent the weekend...
J'ai fait de la natation	I went swimming
J'ai pris des photos	I took photos
J'ai retrouvé mes amis	I met up with friends
J'ai vu un concert	I saw a concert
J'ai joué de la batterie	I played the drums
J'ai fait mes devoirs	I did my homework
Je n'ai rien fait	I didn't do anything

Watching Preferences

(j'aime) regarder	(I like) to watch
des émissions de sport	sport shows
des émissions de télé-réalité	reality shows
des émissions de cuisine	cooking shows
des infos / des actualités	the news
des films de science-fiction	sci-fi films
des films d'horreur	horror films
des films d'animation	animation films / cartoons
des comédies	comedies
des vidéos amusantes d'animaux	funny animal videos
des clips sur une chaîne de...	clips on a ... channel
un peu de tout	a bit of everything
chez moi	at home/my house
en streaming	on streaming
au cinéma, sur un grand écran	at the cinema on the big screen
un peu partout sur mon portable	anywhere on my phone
quand j'ai du temps libre	when I have free time
avant l'école	before school
après les cours	after lessons
une ou deux fois par mois	once or twice a month
avec ma famille/mes amis	with my family/friends
tout(e) seule(e)	alone

Family members

j'habite avec...	I live with...	mon beau-père	my step-dad
je vis avec...	I live with...	ma belle-mère	my step-mum
ma famille	my family	mon demi-frère	my step/half brother
mon père	my dad	ma demi-sœur	my step/half sister
ma mère	my mum	mon cousin	my cousin (m)
mon frère	my brother	ma cousine	my cousin (f)
ma sœur	my sister	mes grands-parents	my grandparents
mon oncle	my uncle	mes parents	my parents
ma tante	my aunt	mes amis/copains	my friends (mpl)
mon grand-père	my grandad	mes amies/copines	my friends (fpl)
ma grand-mère	my grandma	mon petit ami	my boyfriend
mon neveu	my nephew	ma petite amie	my girlfriend
ma nièce	my niece	mon/ma mari(e)	my husband/wife

Module 2 – Mon clan, ma tribu

Theme 1: People & lifestyle

Theme 2: Popular culture

Daily Routine

je me réveille	I wake up
je me lève	I get up
je me douche	I shower
je me lave	I have a wash
je me baigne	I have a bath
je m'habille	I get dressed
je me maquille	I put on make-up
je me repose	I relax
je travaille	I work
je m'occupe de	I look after...
je vais au lit	I go to bed
je dors	I sleep

Describing Appearances

il/elle est...	he/she is...	il/elle a...	he/she has...
ils/elles sont...	they are...	ils/elles ont...	they have...
grand(e)(s)	tall	une barbe	a beard
de taille moyenne	medium height	un hijab	a hijab
petit(e)(s)	short	les cheveux...	hair
chauve(s)	bald	les yeux...	eyes
il/elle porte...	he/she wears	gris/bleus/verts /bruns/blonds / noirs/roux/blancs	grey/blue/green/brown/blonde/black/ginger/white
ils/elles portent...	they wear	longs/courts/mi-longs raides / frisés / ondulés	long/short/mid-length/straight/curly/wavy
des lunettes	glasses		
un chapeau	a hat		

Friendship

un(e) bon(ne) ami(e)...	a good friend...
écoute mes problèmes	listens to my problems
apprécie les mêmes choses que moi	appreciates the same things as me
respecte mes opinions	respects my opinions
aide tout le monde	helps everyone
a un bon sens de l'humour	has a good sense of humour
discute de tout avec moi	discusses everything with me
on fait tout ensemble	we do everything together
accepte mes imperfections	accepts my flaws
me fait rire	makes me laugh
garde mes secrets	keeps my secrets
offre de l'aide	offers help

Describing a personality

marrant(e)(s)	funny
patient(e)(s)	patient
content(e)(s)	happy
intelligent(e)(s)	clever
méchant(e)(s)	mean
indépendant(e)(s)	independent
agaçant(e)(s)	annoying
embêtant(e)(s)	irritating
bavard(e)(s)	chatty
fort(e)(s)	strong
têtu(e)(s)	stubborn
(im)poli(e)(s)	(im)polite
curieux/euse(s)	curious
sérieux/euse(s)	serious
ennuyeux/euse(s)	boring
travailleur/euse(s)	hard working
sportif/ive(s)	sporty
créatif/ive(s)	creative
gentil(le)(s)	kind
pareil(le)(s)	similar
sympa	nice
calme(s)	calm
honnête(s)	honest
fidèle(s)	loyal
fou(x)/folle(s)	crazy

French

Module 2 – Mon clan, ma tribu

Theme 1: People & lifestyle

Theme 2: Popular culture

Celebrations

célébrer / fêter	to celebrate
un jour férié	A public holiday
des fêtes	parties
des drapeaux	flags
des défilés	parades
des fleurs	flowers
des cadeaux	some presents
des feux d'artifice	fireworks
on se déguise	We/they dress up
on reçoit des cadeaux	We/they receive gifts
on rend une visite à famille	We/they visit family
on échange des cartes	We/they exchange cards
on mange un grand repas	We eat a large meal
il y a beaucoup de bruit	There's a lot of noise
il y a des lumières partout	There are lights everywhere
on envoie des cartes	We/they send cards
on allume des bougies	We/they light candles
On décore la maison	We/they decorate the house
Bien connu(e)(s)	well-known
Historique(s)	historic
Vif(s)/vive(s)	lively
Dangereux/euse(s)	dangerous
Délicieux/euse(s)	tasty
Typique(s)	typical
divertissant(e)(s)	entertaining
Passionnant(e)(s)	exciting
intéressant(e)(s)	interesting
Populaire(s)	popular
Surprenant(e)(s)	surprising

Festivals

La Fête Nationale	Bastille Day (14 th July)
Noël (m)	Christmas
Pâques (m)	Easter
Aïd (m)	Eid
La Chandeleur	Pancake Day
un mariage	A wedding
l'anniversaire de + person	Person's birthday
Le Tour de France	The Tour de France (famous cycling race across France)
le Nouvel An	New Year
le Carnaval	Mardi Gras/Carnaval
le PACS	Civil partnership

Celebrity Culture

Je le/la suis car il/elle...	I follow him/her because he/she...	Un bon modèle...	A good role model...
Il/elle lutte pour / contre...	He/she fights for/against...	...inspire les autres	Inspires others
Il/elle est populaire grâce à...	He/she is popular because of	...aides les gens	Helps people
Il/elle est fameux/fameuse travers le monde car...	He/she is famous across the world because...	...encourage les gens à + infinitive	He/she encourages people to + infinitive
Il/elle partage des posts sur	He/she shares posts about...	...utilise sa tribune	Uses their platform

Identity

ce qui fait mon identité, c'est... /ce sont...		what defines my identity is...	
ma famille	my family	quand	when
mon genre	my gender	je vais	I go
ma langue	my language	on va	we go
ma personnalité	my personality	au temple	to Temple
la communauté	community	à l'église	to Church
la diversité	diversity	à la mosquée	to Mosque
ma religion	my religion		
ma foi	my faith	à la cathédrale	to the Cathedral
l'amitié	friendship		
la joie	joy	à la synagogue	to the Synagogue
mes amis/ copains	my friends	prier	to pray



French

Grammar

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

★ **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

GRAMMAIRE Regular present tense verbs

ER VERBS e.g. Passer = to spend (time)	
Je passe	<i>I spend</i>
Tu passes	<i>You spend</i>
Il/Elle/On passe	<i>He/She/One spends</i>
Nous passons	<i>We spend</i>
Vous passez	<i>You spend (form/pl)</i>
Ils/Elles passent	<i>They spend</i>

IR VERBS e.g. Finir = finish	
Je finis	<i>I finish</i>
Tu finis	<i>You finish</i>
Il/Elle/On finit	<i>He/She/One finishes</i>
Nous finissons	<i>We finish</i>
Vous finissez	<i>You finish (form/pl)</i>
Ils/Elles finissent	<i>They finish</i>

RE VERBS e.g. vendre = to sell	
Je vends	<i>I sell</i>
Tu vends	<i>You sell</i>
Il/Elle/On vend	<i>He/She/One sells</i>
Nous vendons	<i>We sell</i>
Vous vendez	<i>You sell (form/pl)</i>
Ils/Elles vendent	<i>They sell</i>

GRAMMAIRE Irregular present tense verbs

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

GRAMMAIRE Modal verbs

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

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

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

Near Future Tense = Aller + infinitive (going to do)		
Je vais <i>I am going</i>	aller au parc	<i>to go to the park</i>
	visiter le musée	<i>to visit the museum</i>
On va / Nous allons <i>We are going</i>	manger au resto	<i>to eat at a restaurant</i>
	acheter un jeu vidéo	<i>to buy a videogame</i>
Use the present tense of the verb ALLER from above ↗	voir un spectacle	<i>to see a show</i>
	faire les magasins	<i>to go shopping</i>
	prendre le bus	<i>to take the bus</i>

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

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



The Past: The Perfect Tense with Avoir									
We use the perfect tense to say what <u>we did</u> or <u>have done</u> 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							
J'ai <i>I have</i>	+	ER verbs + é		IR verbs + i		RE verbs + u		Irregulars	
Tu as <i>You have</i>		visité	<i>visited</i>	fini	<i>finished</i>	perdu	<i>lost</i>	fait	<i>did</i>
Il / Elle/ On a <i>He / She has</i>		regardé	<i>watched</i>	vomi	<i>vomited</i>	attendu	<i>waited</i>	pris	<i>took</i>
Nous avons <i>We have</i>		écouté	<i>listened</i>	dormi	<i>slept</i>	vendu	<i>sold</i>	bu	<i>drank</i>
Vous avez <i>You all have</i>		mangé	<i>ate /eaten</i>					vu	<i>saw</i>
Ils / Elles ont <i>They have</i>		acheté	<i>bought</i>					lu	<i>read</i>

Je suis allé(e) ... <i>I went...</i>
Nous sommes allé(e) ... <i>I went...</i>
au parc / au stade <i>...to the parc / stadium</i>
à la piscine <i>...to the pool</i>
aux magasins <i>...to the shops</i>

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		PART 2: The Past participle (+e) (+s)			
Je suis <i>I am</i>	+	allé(e)(s)	<i>went</i>	sorti(e)(s)	<i>went out</i>
Tu es <i>You are</i>		resté(e)(s)	<i>stayed</i>	parti(e)(s)	<i>left</i>
Il / Elle est <i>He/She is</i>		arrivé(e)(s)	<i>arrived</i>	venu(e)(s)	<i>came</i>
Nous sommes <i>We are</i>		retourné(e)(s)	<i>returned</i>	revenu(e)(s)	<i>came back</i>
Vous êtes <i>You lot are</i>		rentré(e)(s)	<i>went back (home)</i>	devenu(e)(s)	<i>became</i>
Ils / Elles sont <i>They are</i>)	

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

Intensifiers...

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

Adverbs...

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

Conditional...

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

Opinions

j'aime bien - I like	Ça me plaît beaucoup - I like it a lot
j'aime beaucoup - I like a lot	Ça me plaît de m'amuser - I like having fun
j'aime assez - I quite like	Ça me plaît de sortir - I like going out
je n'aime pas beaucoup - I don't much like	Ça me plaît de faire ... - I like doing/going ...
je n'aime pas tellement - I don't really like	Ça me plaît d'aller ... - I like going
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	

chouette	great	bête	silly
affreux (euse)	horrible	sympa	nice
ennuyeux (euse)	boring	une perte de temps	waste of time
agréable	pleasant	laid (e)	ugly
amusant (e)	funny	fabuleux (euse)	fabulous
nul (le)	rubbish	impoli (e)	rude
dégoûtant (e)	disgusting	désastreux (euse)	desastrous
pratique	practical	casse-pieds	annoying
dangereux (euse)	dangerous	pas mal	not bad
parfait (e)	perfect	rien de spécial	nothing
mauvais (e)	bad	ordinaire	ordinary
passionnant (e)	fascinating	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

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

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	- it's worth it (worth the effort)
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



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

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

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	
Je vais	I go
Je fais	I do/make
Je joue	I play
Je travaille	I work
Je mange	I eat
Je bois	I drink
Je finis	I finish
Je prends	I take
Je voyage	I travel
Je sors	I go out
Je dors	I sleep
Je parle	I talk
Je peux	I can
Je lis	I read

HE/SHE/WE	
Il/elle/on va	Il/elle/on va
Il/elle/on fait	Il/elle/on fait
Il/elle/on joue	Il/elle/on joue
Il/elle/on travaille	Il/elle/on travaille
Il/elle/on mange	Il/elle/on mange
Il/elle/on boit	Il/elle/on boit
Il/elle/on finit	Il/elle/on finit
Il/elle/on prend	Il/elle/on prend
Il/elle/on voyage	Il/elle/on voyage
Il/elle/on sort	Il/elle/on sort
Il/elle/on dort	Il/elle/on dort
Il/elle/on parle	Il/elle/on parle
Il/elle/on peut	Il/elle/on peut
Il/elle/on lit	Il/elle/on lit

I	
Je suis allé(e)	I went
J'ai fait	I did
J'ai joué	I played
J'ai travaillé	I worked
J'ai mangé	I ate
J'ai bu	I drank
J'ai fini	I finished
J'ai pris	I took
J'ai voyagé	I travelled
Je suis sorti(e)	I went out
J'ai dormi	I slept
J'ai parlé	I talked
J'ai pu	I was able
J'ai lu	I read

HE/SHE/WE	
Il/elle/on est allé(e)	Il/elle/on est allé(e)
Il/elle/on a fait	Il/elle/on a fait
Il/elle/on a joué	Il/elle/on a joué
Il/elle/on a travaillé	Il/elle/on a travaillé
Il/elle/on a mangé	Il/elle/on a mangé
Il/elle/on a bu	Il/elle/on a bu
Il/elle/on a fini	Il/elle/on a fini
Il/elle/on a pris	Il/elle/on a pris
Il/elle/on a voyagé	Il/elle/on a voyagé
Il/elle/on est sorti(e)	Il/elle/on est sorti(e)
Il/elle/on a dormi	Il/elle/on a dormi
Il/elle/on a parlé	Il/elle/on a parlé
Il/elle/on a pu	Il/elle/on a pu
Il/elle/on a lu	Il/elle/on a lu

I	
Je vais aller	I will go
Je vais faire	I will do/make
Je vais jouer	I will play
Je vais travailler	I will work
Je vais manger	I will eat
Je vais boire	I will drink
Je vais finir	I will finish
Je vais prendre	I will take
Je vais voyager	I will travel
Je vais sortir	I will go out
Je vais dormir	I will sleep
Je vais parler	I will talk
Je vais pouvoir	I will be able
Je vais lire	I will read

HE/SHE/WE	
Il/elle/on va aller	Il/elle/on va aller
Il/elle/on va faire	Il/elle/on va faire
Il/elle/on va jouer	Il/elle/on va jouer
Il/elle/on va travailler	Il/elle/on va travailler
Il/elle/on va manger	Il/elle/on va manger
Il/elle/on va boire	Il/elle/on va boire
Il/elle/on va finir	Il/elle/on va finir
Il/elle/on va prendre	Il/elle/on va prendre
Il/elle/on va voyager	Il/elle/on va voyager
Il/elle/on va sortir	Il/elle/on va sortir
Il/elle/on va dormir	Il/elle/on va dormir
Il/elle/on va parler	Il/elle/on va parler
Il/elle/on va pouvoir	Il/elle/on va pouvoir
Il/elle/on va lire	Il/elle/on va lire

Score 5 Checklist.

- ✓ ALL bullet points of task covered
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- ✓ 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

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

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

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

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

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

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

Bon appétit! (pages 84–85)

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

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



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

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

Bien choisir pour ta santé (pages 88–89)

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

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

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

Je change ma vie (pages 90–91)

À l'avenir, qu'est-ce que tu feras , pour améliorer ta vie?	<i>In the future, what will you do to improve your life?</i>
J' achèterai ...	<i>I will buy ...</i>
J' aiderai les autres / ma mère et mes *grands-parents.	<i>I will help others / my mother and my grandparents.</i>
J' aurai ... plus de *patience avec ma petite sœur. une meilleure attitude à la maison.	<i>I will have ... more patience with my little sister. a better attitude at home.</i>
J' écouterai la prof quand elle explique la leçon.	<i>I will listen to the teacher when she is explaining the lesson.</i>
Je ferai plus d'exercice / de vélo.	<i>I will do more exercise / cycling.</i>
Je ferai plus d'efforts en maths.	<i>I will make more effort in maths.</i>
J' irai (plus souvent) au centre sportif / à des cours de cuisine / à des cours de danse.	<i>I will go (more often) to the sports centre / to cookery classes / to dance classes.</i>
J' irai à la piscine au moins deux fois par semaine.	<i>I will go to the swimming pool at least twice a week.</i>
Je jouerais au *tennis.	<i>I will play tennis.</i>
Je mangerai mieux.	<i>I will eat better.</i>
Je mangerai ... moins de choses *sucrées / *chocolat.	<i>I will eat ... fewer sweet things / less chocolate.</i>

plus de fruits / légumes.	<i>more fruit / vegetables.</i>
Je passerai moins de temps sur les réseaux sociaux.	<i>I will spend less time on social media.</i>
Je penserai moins à moi.	<i>I will think less about myself.</i>
Je serai plus actif/active.	<i>I will be more active.</i>
Je serai plus gentil(le) / sympa avec ma petite sœur / mon demi-frère.	<i>I will be kinder / nicer to my little sister / my step (half)-brother.</i>
Je travaillerai plus sérieusement au collège.	<i>I will work harder at school.</i>
Je ne ferai plus mes devoirs à la dernière minute!	<i>I will not do my homework at the last minute anymore!</i>
Je ne parlerai pas en même temps que la prof.	<i>I will not speak at the same time as the teacher.</i>
Pour / *Afin de/d' ... être plus en forme / moins fatigué, ... réduire le *stress, ...	<i>In order to ... be in better shape / less tired, ... reduce stress, ...</i>
Au lieu de/d' ... choisir des frites / écrire des e-mails, ...	<i>Instead of ... choosing chips / writing emails ...</i>
Avant d'aller au lit, ...	<i>Before going to bed, ...</i>

Mieux vivre (pages 92–93)

Quand tu étais plus jeune, ta vie était comment?	<i>When you were younger, what was your life like?</i>
Je suis né(e) en *Côte d'Ivoire / France.	<i>I was born in Ivory Coast / France.</i>
Ma famille était *modeste.	<i>My family was modest.</i>
Quand j'étais jeune, ... j'habitais ... je jouais au *tennis / au *basket. je travaillais dans un hôtel.	<i>When I was young, ... I lived ... I played tennis / basketball. I worked in a hotel.</i>
Maintenant, est-ce que ta vie est meilleure?	<i>Now, is your life better?</i>
Maintenant, ...	<i>Now, ...</i>

je suis *politicien / femme / homme politique.	<i>I am a politician.</i>
je suis acteur/actrice.	<i>I am an actor.</i>
j'écris des chansons / des poèmes .	<i>I write songs / poems.</i>
je lutte pour les *droits des *travailleurs.	<i>I fight for the rights of workers.</i>
Qu'est-ce que tu feras à l'avenir?	<i>What will you do in the future?</i>
À l'avenir ... je continuerai à lutter pour la *justice et l'égalité. je chanterai . je jouerais dans des films.	<i>In the future, ... I will continue to fight for justice and equality. I will sing. I will act in films.</i>



Voudrais-tu voyager? (pages 106–107)

Pourquoi voudrais-tu voyager?	<i>Why do you want to travel?</i>
Je voudrais / J' aimerais voyager pour ...	<i>I would like to travel to ...</i>
me reposer. me faire de nouveaux amis. découvrir une nouvelle culture. sortir de la *routine. apprendre une nouvelle langue / un nouveau sport.	<i>relax. make new friends. discover a new culture. escape the routine. learn a new language / sport.</i>
Ce serait (très) agréable.	<i>It would be (very) nice.</i>
Où voudrais-tu passer tes vacances?	<i>Where would you like to spend your holiday?</i>
Je voudrais passer mes vacances au camping / à l'hôtel / à la maison / dans un village.	<i>I would like to spend my holiday at a campsite / at a hotel / at home / in a village.</i>
C'est où?	<i>Where is it?</i>
C'est à 5 minutes de la côte.	<i>It is 5 minutes from the coast.</i>
Qu'est-ce que c'est?	<i>What is it?</i>
C'est ... un camping avec logements *insolites. un hôtel-château au cœur d'une vieille ville.	<i>It is ... a campsite with unusual accommodation. a castle hotel in the heart of an old town.</i>

un village calme sur l'eau avec des *cabanes *flottantes. une maison *troglodyte historique et *confortable.	<i>a quiet village on the water with floating huts. a historic and comfortable cave house.</i>
Qu'est-ce qu'il y a là-bas? Il y a ... un grand choix de restaurants. un grand jardin. une belle vue sur l'église, la rivière et la campagne. une piscine. des *balcons / des jeux pour enfants / des petits bateaux. des *tentes / des terrains de sport / trois chambres.	<i>What is there? There is / are ... a large choice of restaurants. a big garden. a beautiful view of the church, the river and the countryside. a swimming pool. balconies / games for children / small boats. tents / sports grounds / three bedrooms.</i>
Qu'est-ce qu'on peut faire? On peut ... découvrir une belle région. profiter de la nature. s'amuser en famille à la plage. se couper du monde. se faire plaisir. vivre comme un roi. vivre une expérience unique.	<i>What can you do? You can ... discover a beautiful region. make the most of / enjoy nature. have fun as a family at the beach. switch off from the world. treat yourself. live like a king. have a unique experience.</i>

Des vacances de rêve (pages 108–109)

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

Module 5 – Numéro vacances

Theme 2: Popular culture

Theme 3: Communications and
the world around us

Higher

On part pour la Corse (pages 110–111)

Que faire en *Corse?

Il vaut la peine de/d'...

Il vaut mieux ...

Il faut ...

On peut ...

essayer les **plats** locaux.
découvrir la culture *corse.
faire une visite en bateau.
pratiquer un sport extrême.
prendre le soleil sur la plage.
acheter des cadeaux et des
produits *typiques.
traverser le pont du *Vecchio
en train.

What can you do in Corsica?

It is worth ...

It is better to ...

You have to ...

You can ...

try the local dishes.
discover Corsican culture.
go on a boat trip.
practise an extreme sport.
sunbathe on the beach.
buy gifts and typical products.

cross the Vecchio bridge by
train.

aller au marché.
faire une promenade en
*trottinette *électrique.
monter jusqu'au *sommets
d'une montagne.
réserver toutes les activités.
visiter le musée de *Bastia.

go to the market.
ride on an electric scooter.

climb to the summit of a
mountain.
book all the activities.
visit the Bastia museum.

Comment est-ce que tu **t'es
reposé(e)**?

Est-ce que tu **t'es reposé(e)**?

Où peut-on prendre le bus?

Peut-on prendre le bus?

How did you relax?

Did you relax?

Where can you get the bus?

Can you get the bus?

Qu'est-ce qu'on peut faire dans
la région?

Qu'est-ce que tu as fait
récemment pendant les
vacances?

Que fais-tu pour **te reposer**?

Qu'est-ce qu'il vaut mieux
visiter?

What can you do in the area?

What did you do recently during
the holidays?

What do you do to relax?

What is worth visiting?

Quels plats est-ce qu'il vaut la
peine d'essayer?

Quels plats est-ce qu'il faut
essayer?

Qu'est-ce que tu veux faire
comme visite?

Comment trouves-tu la région?

What food is worth trying?

What food should I try?

What kind of visits do you want
to do?

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.

C'est une fête régionale.

Tu es allé(e) à quel
*carnaval / festival?

Je suis allé(e) à la fête / au
*carnaval.

Il y avait des bateaux *decorés
et *colorés.

Il y avait des danseurs / de la
musique.

The festival of the sea, which
happens in July, lasts four days.

It is a regional festival.

Which carnival / festival did you
go to?

I went to the festival / the
carnival.

There were colourful decorated
boats.

There were dancers. / There was
music.

J'ai essayé des **plats** locaux.

J'ai dansé avec le défilé.

En avril dernier, je suis allé(e)
chez ma tante à *Madagascar.

On a *fêté la fête du *riz.

On a entendu la musique dans
la rue.

Un soir, nous avons mangé un
grand repas en famille.

J'ai essayé sept **plats** avec du
*riz.

I tried local dishes.

I danced with the parade.

Last April, I went to my aunt's
house in Madagascar.

We celebrated the Festival of
Rice.

We heard the music in the street.

One evening, we ate a big family
meal.

I tried seven dishes with rice.

Module 5 – Numéro vacances

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

Higher

Guide de voyage (pages 114–115)

J'aime / Je n'aime pas cet hôtel car ...	<i>I like / don't like this hotel because ...</i>
il est ... / il n'est pas ...	<i>it is / it isn't ...</i>
il y a ... / il n'y a pas ...	<i>there is / there isn't ...</i>
À ton avis, comment était l'hôtel?	<i>In your opinion, what was the hotel like?</i>
Il n'y avait aucun(e) ...	<i>There was no ...</i>
Il n'y avait ni ... ni ...	<i>There was neither ... nor ...</i>
*ascenseur / papier toilette.	<i>lift / toilet paper.</i>
salle de jeux / place dans le *parking / restaurant.	<i>games room / space in the car park / restaurant.</i>
Il n'y avait qu' une petite fenêtre.	<i>There was only a small window.</i>
La chambre / Le lit était ...	<i>The bedroom / bed was ...</i>
Le restaurant / La piscine était ...	<i>The restaurant / swimming pool was ...</i>
fermé(e) / propre.	<i>closed / clean.</i>
La lumière / La carte d'*accès ne marchait pas.	<i>The lamp / access card didn't work.</i>
J'ai dû demander de l'aide / aller en ville / changer de chambre.	<i>I had to ask for help / go into town / change bedrooms.</i>

Je n'ai pas pu faire de natation.	<i>I was not able to go swimming.</i>
J' aimerais (bien) / Je n' aimerais pas retourner à cet hôtel.	<i>I would (really) like / I would not like to go back to this hotel.</i>
Je peux vous aider?	<i>How can I help you?</i>
Nous avons une réservation pour une chambre pour deux personnes.	<i>We have a reservation for one room for two people.</i>
C'est pour combien de nuits?	<i>How many nights is it for?</i>
C'est pour une / trois nuit(s).	<i>It is for one / three night(s).</i>
Vous avez déjà *réglé la réservation en ligne?	<i>Have you already paid for the booking online?</i>
Ça coûte combien?	<i>How much is it?</i>
Ça coûte soixante-dix euros par nuit.	<i>It is seventy euros per night.</i>
Vous voulez payer comment?	<i>How would you like to pay?</i>
Je voudrais payer en *espèces / par carte.	<i>I would like to pay in cash / by card.</i>
Est-ce qu'il y a une vue sur la mer / une piscine dans l'hôtel?	<i>Is there a sea view / a swimming pool in the hotel?</i>
Oui, bien sûr.	<i>Yes, of course.</i>
Bonne soirée!	<i>Have a good evening!</i>

Vive les vacances! (pages 116–117)

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

Module 4 – En pleine forme

Theme 1: People and lifestyle Foundation

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

Dans ce plat , il y a ...	<i>In this dish, there is/are ...</i>
du *chocolat / fromage	<i>chocolate / cheese</i>
du poisson / *riz / *sucre	<i>fish / rice / sugar</i>
de la glace / *sauce	<i>ice cream / sauce</i>
de la viande	<i>meat</i>
des frites / fruits / légumes	<i>chips / fruit / vegetables</i>
À ton avis, le plat , c'est sain?	<i>In your opinion, is the dish healthy?</i>
C'est sain / *malsain.	<i>It is healthy / unhealthy.</i>
C'est bon / mauvais pour la santé.	<i>It is good / bad for your health.</i>
Le plat a bon goût.	<i>The dish tastes good.</i>
Je n'aime pas le goût.	<i>I don't like the taste.</i>
C'est parfait pour les végétariens.	<i>It's perfect for vegetarians.</i>
Ce n'est pas bon pour les végétans.	<i>It's not good for vegans.</i>

À mon avis, il a bon goût, mais c'est *malsain.

délicieux/délicieuse

Buvez plus/moins de *coca!
Mangez plus/moins de frites et de *chocolat!

Faites plus/moins d'exercice!
Faites de la natation plus/moins souvent!

Allez plus/moins souvent au centre sportif!

Allez au collège à pied ou à vélo!

Allez au lit plus tôt / tard!
Dormez au moins huit heures toutes les nuits!

Essayez un nouveau sport!

In my opinion, it tastes good, but it's unhealthy.

delicious

*Drink more/less cola!
Eat more/less chips and chocolate!*

*Do more/less exercise!
Go swimming more/less often!*

Go to the sports centre more/less often!

Go to school on foot or by bike!

*Go to bed earlier / later!
Sleep at least eight hours every night!*

Try a new sport!

Bon appétit! (pages 84–85)

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

Module 4 – En pleine forme

Theme 1: People and lifestyle Foundation

Bien dans ma peau (pages 86–87)

Comment ça va aujourd'hui?	<i>How are you today?</i>
Ça ne va pas?	<i>Are you OK?</i>
Ça va très bien.	<i>I am very well.</i>
Ça ne va pas bien.	<i>I am not well / not good.</i>
Je suis ...	<i>I am ...</i>
un peu / assez	<i>a little / quite</i>
très / vraiment	<i>very / really</i>
heureux/heureuse.	<i>happy.</i>
triste.	<i>sad.</i>
fatigué(e).	<i>tired.</i>
calme.	<i>calm.</i>
Pourquoi es-tu ...?	<i>Why are you ...?</i>
Je suis ... parce que / car ...	<i>I am ... because / as ...</i>
j'adore jouer à des jeux vidéo contre mes amis.	<i>I love playing video games against my friends.</i>
je ne travaille pas ce week-end.	<i>I am not working this weekend.</i>
je ne m'entends pas bien avec (mon père).	<i>I don't get on with (my father).</i>

Bien choisir pour ta santé (pages 88–89)

Reste/Restez au lit.	<i>Stay in bed.</i>
Va/Allez à l'hôpital.	<i>Go to hospital.</i>
Ne bouge/bougez pas.	<i>Don't move.</i>
avoir chaud / froid	<i>to be hot / cold</i>
avoir faim / soif / peur	<i>to be hungry / thirsty / afraid</i>
Qu'est-ce qui ne va pas?	<i>What's wrong?</i>
Qu'est-ce que tu as fait?	<i>What have you done?</i>
Je suis malade.	<i>I'm ill.</i>
J'ai mal au dos.	<i>I've got backache.</i>
J'ai mal à la tête.	<i>I have a headache.</i>
J'ai mal aux jambes / oreilles / yeux.	<i>My legs / ears / eyes hurt.</i>
J'ai mal au cœur.	<i>I feel sick.</i>
Qu'est-ce qui s'est passé?	<i>What happened?</i>
Je suis tombé(e) de vélo.	<i>I fell off my bike.</i>
J'ai bu de l'alcool.	<i>I drank some alcohol.</i>
fumer / vapoter	<i>to smoke / to vape</i>

j'ai beaucoup de travail scolaire.	<i>I have lots of schoolwork.</i>
je suis tout le temps / souvent inquiet/inquiète avec les examens.	<i>I am always / often worried about exams.</i>
je dors mal.	<i>I am sleeping badly.</i>
j'ai perdu mon *chat / chien.	<i>I have lost my cat / dog.</i>
je dois trouver de nouveaux amis.	<i>I must find new friends.</i>
je n'ai pas d'énergie.	<i>I don't have any energy.</i>
mon meilleur ami a changé de collège.	<i>my best friend has changed school.</i>
mon équipe a gagné.	<i>my team won.</i>
Je ne sais pas pourquoi.	<i>I don't know why.</i>
Écoute de la musique.	<i>Listen to music.</i>
Fais de la cuisine.	<i>Do some cooking.</i>
Parle avec moi.	<i>Speak to me.</i>
Reste calme.	<i>Stay calm.</i>
Va au lit.	<i>Go to bed.</i>
Tu dois rester calme.	<i>You must stay calm.</i>
Je veux dormir mieux.	<i>I want to sleep better.</i>

Que penses-tu des cigarettes?	<i>What do you think of cigarettes?</i>
C'est mauvais pour la santé.	<i>It's / They're bad for your health.</i>
Fumer est une habitude terrible.	<i>Smoking is a terrible habit.</i>
Il y a un risque de *cancer.	<i>There is a risk of cancer.</i>
À l'avenir, les jeunes ne vont pas fumer.	<i>In the future, young people won't smoke.</i>
un mode/style de vie *sédentaire	<i>a sedentary lifestyle</i>
On peut avoir mal au dos.	<i>You can get backache.</i>
Si on passe trop de temps devant un écran, on peut avoir mal aux yeux.	<i>If you spend too much time in front of a screen, you can get sore eyes.</i>
Il faut bouger souvent pour protéger votre santé.	<i>You have to move often to protect your health.</i>
Les ados passent trop de temps devant un écran.	<i>Teenagers spend too much time in front of screens.</i>

Module 4 – En pleine forme

Theme 1: People and lifestyle Foundation

Je change ma vie (pages 90–91)

Qu'est-ce que tu vas faire pour améliorer ta vie?	<i>What are you going to do to improve your life?</i>
Je vais manger plus de légumes / fruits.	<i>I am going to eat more vegetables / fruit.</i>
Je vais prendre des cours de *danse.	<i>I am going to take dance classes.</i>
Je vais moins penser à moi et je vais aider les autres.	<i>I am going to think less about myself and I am going to help others.</i>
Je vais être plus patient (e).	<i>I am going to be more patient.</i>
Je vais aller à la piscine chaque week-end.	<i>I am going to go to the swimming pool every weekend.</i>
Je ne vais pas faire mes devoirs à la dernière minute.	<i>I am not going to do my homework at the last minute.</i>
À l'avenir, je vais / je veux ...	<i>In the future, I am going to / I want to ...</i>
aider ma mère et mes *grands-parents.	<i>help my mother and my grandparents.</i>

aider plus à la maison.	<i>help around the house more.</i>
aller plus souvent au centre sportif.	<i>go to the sports centre more often.</i>
aller au lit plus tôt.	<i>go to bed earlier.</i>
être plus actif/active / en forme.	<i>be more active / in better shape.</i>
faire une nouvelle activité.	<i>do a new activity.</i>
faire plus de sport / de vélo.	<i>do more sport / cycling.</i>
jouer au *tennis / *rugby.	<i>play tennis / rugby.</i>
manger moins de fromage.	<i>eat less cheese.</i>
travailler plus dur / *sérieusement au collègue.	<i>work harder at school.</i>

Je ne vais pas ...	<i>I am not going to ...</i>
Il/Elle va arriver / jouer ...	<i>He/She is going to arrive / play ...</i>
Il/Elle ne va pas être ...	<i>He/She is not going to be ...</i>

Mieux vivre (pages 92–93)

Quand tu étais plus jeune, ta vie était comment?	<i>When you were younger, how was your life?</i>
Quand j'étais ado / jeune / petit(e) ...	<i>When I was a teenager / young / little ...</i>
j'habitais en *Côte d'Ivoire / France.	<i>I lived in Côte d'Ivoire / France.</i>
je jouais au *tennis / *basket.	<i>I played tennis / basketball.</i>
je travaillais dans un hôtel.	<i>I worked in a hotel.</i>

En ce moment, comment est ta vie?	<i>At the moment, how is your life?</i>
Maintenant, ...	<i>Now, ...</i>
je suis acteur/actrice.	<i>I am an actor.</i>
je suis homme/femme politique.	<i>I am a politician.</i>
j'écris des chansons.	<i>I write songs.</i>
je travaille pour les droits des travailleurs.	<i>I work for the rights of workers.</i>

À l'avenir, qu'est-ce que tu vas faire?	<i>In the future, what are you going to do?</i>
À l'avenir, ...	<i>In the future, ...</i>
je vais continuer à ...	<i>I am going to continue to ...</i>
je vais chanter / écrire ...	<i>I am going to sing / write ...</i>
J'avais / J'ai / Je vais avoir ...	<i>I used to have / I have / I'm going to have ...</i>
J'étais / Je suis / Je vais être ...	<i>I used to be / I am / I'm going to be ...</i>
Je faisais / Je fais / Je vais faire ...	<i>I used to do / I do / I'm going to do ...</i>

Module 5 – Numéro vacances

Theme 2: Popular culture

Theme 3: Communications and the world around us

Foundation

Voudrais-tu voyager? (pages 106–107)

Pourquoi voudrais-tu voyager?

Je voudrais voyager pour ...
apprendre une nouvelle langue / un nouveau sport.
connaître une culture différente.
me faire de nouveaux amis.
me relaxer.
sortir de la *routine.

Où voudrais-tu passer tes vacances?

Je voudrais passer mes vacances ...
au camping.
à l'hôtel.
à la maison.
dans le village.

C'est où?

Qu'est-ce que c'est?

C'est ...

un camping avec des logements extraordinaires.

Why would you like to travel?

I would like to travel to ...
learn a new language / sport.
get to know a different culture.
make new friends.
relax.
escape the routine.

Where would you like to spend your holiday?

I would like to spend my holiday ...
at a campsite.
at a hotel.
at home.
in the village.

Where is it?

What is it?

It is ...

a campsite with extraordinary accommodation.

un hôtel-château au cœur d'une vieille ville.
une maison historique et *confortable.
un village calme sur l'eau.

Qu'est-ce qu'il y a là-bas?

Il y a ...

un grand choix de restaurants.
un grand jardin.
une belle vue sur la campagne.
une piscine.
des *aires de jeux pour enfants.
des chambres *confortables.
des **terrains** de sport.

Qu'est-ce qu'on peut faire là-bas?

On peut ...

être près de la nature.
faire une expérience **unique** en famille sur la côte.
se couper du monde.

a castle hotel in the heart of an old town.
a historic and comfortable house.
a quiet village on the water.

What is there?

There is/are ...

a large choice of restaurants.
a big garden.
a beautiful view of the countryside.
a swimming pool.
play areas for children.
comfortable bedrooms.
sports grounds.

What can you do there?

You can ...

be close to nature.
have a unique experience as a family on the coast.
switch off from the world.

Des vacances de rêve (pages 108–109)

Quel type de vacances voudrais-tu?

Je voudrais ...

des vacances calmes.
des vacances *éco-responsables.
des vacances culturelles.
des vacances actives.

Où voudrais-tu passer tes vacances idéales?

Je voudrais passer mes vacances ...
à la campagne.
à la montagne.
sur une île ou sur la côte.
en ville.

Comment voudrais-tu voyager?

What type of holiday would you like?

I would like ...

a quiet holiday.
an eco-friendly holiday.
a cultural holiday.
an active holiday.

Where would you like to spend your ideal holiday?

I would like to spend my holiday ...
in the countryside.
in the mountains.
on an island or on the coast.
in a town.

How would you like to travel?

Je voudrais voyager ...
en avion *privé.
en bateau / en train.

Où voudrais-tu *loger?

Je voudrais *loger ...
sous une *tente.
dans un hôtel de *luxe / un château / une ferme.

Je voudrais ...

parce que je préfère ...
car j'adore ...
acheter des vêtements.
faire des activités passionnantes.
faire de la natation.
passer du temps à la piscine.
visiter de beaux sites.

Je voudrais ... pour me relaxer.

I would like to travel ...
in a private plane.
by boat / by train.

Where would you like to stay?

I would like to stay ...
in a tent.
in a luxury hotel / a castle / a farm.

I would like ...

because I prefer ...
because I love ...
to buy clothes.
to do exciting activities.

to swim.
to spend time at the swimming pool.
to visit beautiful sites.

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

On part pour la Corse (pages 110–111)

Qu'est-ce qu'il faut faire
en *Corse?

Qu'est-ce qu'on peut faire
dans la région?

Il faut ... / On doit ...

On peut ...

essayer les *desserts locaux.

connaître la culture *corse.

faire une visite en bateau.

pratiquer un sport *extrême.

aller à la plage.

Que fais-tu pour te relaxer?

Je vais à la plage ou je lis
un livre.

Qu'est-ce qu'il faut visiter?

Il faut visiter le
musée / la vieille ville.

*What must you do in
Corsica?*

What can you do in the area?

You must ...

You can ...

try the local desserts.

get to know Corsican culture.

go on a boat trip.

practise an extreme sport.

go to the beach.

What do you do to relax?

*I go to the beach or I read a
book.*

What should you visit?

*You should visit the
museum / the old town.*

aller au marché.

faire du vélo.

monter une montagne.

réserver toutes les activités.

visiter le musée de *Bastia.

Qu'est-ce que tu as fait
récemment en vacances?

Je suis allé(e) à

la piscine / la plage.

J'ai lu un livre.

go to the market.

go cycling.

climb a mountain.

book all the activities.

visit the Bastia museum.

*What did you do recently on
holiday?*

I went to the

swimming pool / the beach.

I read a book.

Quels **plats** est-ce qu'il faut
essayer?

Il faut essayer les
fromages / les glaces car
ils/elles sont
*délicieux/*délicieuses.

*What food / dishes should you
try?*

*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).

Il y a des ...

*danseurs / concerts.

groupes de musique.

jeux pour les enfants.

marchés / *masques.

défilés / spectacles.

Il y a beaucoup de touristes.

C'est un festival / une fête ...
amusant(e) / culturel(le).

En (avril) dernier, je suis allé(e)
chez ma tante / mon oncle.

C'était (la fête du *riz).

*It is a festival that happens in
(January).*

There are ...

dancers / concerts.

music groups.

games for children.

markets / masks.

parades / shows.

There are lots of tourists.

*It is a ... festival.
fun / cultural*

*Last (April), I went to my
aunt / uncle's house.*

It was (the Festival of Rice).

Qu'est-ce qu'il y avait?

Pendant plusieurs jours, ...
il y avait ...

Qu'est-ce que tu as fait?

J'ai dansé / mangé ...

Un autre jour / soir,
j'ai entendu ... / vu ...

C'était comment?

C'était ...
amusant / *délicieux.
extraordinaire.

J'ai adoré ma première
expérience (du festival).

What was there?

*For several days, ...
there was/were ...*

What did you do?

I danced / ate ...

*Another day / evening,
I heard ... / saw ...*

How was it?

*It was ...
fun / delicious.*

*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?

J'ai passé une nuit / deux
nuits / une semaine dans cet
hôtel.

L'hôtel ...

Le lit ...

La chambre / fenêtre / vue
(sur la mer) ...

était / n'était pas ...

beau/belle.

cher/chère.

*confortable.

(trop) petit(e).

pratique / propre.

Internet ne marchait pas.

Il n'y avait pas de bruit le soir.

What was the hotel like?

I spent a night / two nights / a
week in this hotel.

The hotel ...

The bed ...

The bedroom / window / (sea)
view ...

was / was not ...

beautiful.

expensive.

comfortable.

(too) small.

practical / clean.

The internet wasn't working.

There was no noise in the
evening.

Il n'y avait pas d'équipement
(dans la salle de jeux).

Il n'y avait pas de place dans
le restaurant.

J'ai perdu la clé.

Je n'ai trouvé personne à la
réception.

Je n'ai rien mangé.

Demain, je vais en vacances.

Tu *loges dans un hôtel?

Oui. J'ai réservé une chambre
pour (trois) personnes.

Pour combien de nuits?

C'est pour une nuit.

Est-ce qu'il y a une piscine?

Je voudrais une chambre avec
une vue sur la mer / la plage.

There was no equipment
(in the games room).

There was no space in the
restaurant.

I lost my key.

I didn't find anyone at
reception.

I ate nothing.

I'm going on holiday tomorrow.

Are you staying in a hotel?

Yes. I've booked a room for
(three) people.

For how many nights?

It's for one night.

Is there a swimming pool?

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?

Il fait / faisait ...
chaud / froid.
beau / mauvais.

Il y a / avait du soleil / du vent.

Il pleut / *pleuvait.

What is the weather like
today?

It is / was ...
hot / cold.
nice / bad weather.

It is / was sunny / windy.

It is / was raining.

Qu'est-ce qu'on va faire?

Qu'est-ce que tu vas faire ce
week-end?

S'il fait beau / chaud / froid /
mauvais ...

je vais ...

aller au musée.

faire du vélo.

prendre un train ...

organiser un concert.

rester chez moi.

What are we going to do?

What are you going to do this
weekend?

If it's nice / hot / cold / bad
weather ...

I am going to ...

go to the museum.

go cycling.

take a train ...

organise a concert.

stay at home.

Normalement, pendant les
grandes vacances, ...

je vais à la campagne.

je dors dans un hôtel.

Normally, during the summer
holidays, ...

I go to the countryside.

I sleep in a hotel.

L'été dernier, / L'année
dernière, ...

j'ai passé du temps / mes
vacances ...

j'ai fait ...

je suis allé(e) ...

je suis parti(e) / je ne suis
pas parti(e) en vacances.

Last summer, / Last year, ...

I spent time / my holidays ...

I did ...

I went ...

I went / I didn't go on
holiday.

Cet été, / Cette année, ...

je vais ...

aller à Paris.

faire quelque chose de
plus/moins actif.

apprendre une nouvelle
langue.

This summer, / This year, ...

I am going to ...

go to Paris.

do something more/less
active.

learn a new language.

GRAMMAIRE

Regular present tense verbs

ER VERBS e.g. Passer = to spend (time)

Je passe	<i>I spend</i>
Tu passes	<i>You spend</i>
Il/Elle/On passe	<i>He/She/One spends</i>
Nous passons	<i>We spend</i>
Vous passez	<i>You spend (form/pl)</i>
Ils/Elles passent	<i>They spend</i>

IR VERBS e.g. Finir = finish

Je finis	<i>I finish</i>
Tu finis	<i>You finish</i>
Il/Elle/On finit	<i>He/She/One finishes</i>
Nous finissons	<i>We finish</i>
Vous finissez	<i>You finish (form/pl)</i>
Ils/Elles finissent	<i>They finish</i>

RE VERBS e.g. vendre = to sell

Je vends	<i>I sell</i>
Tu vends	<i>You sell</i>
Il/Elle/On vend	<i>He/She/One sells</i>
Nous vendons	<i>We sell</i>
Vous vendez	<i>You sell (form/pl)</i>
Ils/Elles vendent	<i>They sell</i>

GRAMMAIRE Irregular present tense verbs

Faire = to do / to make

Je fais	<i>I do</i>
Tu fais	<i>You do</i>
Il/Elle/On fait	<i>He/She/One does</i>
Nous faisons	<i>We do</i>
Vous faites	<i>You do (form/pl)</i>
Ils/Elles font	<i>They do</i>

Aller = to go

Je vais	<i>I go</i>
Tu vas	<i>You go</i>
Il/Elle/On va	<i>He/She/One goes</i>
Nous allons	<i>We go</i>
Vous allez	<i>You go (form/pl)</i>
Ils/Elles vont	<i>They go</i>

Vouloir = to want

Je veux	<i>I want</i>
Tu veux	<i>You want</i>
Il/Elle/On veut	<i>He/She/One wants</i>
Nous voulons	<i>We want</i>
Vous voulez	<i>You want (form/pl)</i>
Ils/Elles veulent	<i>They want</i>

Pouvoir = to be able to

Je peux	<i>I can</i>
Tu peux	<i>You can</i>
Il/Elle/On peut	<i>He/She/One can</i>
Nous pouvons	<i>We can</i>
Vous pouvez	<i>You can (form/pl)</i>
Ils/Elles peuvent	<i>They can</i>

GRAMMAIRE Modal verbs

Grammar

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

★ **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 + infinitive (going to do)

Je vais <i>I am going</i>	aller au parc	<i>to go to the park</i>
	visiter le musée	<i>to visit the museum</i>
On va / Nous allons <i>We are going</i>	manger au resto	<i>to eat at a restaurant</i>
	acheter un jeu vidéo	<i>to buy a videogame</i>
Use the present tense of the verb ALLER from above ↗	voir un spectacle	<i>to see a show</i>
	faire les magasins	<i>to go shopping</i>
	prendre le bus	<i>to take the bus</i>

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

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



The Past: The Perfect Tense with Avoir									
We use the perfect tense to say what <u>we did</u> or <u>have done</u> 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							
J'ai <i>I have</i>	+	ER verbs + é		IR verbs + i		RE verbs + u		Irregulars	
Tu as <i>You have</i>		visité	<i>visited</i>	fini	<i>finished</i>	perdu	<i>lost</i>	fait	<i>did</i>
Il / Elle/ On a <i>He / She has</i>		regardé	<i>watched</i>	vomi	<i>vomited</i>	attendu	<i>waited</i>	pris	<i>took</i>
Nous avons <i>We have</i>		écouté	<i>listened</i>	dormi	<i>slept</i>	vendu	<i>sold</i>	bu	<i>drank</i>
Vous avez <i>You all have</i>		mangé	<i>ate /eaten</i>					vu	<i>saw</i>
Ils / Elles ont <i>They have</i>		acheté	<i>bought</i>					lu	<i>read</i>

Je suis allé(e) ... <i>I went...</i>
Nous sommes allé(e) ... <i>I went...</i>
au parc / au stade <i>...to the parc / stadium</i>
à la piscine <i>...to the pool</i>
aux magasins <i>...to the shops</i>

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		PART 2: The Past participle (+e) (+s)			
Je suis <i>I am</i>	+	allé(e)(s)	<i>went</i>	sorti(e)(s)	<i>went out</i>
Tu es <i>You are</i>		resté(e)(s)	<i>stayed</i>	parti(e)(s)	<i>left</i>
Il / Elle est <i>He/She is</i>		arrivé(e)(s)	<i>arrived</i>	venu(e)(s)	<i>came</i>
Nous sommes <i>We are</i>		retourné(e)(s)	<i>returned</i>	revenu(e)(s)	<i>came back</i>
Vous êtes <i>You lot are</i>		rentré(e)(s)	<i>went back (home)</i>	devenu(e)(s)	<i>became</i>
Ils / Elles sont <i>They are</i>)	

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

Intensifiers...

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

Adverbs...

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

Conditional...

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

Opinions

j'aime bien - I like	Ça me plaît beaucoup - I like it a lot
j'aime beaucoup - I like a lot	Ça me plaît de m'amuser - I like having fun
j'aime assez - I quite like	Ça me plaît de sortir - I like going out
je n'aime pas beaucoup - I don't much like	Ça me plaît de faire ... - I like doing/going ...
je n'aime pas tellement - I don't really like	Ça me plaît d'aller ... - I like going all
je n'aime pas trop - I don't really like too much	bête
je n'aime pas du tout - I don't like at all	sympa
je déteste - I hate	une perte de temps
	laid (e)
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
	impoli (e)
	désastreux (euse)
	casse-pieds
	pas mal
	rien de spécial
	ordinaire
	effrayant (e)
	sympa
	nice
	waste of time
	ugly
	fabuleux (euse)
	fabulous
	rude
	desastreux (euse)
	desastrous
	annoying
	not bad
	nothing
	special
	ordinary
	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

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



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	- it's worth it
(worth the effort)	
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

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

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

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	
Je vais	I go
Je fais	I do/make
Je joue	I play
Je travaille	I work
Je mange	I eat
Je bois	I drink
Je finis	I finish
Je prends	I take
Je voyage	I travel
Je sors	I go out
Je dors	I sleep
Je parle	I talk
Je peux	I can
Je lis	I read

HE/SHE/WE	
Il/elle/on va	
Il/elle/on fait	
Il/elle/on joue	
Il/elle/on travaille	
Il/elle/on mange	
Il/elle/on boit	
Il/elle/on finit	
Il/elle/on prend	
Il/elle/on voyage	
Il/elle/on sort	
Il/elle/on dort	
Il/elle/on parle	
Il/elle/on peut	
Il/elle/on lit	

I	
Je suis allé(e)	I went
J'ai fait	I did
J'ai joué	I played
J'ai travaillé	I worked
J'ai mangé	I ate
J'ai bu	I drank
J'ai fini	I finished
J'ai pris	I took
J'ai voyagé	I travelled
Je suis sorti(e)	I went out
J'ai dormi	I slept
J'ai parlé	I talked
J'ai pu	I was able
J'ai lu	I read

HE/SHE/WE	
Il/elle/on est allé(e)	
Il/elle/on a fait	
Il/elle/on a joué	
Il/elle/on a travaillé	
Il/elle/on a mangé	
Il/elle/on a bu	
Il/elle/on a fini	
Il/elle/on a pris	
Il/elle/on a voyagé	
Il/elle/on est sorti(e)	
Il/elle/on a dormi	
Il/elle/on a parlé	
Il/elle/on a pu	
Il/elle/on a lu	

I	
Je vais aller	I will go
Je vais faire	I will do/make
Je vais jouer	I will play
Je vais travailler	I will work
Je vais manger	I will eat
Je vais boire	I will drink
Je vais finir	I will finish
Je vais prendre	I will take
Je vais voyager	I will travel
Je vais sortir	I will go out
Je vais dormir	I will sleep
Je vais parler	I will talk
Je vais pouvoir	I will be able
Je vais lire	I will read

HE/SHE/WE	
Il/elle/on va aller	
Il/elle/on va faire	
Il/elle/on va jouer	
Il/elle/on va travailler	
Il/elle/on va manger	
Il/elle/on va boire	
Il/elle/on va finir	
Il/elle/on va prendre	
Il/elle/on va voyager	
Il/elle/on va sortir	
Il/elle/on va dormir	
Il/elle/on va parler	
Il/elle/on va pouvoir	
Il/elle/on va lire	

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

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

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 8/9 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 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*
 dégoûtant (e) *disgusting*
 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	<i>silly</i>
sympa	<i>nice</i>
une perte de temps	<i>waste of time</i>
laid (e)	<i>ugly</i>
fabuleux (euse)	<i>fabulous</i>
impoli (e)	<i>rude</i>
désastreux (euse)	<i>disastrous</i>
Casse-pieds	<i>annoying</i>
pas mal	<i>not bad</i>
rien de spécial	<i>nothing</i>
spécial	
effrayant (e)	<i>scary</i>

Direct object pronouns: avoid repetition

Find if the word you are referring 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 don't 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	heureusement - fortunately
aussi - also	malheureusement - unfortunately
en plus - also, in addition	en fait - in fact
également - equally, also	cependant - however
c'est vrai que - it's true that	pourtant - however
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	

Adverbs

vraiment - really (truly)
 tellement - really (so)
 incroyablement -
 incroyablement -
 extrêmement -
 extrêmement -
 particulièrement -
 particulièrement -
 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

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'achèterais - 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

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

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
 the most visited town
 les matières les plus
 intéressantes : the most
 interesting subjects

Changing Economic World Paper 2, Question 2

Tier 3 Vocabulary

- Economy** – the production, consumption, and trade of goods and services.
- GDP** – the total value of all goods and services produced in a country.
- LIC** – A low income country with a GNI per capita of less than \$1045.
- NEE** – A newly emerging economy with a GNI of between \$1,046 and \$12,696.
- The Commonwealth** – a voluntary association of 53 independent and equal sovereign states, which were mostly territories of the former British Empire.

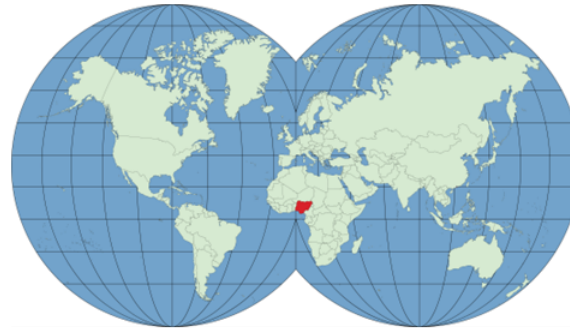
Global Importance

- Nigeria had the 31st largest GDP in 2018.
- It is the world's 21st largest economy and has experienced recent rapid growth.
- Seventh largest population in the world.
- Nigeria is the 13th largest producer of oil.
- Lagos, Nigeria's largest city, is a thriving 'world city', with a strong financial and economic base.
- Nigeria has the second-largest film industry in the world.
- Nigeria plays an important role in United Nations peacekeeping.

Nigeria

Nigeria is an NEE in Africa. It is one of a number of countries experiencing rapid economic growth.

What is Nigeria's location?



Nigeria is in **West Africa**, bordering **Benin, Niger, Chad & Cameroon**. It **borders the Gulf of Guinea**, part of the Atlantic Ocean. Nigeria is almost 4 times the physical size of the UK. Its **population of over 200,000,000**, is three times the size of the UK. Nigeria is the **most populous and economically developed** country in Africa. Its recent growth, based on the **sale of oil**, has led to the country's transformation from a LIC to a NEE.

Regional Importance

- The fastest growing economy in Africa.
- Nigeria has the highest GNP in Africa.
- Nigeria has the largest population on the continent.
- Nigeria has the third-largest manufacturing sector. The country also has the largest agricultural output and the highest number of cattle.
- Nigerian music is enjoyed throughout Africa. It is also a hub for literature boasting a range of popular writers.

Political Context

- European colonial powers drew up Africa's political in 1883. The continent was exploited for natural resources & slavery for many years.
- After independence from UK (1960), Nigeria had political instability due to different factions fighting for control - Civil war ravaged between 1967 to 1970.
- 1991 - capital moved from Lagos to the newly built Abuja. Regarded as stable since 1999, experienced free & fair elections in 2011 & 2015.
- Increased confidence has led to economic investment from China, the USA & South Africa.
- Nigeria is a member of the Commonwealth.

Changing Economic World Paper 2, Question 2

Nigeria Cultural Context

- Nigeria has a rich and varied culture due to its social diversity. Its film, music and literary sectors are thriving.
- Nigeria has experienced success within Africa by winning the African Cup of Nations three times.
- Nigeria has the second-largest film industry in the world, behind India. Nigerian cinema is known as “Nollywood”.

Nigeria Regional Variations

- There are huge variations in wealth & development in Nigeria.
- Urban areas have a greater share of public services.

Nigeria Economic Growth

Nigeria has the largest economy in Africa and one of the fastest-growing economies in the world. The graph (right) shows considerable growth in Nigeria's GDP from 2000 to 2022.



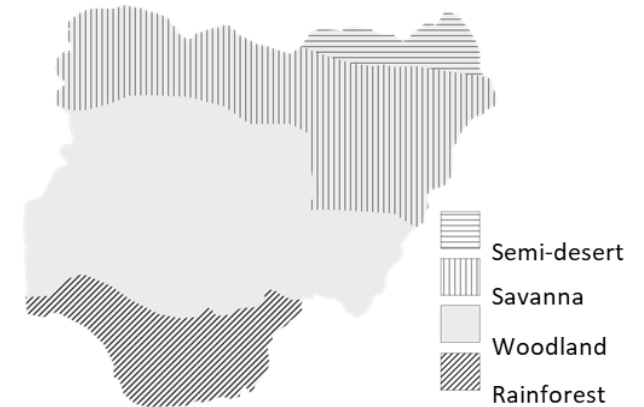
Despite growth, Nigeria has a significant inequality gap. Wealth is mostly found in the south (Lagos). The north is exceptionally poor, most living on less than \$1.25 per day. Wealth is held by a small proportion of people in Nigeria.

Nigeria Social Context

- The population of Nigeria is multi-cultural and multi-faith. It is a land of over 500 languages and hundreds of ethnic groups, such as the Hausa, Yoruba and Igbo.
- Although social diversity is a considerable strength of Nigeria, it has led to some regional conflicts. The fundamentalist group Boko Haram has hindered economic development through conflict.

Nigeria

Environmental Context



- Nigeria spans several climatic regions. It experiences a tropical climate to the south, whereas, toward the north, it is much drier.
- Rainforest thrives in the equatorial climate in southern Nigeria. Tree crops in this area include cocoa, palm oil and rubber.
- To the north, savanna grassland replaces the rainforest. A range of field crops is typical here, including cotton and millet. Cattle also graze the savanna.
- Semi-desert exists in the very north of Nigeria. The nomadic grazing of cattle is the primary type of agriculture in the region.

Changing Economic World Paper 2, Question 2

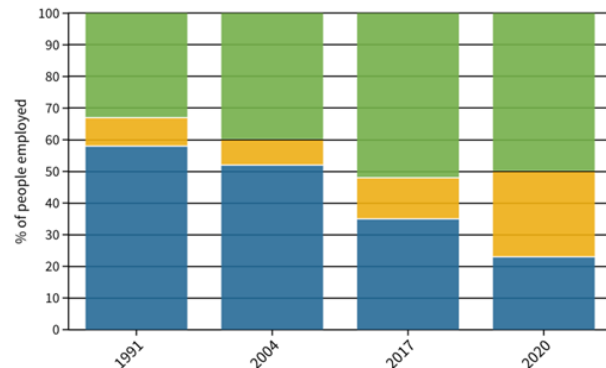
Changing Industrial Sectors

The structure of Nigeria's economy has changed significantly. Its economy has transformed from one mainly based on agriculture to services & manufacturing. 52% of Nigeria's GDP now comes from manufacturing & services. Mechanisation & rural-urban migration have led to a decline in employment in agriculture.

Foreign investment and growth in the service sector (mainly IT) along with its vast oil reserves has significantly changed Nigeria's economy. Manufacturing the fastest growing sector, due to its cheap and plentiful labour and vast market.

Nigeria Changing Structure

■ Agriculture ■ Industry ■ Services



Since 1991 there have been significant changes to Nigeria's industrial structure. Employment in agriculture has declined due to mechanisation, it's industrial and service sectors have grown.

Nigeria Manufacturing

Nigeria's manufacturing industry was limited by dependence on exporting raw materials, mainly agricultural produce. Processing was mainly done abroad. However, now, manufacturing accounted for 27% of Nigeria's GDP, growing faster than oils, gas, and telecommunications. This is due to its rapidly growing home market, cheap labour forces, and improving infrastructure.

Economic Development

Economic development has been stimulated by manufacturing growth:

- A more secure income means increased demand for goods and services.
- Multiplier effect (other support industries grow)
- Increase in tax to spend on development
- Foreign investment

TNCs in Nigeria's Oil Sector

The Niger Delta region, an important wetland and coastal ecosystem, is home to Nigeria's oil and gas industry. Nigeria's oil boom took off during the 1970s. It relied on the expertise of large transnational corporations, including Total (France), Exxon-Mobil (USA), Shell (UK and Netherlands), Chevron (USA) and Agip (Italy).

To keep more oil profits within the country, the Nigerian government has set up the Nigerian National Petroleum Corporation (NNPC) to form joint ventures with TNCs.

Nigeria Tier 3 Vocabulary

Industrial structure – The relative proportion of the workforce employed in different sectors of the economy (primary, secondary, tertiary and quaternary).

Transnational Corporation (TNC) – A company that has operations (factories, offices, research and development, shops) in more than one country. Many TNCs are large and have well-known brands.

Advantages of TNCs

Advantages of TNCs include:

- international links that provide access to markets around the world
- bringing financial investment into the host country's economy
- providing jobs and training to local people
- higher wage levels
- introducing new technology that might otherwise not be available

Disadvantages of TNCs

Disadvantages of TNCs include:

- profits leave the country and benefit shareholders, often in HICs
- paid wages lower than in the home country of the TNC
- causing significant environmental damage without taking responsibility for cleaning up
- powerful TNCs can exert pressure on governments
- raw materials are exported before being refined, reducing profits in LICs and NEEs

Changing Economic World Paper 2, Question 2


TNC Environmental Impacts


The Niger Delta region has experienced a range of environmental damage caused by the oil industry. Farmland has been damaged by leaking oil pipes, meaning crops no longer grow in some areas.

Oil pollution from tankers and damaged pipelines kills fish in the sea and the delta. When gas is burned off from the oil, greenhouse gases are released, contributing to climate change. The process also causes respiratory problems for local people.

In the Niger Delta, the contamination of fish and crops has destroyed livelihoods, destroyed local employment opportunities and pushed many into militancy. Life expectancy in the Niger Delta is ten years below the national average.

Nigeria Tier 3 Vocabulary

 **Trade** – The buying and selling of goods and services between countries.

 **Commonwealth** - a voluntary association of 56 independent and equal sovereign states, which were mostly territories of the former British Empire.

Nigeria and Britain

Trade between Britain and West Africa has occurred for over 300 years. Britain traded enslaved African people (take to America & Caribbean). After abolition of slavery (1807), trade turned to palm oil - Britain to make soap.

During the 1800s, Nigeria and much of Africa were part of the British Empire. Nigeria became independent in 1960. By this time, the trade relationship had become one where raw materials were exported to Britain, and Nigeria imported manufactured goods.

Political Relationships

- Nigeria was integral to the British Empire, meaning political & trade connections were primarily with UK & other Empire members.
- After independence in 1960, Nigeria has remained a part of the Commonwealth, maintaining its robust ties with the UK while expanding its relations with other regions - Africa, Asia, and USA.
- Nigeria holds a prominent political position within Africa, contributing significantly to economic planning through the African Union and participating actively in UN peacekeeping.
- Nigeria's relations with China are on the rise, with the country reaping the benefits of increased investment, a prime example being the US\$12 billion funding for a new 1,400-kilometre railway project.

Changing Trading Relationships


- Nigeria now mostly trades with the world's largest economies - EU, USA & India.
- Since independence, oil has become Nigeria's main natural commodity export. However, it still imports manufactured goods such as chemicals & machinery.
- Primarily imports refined petroleum products from EU & USA, cars (Brazil), mobile devices (China), & essential food grains like rice & wheat. Most of these imports originate from China, USA, & EU.
- Nearly ½ of Nigeria's exports are to EU - crude oil, natural gas, rubber, cotton, & cocoa. Most of Nigeria's crude oil arrives in India, China, Japan, & South Korea. Around 30% of Nigeria's cotton is shipped to Australia & 15% to Indonesia. Cocoa is exported to Barbados for processing.
- Nigeria is a member of multiple trade associations; Economic Community of West African States (ECOWAS - HQ in Abuja), & the Organisation of the Petroleum Exporting Countries (OPEC).

Nigeria & China

China is Nigeria's leading import partner, investing heavily in Nigeria. E.g. the construction of the 1400km coastal railway. However, China also benefits from the developing relationship - China is investing \$10 billion into exploring and drilling in a new oilfield in Nigeria to meet the significant demand for resources.

Changing Economic World Paper 2, Question 2

Nigeria Tier 3 Vocabulary

 **International Aid** – Money, goods and services given by the government of one country or a multilateral institution e.g. World Bank or International Monetary Fund to help the **quality of life** and **economy** of another country.

Types of Aid

International Aid

Official Development Assistance (ODA) given by governments and funded by taxes. Sometimes unpopular with taxpayers.

Voluntary aid is donated by individuals or companies and distributed by charities and NGOs, like Oxfam.

Multilateral aid is given through international organisations such as the IMF or World Bank.

Bilateral aid is when a country gives aid directly to another. Conditions can be attached.

Short-term emergency relief provides support immediately after disasters such as war and earthquakes.

Long-term development assistance improves lives over time through healthcare, education or agricultural development

Does Nigeria Need Aid?

One of the main reasons why Nigeria receives a considerable amount of aid is due to the significant inequality of wealth within the country. According to the UK Department for International Development (DFID), despite having the largest economy in Africa, around 1/3rd of Nigerians (60 million) live below the national poverty line, with around another 1/3rd just above. Other issues in Nigeria include:

- a low life expectancy at 53.87 in 2017 according to the World Bank
- high birth rates at 5.5 children per woman
- the high infant mortality rate at 100 child deaths under-5 (per 1,000 live births)
- low literacy rates with only 44% of children attending secondary school
- only 42% of children aged 12-23 months are immunised against measles
- violence and protests in the Niger Delta due to oil wealth and environmental impact
- terrorism in the north, e.g. Boko Haram
- the high death rate from Malaria

Issues with Aid

Corruption of government and individuals = some aid is lost or not given to the right people. There have been claims aid money has been used to supply the Navy. Donors of aid may have political influence over who does and does not benefit. In addition, they may use donations to promote themselves.

How does Nigeria benefit?

- Nets for Life project provides education on Malaria and give mosquito nets to households to prevent the spread of the disease.
- World Bank-funded loans to businesses to help diversify the economy away from being dependent on oil to develop new businesses.
- The UK government has funded health and HIV programmes providing health and education in rural areas. This will help to protect people against infection in the future and help them to work and improve their own lives.



Health and Social Care

R033 Supporting individuals through life events

KNOWLEDGE ORGANISER HEALTH AND SOCIAL CARE YEAR 10 R033

RO33: Supporting individuals through life event (Live assessment/course work)

KEY TERMS

Topic 1: Life Stages and development

4-10 years: childhood

11-18 years: adolescence

19-45 years: young adult

46-65 years: middle adulthood

65+ years: older adult



Task 1: You will be set a task on growth and development through a life stage, this can be any of the 5 studied set by the exam board.

Factors affecting growth and development across life stages

Physical factors

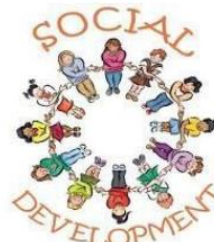
Social Factors

Emotional Factors

Economic Factors

Cultural Factors

Environmental Factors



PIES: You need to know them

Physical: fine and gross motor skills, mobility, body changes, menopause, ageing characterises.

Intellectual: language development,
Emotional: Bonding, different attachments, independence, self-confidence, self image, self esteem.

Social: relationships, social skills and responsibilities.





Health and Social Care

R033 Supporting individuals through life events

2.1 IMPACTS OF LIFE EVENTS Example of Factors

- **Physical Factors:** Diet and nutrition, activities, lifestyle choices eg alcohol, smoking, genetics, physical and mental health, disability, sensory impairment.
- **Social Factors:** positive and negative relationships, social inclusion/exclusion, opportunities, discrimination bullying.
- **Emotional Factors:** anxiety, fear, sadness, happiness, grief, attachments, family security.
- **Cultural Factors:** Community, religion, race, gender, sexual orientation.
- **Environmental Factors:** housing needs and conditions, pollution (air, noise light), neighbourhood, home environment (neglect, conflict), access to services.

Task 2a: You will set a task on life events and sources of support for individuals. In this task you need to interview a real person.



EXPECTED AND UNEXPECTED LIFE EVENTS AND IMPACTS

PHYSICAL EVENTS: accidents, injury, illness, genetic disorders, puberty, menopause.

RELATIONSHIP CHANGES: starting/ending relationships, divorce/separation, parenthood, bereavement.

LIFE CIRCUMSTANCES: school starting/changing/exclusion, redundancy, imprisonment, retirement, bankruptcy.

IMPACTS:

Physical: illness/tiredness, pain, weight loss/gain, appearance.

Intellectual: adapting to change, learning new skills. Learning impairment.

Emotional: mental health, grief, anxiety, stress, depression, self-esteem/self-image.

Social: lifestyle choices, personal relationships with friends and family.

Financial: change in income, increases costs change in wealth.

INDIVIDUALS NEEDS EXAMPLES:

Weight gain-dietary advice and support.

Stress/anxiety-coping mechanisms, someone to talk to, mental health support.

Loss of income- financial advice and support

Learning impairment-specialist support, independent living, equipment.





Health and Social Care

R033 Supporting individuals through life events

3.1 Sources of support that meet individual needs

KEY WORDS

FORMAL

INFORMAL

CHARITIES

WHAT YOU MUST KNOW!
ROLE OF PRACTITIONERS AND INFORMAL
CARERS
HOW PRACTITIONERS MEET INDIVIDUAL
NEEDS AND HOW THIS SUPPORTS SERVICE
USERS



Task 2b: You will be set a task on researching and recommending support to meet individual needs, this may be on a local or national level.

TYPES OF SERVICES

FORMAL: Hospitals, health centres, care homes, day centres, children's services, hospices, respite care, rehabilitation centres, (addiction)

INFORMAL: family/friends, religion/culture

CHARITIES: Relate, Gingerbread, Cruse, Age UK, MIND, specialist charities



PRACTITIONERS SOME EXAMPLES:

- G.P**
- NURSE**
- MIDWIFE**
- SPECIALIST DOCTOR**
- PHYSIOTHERAPIST**
- DIETICIAN**
- SOCIAL WORKER**
- COUNSELLOR**
- OCCUPATIONAL THERAPIST**
- HEALTH CARE WORKER**
- CHARITY WORKERS**





Health and Social Care

R032 Principles of care

1.1 Types of care settings

Healthcare	Social care	1.
Dental practice	Retirement home	
GP surgery	Day centre	
Optician	Residential home	
Nursing home	Homeless shelter	
Health centre	Foodbank	
Pharmacy	Community centre	
Walk-in centre	Support group	
Hospital	Social services department	

Choice- giving individuals options

3.

Social care examples

- Offering a range of activities so that residents can choose whether or not to take part
- Ensuring that residents have access to both a television lounge and quiet room
- What to eat
- What clothes to wear
- When to go to bed/get up
- Whether they have a bath or a shower

Health care examples

- Where to receive care e.g. support at home or in a residential home
- Choice of male or female doctor to meet cultural requirements
- Whether or not to receive treatment
- Choosing the GP we want to see

Consultation- involves discussing an issue with another person to get their thoughts and opinions so that a decision can be made that is acceptable for all involved

4.

- This means discussing things with people whatever their age
- People should be asked about the care they want
- Discuss wants and needs
- Clarify likes and dislikes
- Ask for preferences and options
- Peoples opinions and thoughts about different situations should be found out

1.2 The rights of service users

- Choice
- Consultation
- Confidentiality
- Protection from abuse and harm
- Equal and fair treatment

2.

Confidentiality- keeping limited access and restrictions on personal sensitive information

5.

- Examples include: Having personal notes stored securely, e.g. in a filing cabinet that is locked or passwords on computers only for those that need access to information
- Passing on information on a "need to know" basis
- Not gossiping about service users
- Shredding unwanted written information
- Having conversations in an enclosed room

Need to know basis

- Information is only shared with those directly involved with the care and support of the individual.
- Access to information is restricted to those who have a clear reason to access it when providing care and support for an individual.
- Telling a practitioner the facts they need to be aware of, to provide care for the individual, at the time they need to know them and nothing more.
- If something is said on a need to know basis you can only tell it to the relevant people. For example if someone had a problem at school they would tell the head of year, not all the teachers .

2



Health and Social Care

R032 Principles of care

1.2 The rights of service users(continued)

Protection from abuse and harm

Some settings provide care for those who are more at risk of abuse and harm , such as:

- Service users with dementia
- Service users with a learning disability
- Children

These service users might not know what abuse is or understand their rights. They may not realise they are being abused or receiving poor treatment and may not remember what has happened or know how to tell anyone clearly. So, it is essential that staff are aware and follow **safeguarding** procedures.

- Staff having CRB (Criminal Records Bureau) checks
- Staff to be trained in first aid, manual handling, safeguarding
- CCTV on entrance and exit
- Another person being there when an examination takes place, e.g. GP and nurse

6.

1.3 The benefits to service users' health and well-being when their rights are maintained

Benefits to service users if rights are maintained:

- To make people feel valued
- To raise self-esteem
- To **empower** individuals
- To instil confidence
- To instil trust
- To make individuals feel safe
- To give equality of access to services
- To meet individual needs



High self-esteem

A person with high self-esteem feels valued and respected. If someone is treated fairly and receives appropriate care that meets their needs , and which enables them to live a better life, they will benefit emotionally and feel more positive. Having high self-esteem improves mental health and leads to feeling:

- Valued
- Respected
- confident

9.



Empowerment

Having choices and being consulted about care preferences gives service users control over their lives and promotes their independence. This increases their self-esteem and makes them feel valued.

Empowerment :

- Encourages independence and being self reliant
- Makes service users feel in control of their lives
- Gives service users choice, control and independence
- Ensures equality of access to care services

10.

Equal and fair treatment- being given the same opportunities and choices as everyone else.

7.

- People should be treated/be able to use services for the needs they have
- e.g. children should all have the same chances in school despite their ability
- elderly people should get the same medical treatment as younger people

A child who has a special educational need or disability should be enabled to take part in the same lessons as the rest of the class. This may mean that they need:

- Extra support such as simpler worksheets or tasks
- One to one support from the teacher or teaching assistant

Staff at a residential home have arranged a trip to the coast. The coach that is taking them must have a wheelchair ramp, otherwise those residents that are wheelchair users will be unable to go.



Health and Social Care

R032 Principles of care

1.3 continued

Service users' needs are met

Service users who receive appropriate care and treatment will be helped to recover from injury or illness, or learn to manage a disability or health condition, and still enjoy and achieve in life.

Meeting a service users' needs:

- Means giving appropriate care and treatment so that service user's requirements are met
- Results in good and improving physical health
- Results in good and improving mental health

11.

Trust

12.

It is important that service users' receiving care feel able to trust their care providers. They must feel that service providers are trustworthy, that they will not harm them and that they have their best interests at heart.

Service users' who can trust their care providers will feel:

- Reassured that service providers will not harm them
- Confident that service providers have their best interests in mind
- Confident in the care they receive
- Confident that staff will be able to provide a safe environment for care, following health and safety policies and procedures

2.1 Person-centred values and how they are applied by service providers

Person-centred values of care are key principles that underpin the work of those providing care and support in health and social care.

- They are a set of guidelines that provide ways of working for care settings and their staff
- Person-centred practice enables service users to receive person centred care that meets their own unique needs.

Person-centred values:

- Individuality
- Choice
- Rights
- Independence
- Privacy
- Dignity
- Respect
- Partnership
- Encouraging decision making of the service user

13.

Individuality

14.

This means recognising that each person has their own identity, needs, wishes, beliefs and values. These individual differences must be considered and taken account of when providing care.

Choice

All service users are entitled to make their own choices. Choice is empowering and this is a feature of person-centred care. For example service users should be offered a range of different care options and given enough information about them to make an informed choice.

15.

Independence

16.

Having independence means that a service user :

Does not have to rely on others

Has the opportunity and freedom to make their own decisions

A service provider should support service users' to have as much control over their lives as possible, as this enables person-centred care

Rights

17.

Everyone is entitled to rights (see Topic area 1)

Service providers who support service users rights will be working within the law and providing a high standard of personalised care.



Health and Social Care

2.1 (continued)

R032 Principles of care

Privacy

Many procedures in healthcare and social care require privacy, such as showering and dressing someone. It is vital to respect and protect the service users' privacy. An example of good practice is to knock on the service users' door before entering. 18.

Dignity

This involves having regard for the feelings, opinions and wishes of others. By respecting and valuing the service users' rights, views and needs, the service provider supports their self-esteem and makes them feel valued. 19.

Respect

Having respect means treating someone in a way that shows they have importance as an individual, and their opinions and feelings have value. Service providers should respect service users'

- Diversity
- Sexuality
- Faith, cultural needs and preferences
- Rights
- Confidentiality

The people using health and social care will be from a range of different backgrounds. The Equality Act 2010 identifies 9 protected characteristics, and is illegal to discriminate against any of these characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion
- Sex
- Sexual Orientation

Any unfair treatment, exclusion or discrimination against service users is against the law.

20.

Partnership

This involves different professionals, service and agencies working together to provide the most effective care for a service user requiring treatment or support. This could involve, for example, the hospital, a social worker and a care home working together to provide care to meet needs of an older adult being discharged from hospital after a fall. 21.

Encouraging decision making of service user

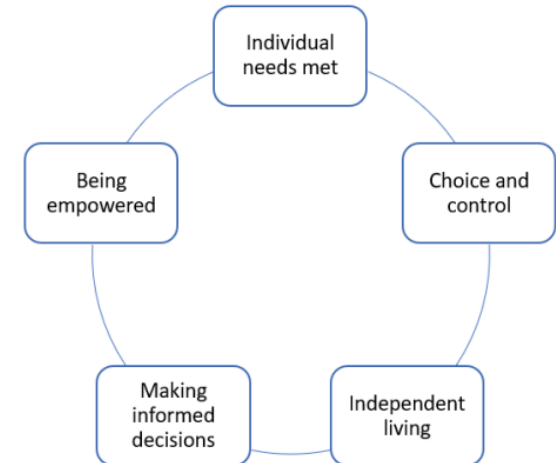
22.

A service user may be recommended to use a walking aid to help with mobility:

- The suggestion is to use a walking frame rather than a stick to help the service user walk short distances, but they do not want to use a frame
- The service user should be encouraged to make their own decision by discussing advantages and disadvantages of each aid.
- The service user is more likely to use a walking aid if it has been their own choice..

Person centred care means..

23.



History

WEIMAR GERMANY

Knowledge organiser

Topic 1

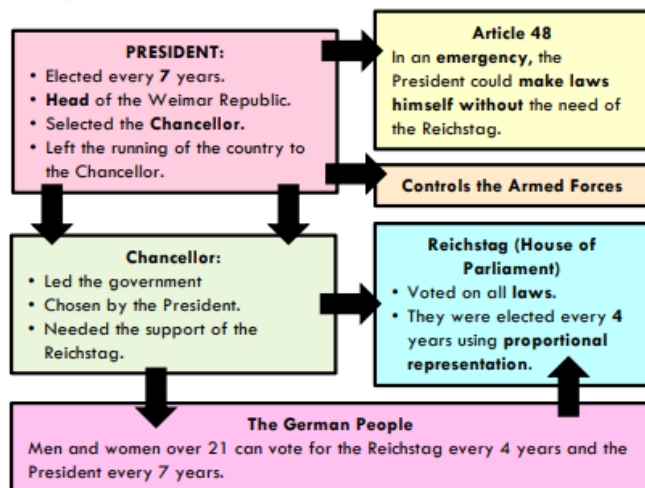
The Weimar Republic faced challenges to its early years from 1919-1924. It experienced a period of recovery in the years 1924-29, during which there were important changes in society.

Key Dates

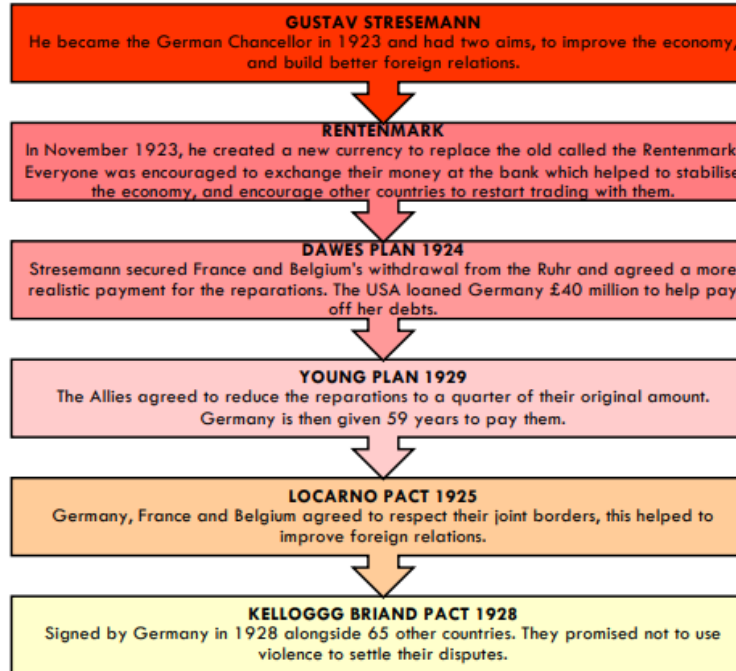
KEY EVENTS

- 1918 November:** World War One ended. The Kaiser abdicated and Germany became a republic.
- 1919 January:** The Spartacist Uprising led by the Communists in Germany against the newly formed Weimar Republic.
- 1919 June:** The Treaty of Versailles is signed, leading many Germans to resent the government.
- 1919 August:** The Weimar Constitution is approved.
- 1920 March:** The Kapp Putsch starts, aiming to put Wolfgang Kapp, a right wing nationalist, in power.
- 1923 January:** The French occupation of the Ruhr begins, leading to hyperinflation across Germany.
- 1924:** The Dawes Plan
- 1925:** The Locarno Pact
- 1926:** Germany joins the League of Nations
- 1928:** Kellogg Briand Pact is signed
- 1929:** Young Plan agreed

WEIMAR CONSTITUTION



RECOVERY OF THE WEIMAR REPUBLIC, 1923-29



CHALLENGES TO THE WEIMAR REPUBLIC

TREATY OF VERSAILLES

The terms of the treaty were severe. Article 238 said they had to take the blame for the war, their army was limited and they had to pay back £6.6 million in reparations. The German People felt as though they had been stabbed in the back.

SPARTACIST UPRISING

This was an uprising from the extreme Left, who wanted a Communist revolution and to get rid of the Weimar Government. Led by Liebknecht and Luxemburg, they tried to take over Berlin by taking key buildings and newspapers. It failed as the Freikorps suppressed the rebellion.

KAPP PUTSCH

Rebellion from the right. It was led by Wolfgang Kapp and the Freikorps. They wanted to create a right wing government. The Freikorps marched to Berlin to overthrow the Weimar government but the German workers opposed this. Berlin was paralysed and Kapp gave up.

INVASION OF THE RUHR

By 1923, Germany could not pay the reparations to France. France and Belgium decided to take Germany's resources instead so they occupied the Ruhr, the richest part of Germany. It gave them access to Germany's iron and coal reserves. The German workers strike in protest.

HYPERINFLATION

Germany tried to solve her debt problems by printing more money, but this plunged the economy into hyperinflation. This is when the value of money decreases so drastically, and the value of goods increases. By 1923 even basic necessities were hard to get hold of. The German people were struggling.

WEIMAR CULTURE AND SOCIETY

WOMEN

- ☐ Now enjoyed equal rights in voting, marriage and work
- ☐ Enjoyed social freedom (fashion, smoking and drinking)
- ☐ Only 36% worked and wages were less than men
- ☐ 3000 female doctors by 1930 and 112 elected to the Reichstag

STANDARD OF LIVING

- ☐ Wages increased by 10%
- ☐ Working hours dropped
- ☐ New housing – 2 million were built
- ☐ 60% less homelessness
- ☐ Benefits for unemployment, war veterans and single mothers at 60 marks a week

CULTURE

- ☐ Germany becomes the culture capital
- ☐ There was no censorship under the Weimar government
- ☐ Freedom of speech was encouraged
- ☐ New architecture – Bauhaus- and art – modernism – were introduced
- ☐ Golden age of German cinema.

History

RISE TO POWER

Knowledge organiser

Topic 2

Key Dates

KEY EVENTS

September 1919: Hitler joins the DAP – a right wing political group

February 1920: The DAP is renamed the NSDAP, the National Socialist German Workers Party.

February 1920: The Nazis published their 25 point programme outlining their road to a stronger Germany

July 1921: Hitler becomes the leader of the NSDAP

November 1921: The SA are set up

November 1923: The Munich Putsch is organised, but it fails.

February 1924: Hitler is imprisoned for his role in the Putsch but only serves 10 months

December 1924: Hitler releases Mein Kampf

May 1928: The Nazis get 12 seats in the general election

October 1929: Wall Street Crash leads to the Great Depression

September 1930: Unemployment reaches 3 million, the Nazis get 106 seats in the election.

April 1932: Hitler comes runner up in the Presidential election. With 13.4 million votes

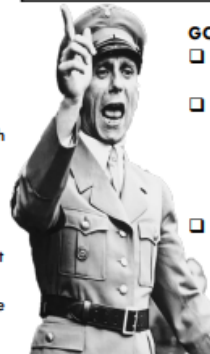
July 1932: Unemployment reaches 6 million, the Nazis get 230 seats in the Reichstag

January 1933: Hitler is appointed Chancellor of Germany

In 1919–20, the Nazi Party was set up and in the Munich Putsch of 1923, Hitler unsuccessfully tried to seize power by force. There was limited backing for the Nazis during the years 1924–28. The Wall Street Crash and depression of 1929 helped the party gain support. Political developments in 1932 led to Hitler becoming chancellor in 1933.

EARLY STAGES OF THE NAZI PARTY

- ❑ Hitler began his political career in the German Workers Party in January 1919. The German Workers Party began to rely on him to get new party members. In 1920, the party was rebranded as the National Socialist German Workers Party
- ❑ In February 1920, the Nazi Party promoted its policies in the 25 point programme: the Treaty of Versailles should be abolished. All German speakers should be united. Only people with German Blood can be classed as citizens. Jews are not allowed to be German
- ❑ In 1921, Hitler founded his own party militia called the SA (the storm troopers). They carried out violent anti-Semitic attacks and intimidated rival political groups.



GOEBBELS

- ❑ He was made head of Nazi propaganda
- ❑ He believed in appealing to the peoples feelings in order to get them to support the party
- ❑ He oversaw huge propaganda campaigns with posters, leaflets, radio and organised rallies.

ROLES IN THE NSDAP

- ❑ Hitler kept control of his own party using 'stormtroopers' or SA led by Ernst Rohm
- ❑ They were ex soldiers who were paid by the Nazis
- ❑ They controlled crowds at meetings and removed opposition
- ❑ They made the NSDAP look strong and official

THE SA



SUPPORT FOR THE NAZIS IN THE 1920S

Under Stresemann, Germany had a better international status and had a stronger economy. Both of these factors limited the support for Hitler and the NSDAP as people realised they did not need extreme solutions to their problems. In 1925, Paul Von Hindenburg became the president. He was an ex WW1 war hero and general. Having him in charge further boosted the support for the Weimar Republic and cut support for parties trying to get rid of it, such as the NSDAP. In 1929, America plunged into severe economic depression with the Wall Street Crash, and dragged Germany down with it. This then meant that people turned back to the NSDAP as the Weimar government did not act quickly enough.

HITLER BECOMES

CHANCELLOR

JANUARY 1932

There are 6 million unemployed. Hitler uses the depression to promise better things, and people are desperate for a solution so they look to his more extreme ideas.

APRIL 1932

Hitler stands against Hindenburg for presidency. He loses, as Hindenburg is still a highly respected army veteran with a good reputation in the job.

JULY 1932

The Nazis were the largest part in the Reichstag with 230 seats. They do not have a majority but can operate with more power.

NOVEMBER 1932

The Nazis lose seats in this election, but they still remain the largest party in the Reichstag. This is a loss for Hitler however.

JANUARY 1933

Hitler is offered the Chancellorship in January 1933. Von Papen was made Vice Chancellor. Von Papen argued that they could control Hitler and use him as a puppet to get what they wanted out of the government. They were very wrong. Hitler therefore became Chancellor with the aid of political alliances which would eventually backfire on those within the deal.

THE MUNICH PUTSCH

HITLER TRIED TO OVERTHROW THE GOVERNMENT IN THE MUNICH PUTSCH

- In November 1923, the Nazis marched on Munich.
- Hitlers soldiers occupied a beer hall in the Bavarian city of Munich where local government leaders were meeting.
- He announced that the revolution had begun



WHAT HAPPENED DURING THE MUNICH PUTSCH?

- The next day Hitler marched into Munich supported by his Storm Troopers (SA)
- The news of the revolt had leaked to the police, who were waiting for them.
- The police fired on the rebels and the revolt collapsed.



HITLER WAS IMPRISONED AND WROTE MEIN KAMPF

- He wrote a book in prison called Mein Kampf (my struggle) describing his beliefs and ambitions
- The Nazi party was banned, but it was removed in January 1925.
- Hitler became supreme leader and changed tactics from violence to politics.



HITLER CHANGES TACTICS IN 1926

- Hitler has a conference with the Nazi Leaders in Bamberg.
- At the conference, he makes it clear that the party would only follow his agenda.
- The party was however not very popular during the 1920s, as there was relative security within Germany thanks to Stresemann.

History

NAZI CONTROL

Knowledge organiser

Topic 3

Key Dates

KEY EVENTS

February 1933: Reichstag Fire. Parliament burns down and Hindenburg passes the Reichstag fire decree.

March 1933: the Reichstag passes the Enabling Act – Hitler can now pass any law without the permission of the government

May 1933: Hitler bans trade unions. These are to be replaced by the German labour front.

June 1933: Concordat signed with the Pope. Rome would not oppose Nazis if the Catholic church was left alone.

July 1933: Hitler bans all the political parties apart from the Nazis.

June 1934: Night of the Long Knives – Hitler eliminates threat from the SA.

August 1934: Hindenburg dies. Hitler combines rules of President and chancellor and takes the title of Fuhrer (leader) of Germany

August 1934: German army swears allegiance to Hitler

August 1936: Berlin Olympics begins

1938: Over the course of the year, Hitler removes 16 army generals from their positions.

From January 1933 to August 1934, the Nazis secured control of all aspects of the German state. Hitler then consolidated his dictatorship through setting up a police state and using propaganda and censorship.

CONTROLLING RELIGION

CATHOLICS

In July 1933, an agreement was signed between the Pope and the Nazi government. Hitler promised to not interfere with the Catholic Church if the church agreed to stay out of German politics. The Catholic Church was now banned from speaking out against the Nazi party, but Hitler soon broke his side of the deal.



PROTESTANTS

The Protestant Church was reorganised and fell under Nazi control. In 1936 all Protestant Churches were merged to form the Reich Church. The Reich Church replaced the symbol of a cross with the Nazi Swastika, and the Bible was replaced by Mein Kampf. Only Nazis could give sermons and the Church suspended non-Aryan ministers.

CREATION OF A DICTATORSHIP

REICHSTAG FIRE AND ELECTION

On 27th March the Reichstag building was set on fire. A Dutch communist Van Der Lubbe, was caught red handed in the burning building. Days later in the election 44% of the population voted for the Nazis, who won 288 seats in the Reichstag – still not an overall majority.

THE ENABLING ACT

With the communist deputies banned and the SA intimidating all the remaining non-Nazi deputies, the Reichstag voted by the required two thirds majority to give Hitler the right to make laws without the Reichstag's approval for four years.

NAZIS IN GOVERNMENT

Hitler then put all officials in charge of the civil service, courts and education. Anyone else in these positions were removed.

TRADE UNIONS

Any trade unions were banned. Instead, German workers were now expected to join the new German Labour Front (DAF)

POLITICAL PARTIES

All other political parties were banned, only the Nazi party were allowed to exist.

NIGHT OF THE LONG KNIVES

Many members of the SA, including its leader Ernst Rohm, were demanding that the Nazi party carry out its socialist agenda and that the SA take over the army. Hitler could not afford to annoy businessmen or the army, so the SS (Hitler's personal bodyguards) murdered 400 members of the SA, including Rohm.

HITLER BECOMES FUHRER

When Hindenburg died, Hitler declared himself jointly president, chancellor and head of the army. Members of the armed forces had to swear a personal oath of allegiance not to Germany, but the Hitler.

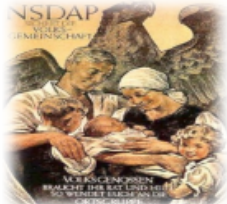
THE NAZI POLICE STATE

- The SS replaced the SA, and were put in charge of all police and security services .
- The SD were the security force for the Nazi Party to monitor its opponents. They kept details of everyone it suspected of opposing the Nazi Party or the German government at home or abroad.
- The Gestapo was Hitler's non-uniformed secret police force. Their job was to identify anyone who criticised or opposed the Nazi government.
- The Gestapo were officially given permission to use torture when questioning suspects or gaining confessions.

CONTROLLING THE PEOPLE

PROPAGANDA

The aim was to control the way the people thought. Propaganda means spreading information that influences how people think and behave. Joseph Goebbels was in overall charge of the Nazi propaganda machine.



ARTISTIC WORKS

Goebbels founded the Ministry of Public Enlightenment and Propaganda in 1933. It had departments for music, theatre, film and literature and the radio. All artists, writers, journalists and musicians had to register.



CENSORSHIP OF THE PRESS

All newspapers were controlled by the government and could only print stories favourable to the Nazi regime.



CONTROL OF THE RADIO

People's radios were sold very cheaply so that most Germans could afford. All radio output was controlled by Goebbels' ministry through the Reich Broadcasting Corporation.



MASS RALLIES

These public displays of support from Nazism involved music, speeches and demonstrations of German strength. The biggest one was held each year in August in Nuremberg



USE OF SPORTS EVENTS

Berlin hosted the Olympics in 1936, which the Nazis used as an opportunity to showcase the success of the regime and to demonstrate the superiority of the Aryan race.



History

LIFE IN GERMANY

Knowledge organiser

Topic 4

Key Dates

KEY EVENTS

1935: The Nuremberg Laws are put into place, limiting the rights of Jewish people in Germany

1935: Lebensborn was implemented, meaning German women could 'donate' their bodies to reproduce with Aryan SS men.

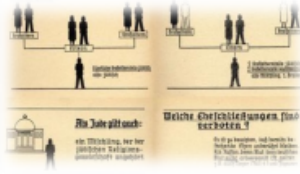
1936: The Reich Church was created, replacing the Protestant church with Nazi memorabilia.

1937: Attendance at the Hitler youth became compulsory, meaning that they were being prepared for their Nazi futures

1938: Kristalnacht begun, with the Nazi's attacking Jewish homes and places of work.

November 1938: 20,000 Jewish people were sent to Concentration camps

1939: WW2 begins as Germany invades Poland



NUREMBERG LAWS

1. The Reich Law on Citizenship:

- Only those of German blood could be a German citizen.
- Jews lost the rights of citizens such as the vote and holding a German passport.

2. The Reich Law for the Protection of German Blood and Honour

- Jews were no longer allowed to marry or have a sexual relationship with a German citizen.
- Jews banned from joining the German armed forces.



The lives of German citizens were drastically by Nazi policies. Policies were introduced for the youth, women and men. There was also the introduction of racial policies against minority groups such as gypsies, Jews, Slavs, homosexuals and people with disabilities.

CONTROLLING THE GERMAN PEOPLE

THE YOUTH

- Youth movements helped produce committed Nazis. Hitler knew that loyalty from young people was essential if the Nazis were to remain strong.
- Youth movements were a way of teaching children Nazi ideas
- Hitler youth was for boys** aged 14 and over. It became compulsory in 1936. they wore military uniforms and took part in military exercises.
- The League of German Maidens** were for girls, and they were trained in domestic skills such as sewing and cooking
- Education across Germany was nazified, with all teachers joining the Nazi Teachers Association. The curriculum was altered to reflect the ideas that Aryan's were the better race and antisemitism was prominent.

WOMEN

- The Nazis had clear ideas of what they wanted from women. They were expected to stay at home, look after the family and produce children in order to secure the future of the Aryan race.
- Hitler wanted a high birth rate, so he introduced laws that encouraged marriage, such as giving couples loans of 1000 marks.
- Women were also given awards called the Maiden's Cross when they had large numbers of children, and could opt to have a baby outside of marriage with an Aryan SS guard.
- Measures were also introduced to stop women working, such as providing them with financial incentives to not work.
- They were also expected to wear plain clothes with their hair in plaits.

KRISTALNACHT

- Nazi officers were told to attack Jewish homes and **synagogues** but do it undercover and not in their Nazi uniform. This would make it look as if the German public had started the violence, not the Nazis.
- Instructions were sent to local Nazis to arrest as many Jews as the prisons would take.

9th and 10th November

- Gangs smashed and burned Jewish property and attacked Jews all over Germany. Some Germans were horrified by the attacks, others were pleased and joined in.
- Official Nazi figures** listed 814 shops, 171 homes and 191 synagogues destroyed. The official figures state that 100 Jews were killed.

The consequence for the Jews

- Goebbels **blamed the Jews** for starting the trouble who were **fined 1 billion** marks.
- By 12th November **20,000 Jews** had been rounded up and sent to **concentration camps**.

PERSECUTION OF MINORITIES

GYPSIES

They were sterilised so they could not have any children, and by 1939 35,000 were sent to concentration camps.

HOMOSEXUALS

They lost their civil rights, and were sterilised so they could not have children. 15,000 died in concentration camps.

DISABLED

350,000 were sterilised and 200,000 were euthanised – killed so that the state would not have to look after them.

IMPROVEMENT IN LIFESTYLES

PUBLIC SERVICES

Hitler began a huge programme of public works, which included building hospitals, schools and public buildings such as the 1936 Olympic stadium. The construction of the Autobahns created work for 80,000 men.

REARMAMENT

Rearmament was responsible for the bulk of economic growth between 1933 and 1938. Rearmament started almost as soon as Hitler came to power but was announced publicly. This created millions of jobs for German workers.

NATIONAL LABOUR SERVICE

The introduction of the National Labour Service (NLS) meant all young men spent six months in the NLS and were then conscripted into the army. They were no longer counted in the unemployment figures.

INVISIBLE EMPLOYMENT

Although Germany claimed to have full employment by 1939, many groups of people were not included in the statistics, including the 1.4 million men in the army, Jews who were sacked from their jobs, women who were encouraged to leave their jobs to start families.

THE LABOUR FRONT

This was a Nazi organisation that replaced Trades Unions, which were banned. It set wages and nearly always followed the wishes of employers, rather than employees.

LABOUR SCHEMES

Strength Through Joy gave workers rewards for their work – evening classes, theatre trips, picnics and even very cheap or free holidays. Beauty of Labour helped Germans see that work was good, and to improve working conditions.

History

WEIMAR NAZI GERMANY

Glossary

ANSCHLUSS the annexation of Austria by Germany

ANTI-SEMITISM Hatred and persecution of the Jews

ARMISTICE The ending of hostilities in a war

ARYAN Nazi term for a non-Jewish German, someone of supposedly 'pure' German stock

CAPITALISM An economic system in which the production and distribution of goods depend on private investment.

CENSORSHIP Controlling what is produced and suppressing anything against the state.

CENTRE PARTY (ZP) A Catholic party occupying the middle ground in political views.

CIVIL RIGHTS Basic rights of citizens such as the right to vote, equal treatment under the law etc.

COALITION GOVERNMENT A government of two or more political parties.

COMMUNIST PARTY (KPD) The German Communist Party, following the ideas of Karl Marx

CONCENTRATION CAMP Prison for political prisoners and enemies of the state who are placed there without trial.

CONCORDAT An agreement between the Pope and a government concerning the legal status of the Roman Catholic Church within that government's territory.

CONSCRIPTION compulsory military service for a certain period of time.

CONSTITUTION The basic principles according to which a country is government

DAP The German Workers party

DDP German Democratic Party, a left wing liberal party founded in 1918

DNVP The German National People's Party, the nationalist right-wing party supported by business people and landowners.

DOLCHSTOSS 'Stab in the back' theory

ENABLING ACT The law that gave Hitler the power to rule for four years without consulting the Reichstag.

EUTHANSIA bringing death to relieve suffering. The Nazis interpret this as killing anyone who was 'substandard'

FEDERAL STRUCTURE System in which power is divided between a central and regional government.

FREIKORPS Private armies set up by senior German army officers at the end of the First World War. Mainly comprised of ex-soldiers.

FUHRERPRINZIP the idea that the Nazi Party and Germany should have one leader, obeyed by all.

GERMAN LABOUR FRONT (DAF) Organisation set up by the Nazis to control German workers.

GESTAPO Official secret police of the Nazi regime

GHETTO A densely populated area of a city inhabited by the Jews

GLEICHSCHALTUNG Bringing people into an identical way of thinking and behaving

GREAT DEPRESSION Slump in the economy in the 1930s which led to high unemployment.

GYPSY A race of people found across Europe who generally travel across the continent rather than living in one place

HEIL HITLER Form of salute to Hitler

HITLER YOUTH Organisation set up for the young in Germany to convert them to the Nazis

HYPERINFLATION Extremely high inflation, where the value of money plummets and it becomes almost worthless

INDOCTRINATION Converting people to your ideas using education and propaganda

INFORMANT Person who gives information to the authorities about other people.

KAISER The German emperor

LANDER Regional states of Germany

LEAGUE OF NATIONS The international body established after WW1 in order to maintain peace.

LEFT WING Group of politicians and parties which favour socialism

MANIFESTO A public declaration of a political party's policies.

NATIONAL SOCIALIST Member of the NSDAP

NATIONALISE To change from private ownership to state ownership

NAZI TEACHERS LEAGUE Organisation set up to control teachers and what they taught

NOVEMBER CRIMINALS Name given to the German politicians who accepted the armistice which ended the war.

PASSIVE RESISTANCE Opposition to a government, invading power, without using violence.

PROPORTIONAL REPRESENTATION The number of votes won in an election, determined the number of seats in the Reichstag.

PUTSCH Attempted takeover the government.

REICH In German, this has many meanings – state, kingdom, empire. When used by the Nazis it tended to mean an empire of Germany.

REICHSTAG German government

REPARATIONS War damages (money) to be paid by Germany

REPUBLIC A state in which the government is carried out by the people or their elected representatives.

SA The Parliamentary 'storm troopers' of the Nazi party.

SD 'Security Service' the intelligence agency of the Nazis.

SOCIALISTS Those who believe in state ownership

SS Originally the Nazi paramilitary organisation that acted as Hitler's bodyguard, they became the most powerful troops on the Third Reich and carried out the Final Solution.

SWASTIKA Emblem of the Nazi Party; a cross with the arms bent at right angles

THIRD REICH Nazi name for Germany. Means 'Third Empire'

TRADE UNIONS Organisations set up to protect and improve the rights of workers

TREASON A crime against the state

VOLKISCH In Germany it began to mean being linked to extreme German nationalism

WALL STREET CRASH 29th October 1929, when more than 16 million shares were traded in panic selling.

WEIMAR REPUBLIC The republic that existed in Germany from 1919-1933

Maths

Unit A1

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...

eg 4 more than $t \rightarrow t + 4$

Subtraction

Less than, smaller than, younger than...

eg 8 less than $k \rightarrow k - 8$

Multiplication

Lots of, product, times, £ to p...

eg 4 lots of $t \rightarrow 4t$

Division

Divide, share, halves, goes into, p to £...

eg k pence to pounds $\rightarrow \frac{k}{100}$

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

One variable - (like terms)

Simplify the following: A letter on its own has a coefficient of 1 that isn't usually shown

$$a + 2a - a + 3a = 5a$$

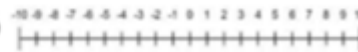


Two variables - (with unlike terms)

Simplify the following:

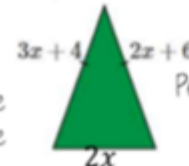
$$5a - 3 + 6a + 8 = 11a + 5$$

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



With shapes

Find the perimeter of the isosceles triangle



$$\begin{aligned} \text{Perimeter} &= (3x + 4) + (2x + 6) + (2x + 6) \\ &= 7x + 10 \end{aligned}$$

Maths

Function Machines

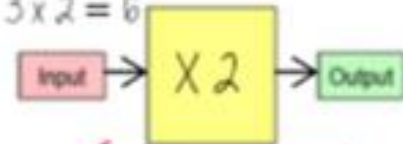
One step function machine



This box gives the operation

Find the output when the input is 3

$$3 \times 2 = 6$$



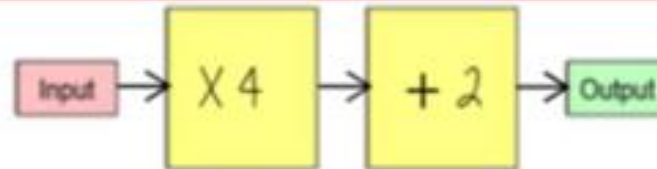
Find the input when the output is 10

$$10 \div 2 = 5$$

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



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

$$\begin{aligned} \text{So } 4t &= 4 \times 7 \\ &= 28 \end{aligned}$$

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

$$\begin{aligned} \text{So } 3a - 2b & \\ &= 3 \times 2 - 2 \times 4 \\ &= 6 - 8 \\ &= -2 \end{aligned}$$

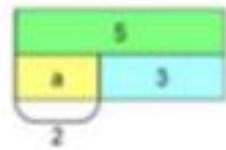
Remember to keep the values in the right order

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

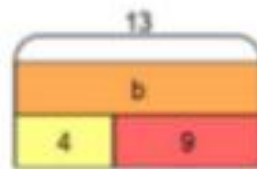
Find a when

$$\begin{aligned} a + 3 &= 5 \\ -3 \quad -3 & \\ \hline a &= 2 \end{aligned}$$



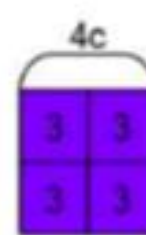
Find b when

$$\begin{aligned} b - 4 &= 9 \\ +4 \quad +4 & \\ \hline b &= 13 \end{aligned}$$



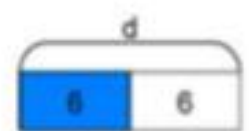
Find c when

$$\begin{aligned} 4c &= 12 \\ \div 4 \quad \div 4 & \\ \hline c &= 3 \end{aligned}$$



Find d when

$$\begin{aligned} \frac{d}{2} &= 6 \\ \times 2 \quad \times 2 & \\ \hline d &= 12 \end{aligned}$$



Maths

Expand a single bracket

When we expand we multiply everything inside the bracket by the term outside

$$3(2x + 4)$$

$6x + 12$

Expand and simplify

Expand each bracket separately then combine like terms at the end

$$4(4x + 1) - 2(5x - 3)$$

$6x + 10$

Factorise into single brackets

We use the HCF to factorise

$$24x + 16$$

$\div 8 \quad \div 8$
 $8(3x + 2)$

The HCF of 24x and 16 is 8 so we divide through by 8 and place it outside the bracket

$$24x^2 + 16x$$

$\div 8x \quad \div 8x$
 $8x(3x + 2)$

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

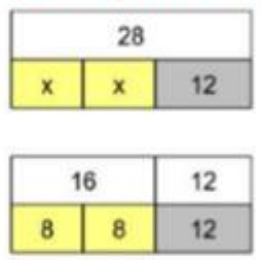
$$2x + 12 = 28$$

$$-12 \quad -12$$

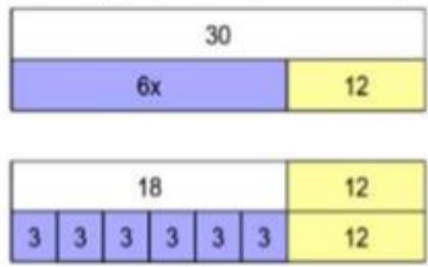
$$2x = 16$$

$$\div 2 \quad \div 2$$

$$x = 8$$



Solve equations with brackets



$$3(2x + 4) = 30$$

$$6x + 12 = 30$$

$$-12 \quad -12$$

$$6x = 18$$

$$\div 6 \quad \div 6$$

$$x = 3$$

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

$$\frac{x}{6} - 7 = 5$$

$$+7 \quad +7$$

$$\frac{x}{6} = 12$$

$$\times 6 \quad \times 6$$

$$x = 72$$

Solve equations with unknowns on both sides

We need to combine like terms using inverse operations

$$8x + 5 = 4x + 13$$

$$-5 \quad -5$$

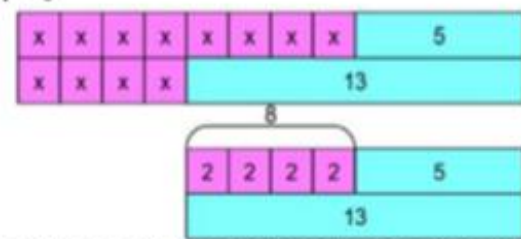
$$8x = 4x + 8$$

$$-4x \quad -4x$$

$$4x = 8$$

$$\div 4 \quad \div 4$$

$$x = 2$$



Maths

Algebraic Fractions

To achieve a common denominator use

'smile, it's the X factor'

$$\frac{6x+4}{5x} + \frac{3x-6}{x} = 2$$

$$\frac{2(6x+4) + 5(3x-6)}{5x \cdot 2} = 2$$

$$\frac{12x+8+15x-30}{10} = 2$$

$$\frac{27x-22}{10} = 2$$

$$27x - 22 = 20$$

$$+22 \quad +22$$

$$27x = 42$$

$$\div 27 \quad \div 27$$

$$x = \frac{42}{27} = \frac{14}{9}$$

Expand double brackets

Expand $(x+4)(x-2)$

$$x(x-2) + 4(x-2)$$

$$= x^2 - 2x + 4x - 8$$

$$= x^2 + 2x - 8$$

Expand double brackets

Expand $(2x+4)(3x-2)$

$$2x(3x-2) + 4(3x-2)$$

$$= 6x^2 - 4x + 12x - 8$$

$$= 6x^2 + 8x - 8$$

H

Rearranging formulae

We use the same strategy as when we solve

Make x the subject

$$5y + 3x = 8$$

$$-5y \quad -5y$$

$$3x = 8 - 5y$$

$$\div 3 \quad \div 3$$

$$x = \frac{8-5y}{3}$$

Rearranging formulae

This time we need get x terms on their own on the same side

Make x the subject

$$cx - f = kx + n$$

$$+f \quad +f$$

$$cx - kx = kx + n + f$$

$$-kx \quad -kx$$

$$cx - kx = n + f$$

← Now factorise

$$x(c-k) = n+f$$

$$\div (c-k) \quad \div (c-k)$$

$$x = \frac{n+f}{c-k}$$

H

Maths

Unit 05

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 $a \neq 0$

The quadratic formula

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

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 \pm first and then edit in the - when you're ready for your next answer

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

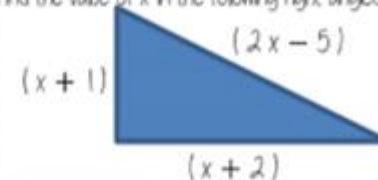
Think of the context of the question for your final answer e.g. if you are calculating a length only the positive answer would be appropriate.

$$x = 3.21 \text{ (2dp)} \quad \text{or} \quad x = -0.21 \text{ (2dp)}$$



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

Factorise quadratics

Factorise $x^2 + x - 6$

Lets look at the different parts



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 x

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

$+1$	-6	
$+1 - 6 = -5$		} 1×6 2×3
$-1 + 6 = +5$		
$+2 - 3 = -1$		
$-2 + 3 = +1$		

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

Factorise quadratics when $a > 1$

$$ax^2 + bx + c$$

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

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

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

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

$$\div 2 \quad \div 2$$

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

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

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

$+13$	$+42$	
		} 1×42 2×21 3×16 6×7

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

Factorise and solve quadratics when $a > 1$

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

$$x+3=0 \quad \text{or} \quad 2x+7=0$$

$$x = -3 \quad \text{or} \quad 2x = -7$$

$$x = -3.5$$

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

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

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

$$x-2=0 \quad \text{or} \quad x+3=0$$

$$\div +2 \quad \div +2 \quad \div -3 \quad \div -3$$

$$x = 2 \quad \text{or} \quad x = -3$$

Simplifying algebraic fractions

We simplify by finding the HCF of the numerator and denominator

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

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

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

$$\frac{4a}{4a} = 1$$

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

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

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

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 $4c+16$

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

Maths

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'

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

Step 2 - Expand all double brackets

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

Step 3 - Collect like terms

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

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

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

$$\begin{array}{l} \times (4x^2 - 6x + 4) \\ \times (4x^2 - 6x + 4) \end{array}$$

$$\begin{array}{l} 5x^2 - 18x - 4 \\ - (4x^2 - 6x + 4) \end{array} = \begin{array}{l} 4x^2 - 6x + 4 \\ - (4x^2 - 6x + 4) \end{array}$$

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

Step 5 - Factorise to solve

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

$$x = 0 \quad \text{or} \quad \begin{array}{l} x - 12 = 0 \\ +12 \quad +12 \\ x = 12 \end{array}$$

Step 1 - 'Smile, it's the X factor'

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

Step 2 - Expand all double brackets

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

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

Step 3 - Collect like terms

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

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

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

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

$$\begin{array}{l} \times (10x^2 + 28x + 16) \\ \times (10x^2 + 28x + 16) \end{array}$$

$$\begin{array}{l} 15x^2 + 73x + 56 \\ - (10x^2 + 28x + 16) \end{array} = \begin{array}{l} 10x^2 + 28x + 16 \\ - (10x^2 + 28x + 16) \end{array}$$

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

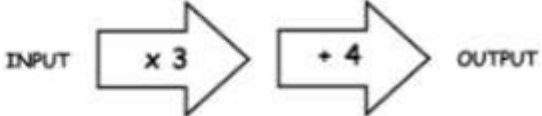
Step 5 - Factorise to solve

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

$$\begin{array}{l} x+1=0 \\ -1 \quad -1 \end{array} \quad \text{or} \quad \begin{array}{l} x+8=0 \\ -8 \quad -8 \end{array}$$

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



Topic/Skill	Definition/Tips	Example
1. Function Machine	Takes an input value, performs some operations and produces an output value.	 <p>INPUT $\xrightarrow{\times 3}$ $\xrightarrow{+ 4}$ OUTPUT</p>
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 is the output value.	Suppose the input value is The output value is
4. Inverse function	A function that performs the opposite process of the original function. <ol style="list-style-type: none"> Write the function as Rearrange to make the subject. Replace the with and the with 	. Find the inverse.
5. Composite function	A combination of two or more functions to create a new function. is the composite function that substitutes the function into the function means 'do g first, then f' means 'do f first, then g'	, What is ? What is ?

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$	$(x, y) \rightarrow \left(\frac{x}{a}, y\right)$
	Vertical stretch for $0 < a < 1$	

KS4

BTEC Tech Music Practice

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 theme 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

Photography

KS4

AQA GCSE Photography (2 years)

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 and emulate artists' work.

- **Skills:** Editing basics in Photoshop or Lightroom.
 - Emulating chosen artist's technique.
- **Theory:** Analyze a Photographer and his work. Why? What? When? How?
- **Homework:** Artist response photoshoot.
 - Annotate contact sheet and edits.
- **Homework every week:**
- Take 20-30 photos exploring theme

Refine & Experiment

Objective: Try new approaches and refine outcomes.

- **Skills:** Advanced photo manipulation.
- Mixed media: combining photography with 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 learned so 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 presentation and evaluate work.

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










Science

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

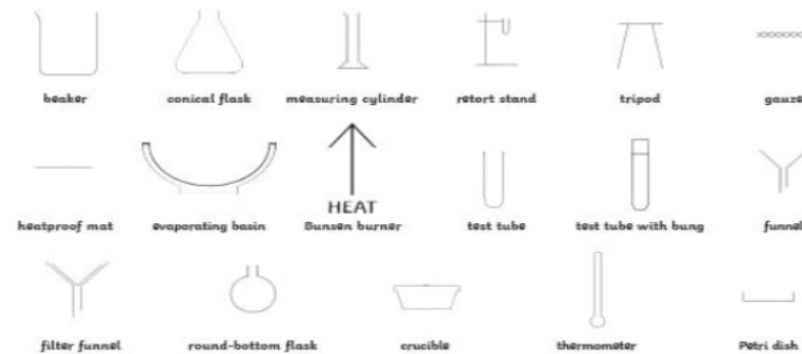
Control Variables: All the things that are being kept the same e.g. volume, concentration, mass, time

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

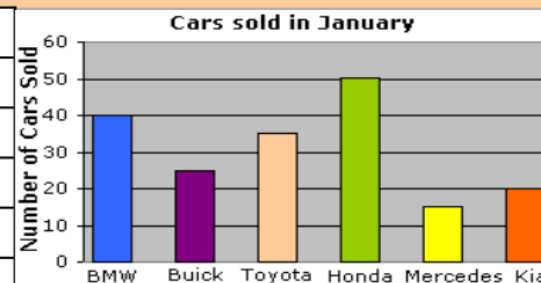
Evaluation: How reliable is your data (could someone follow your method and collect a similar set of results)? Are there anomalies? How could you make it more reliable?

Drawing Scientific Diagrams

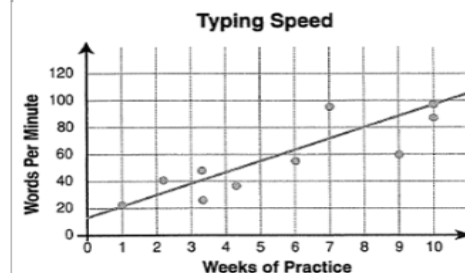


Presenting Data in a Graph

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 -Biology

B14 - 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.

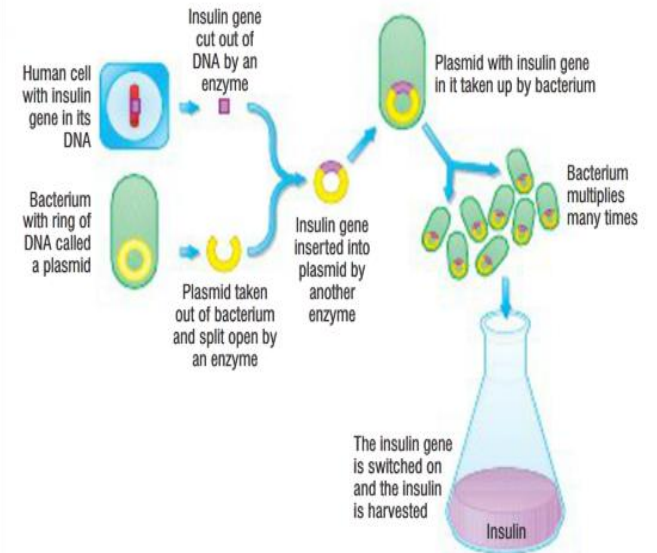
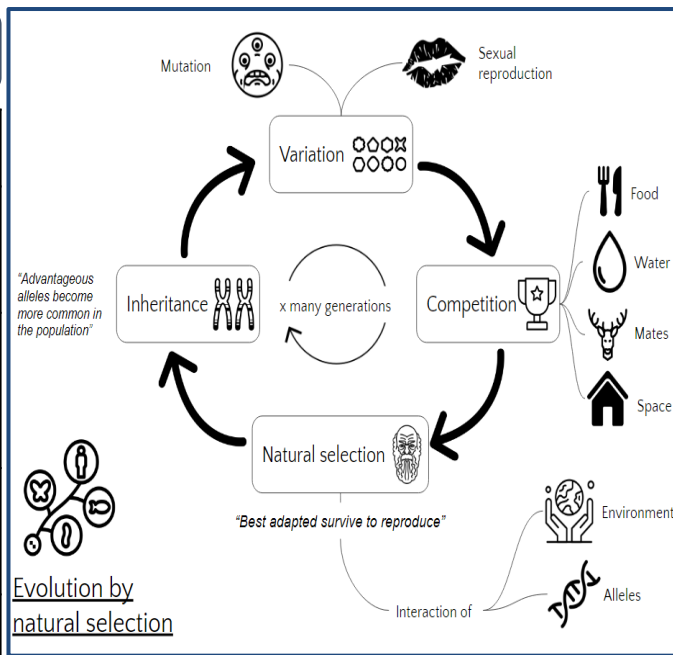


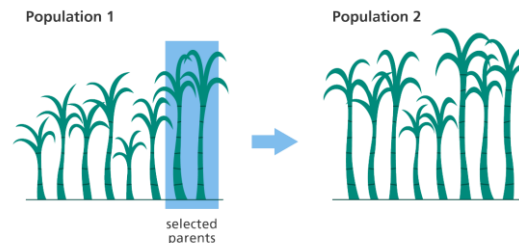
Figure 1 The principles of genetic engineering. A bacterial cell receives a gene from a human being so it makes the human hormone insulin.

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.



B15 - Genetics & evolution

Keywords

Classification	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.

Fossils

An organism dies. The flesh rots leaving the skeleton behind.



The skeleton gets buried under rock or mud before it is damaged. This prevents exposure to oxygen.



The organism does not decay. Over millions of years, the skeleton is mineralised and turns to rock. The rocks shift in the earth with the fossil trapped inside.



Eventually, the fossil emerges as the rocks move and erosion takes place.

Extinction

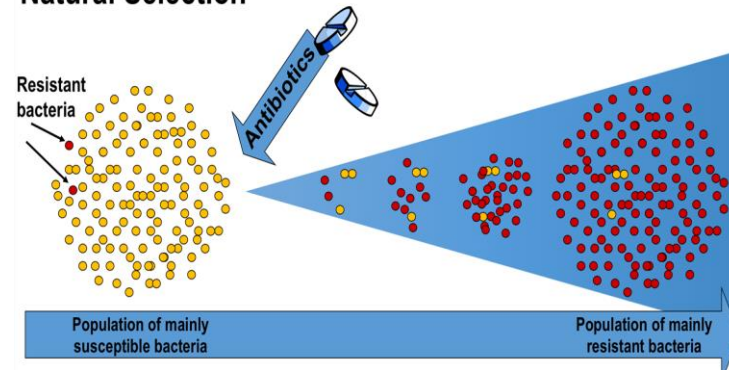
Extinctions can be caused by any one of the following: asteroid impacts, climate change, competition, diseases or predators. Mass extinctions are when a large number of species are lost within a very short period of time. These events can be caused by catastrophic global events (ice ages, meteor impacts) 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

This is when bacteria evolve to become unaffected by a certain antibiotic. When this happens they have an ability to resist the effects of an antibiotic to which they were once sensitive. As a result, these antibiotics are no longer effective against these resistant strains of bacteria.

To prevent more resistant strains of bacteria appearing, it is important to: not overuse antibiotics, not use them to treat viruses, finish the full course of medicine even if you start to feel better and restrict the agricultural use of antibiotics

Natural Selection



Classification and naming organisms

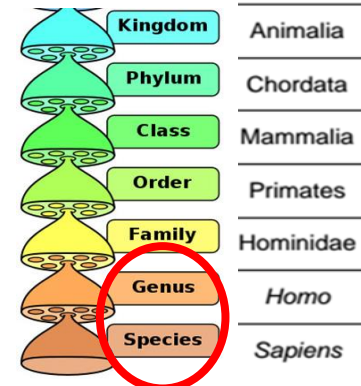
Carl Linnaeus produced the following order to classify organisms. He grouped animals together based on their structure and characteristics. When giving an organism its scientific name, we use a binomial (2 name) system of Genus and Species. For Example, the binomial name for a Human is *Homo sapiens*.

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.








Science - Chemistry


C5 - Chemical change

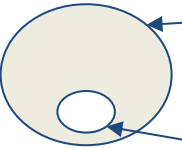
Keywords

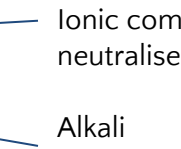
 Ion
When an atom gains or loses electrons

 Oxidation
The gaining of oxygen OR the loss of electrons (OIL)

 Reduction
The loss of oxygen OR the gain of electrons (RIG)

 Displacement Reaction
When a more reactive substance takes the place of a less reactive substance

 Base
Ionic compounds that can neutralise acids

 Alkali
Soluble bases

General word equations

- Metal + oxygen → Metal oxide
- Metal + water → Metal hydroxide + hydrogen
- Metal + acid → Metal salt + hydrogen
- Acid + base → Salt + water
- Acid + alkali → Salt + water
- Acid + carbonate → Salt + water + carbon dioxide



The Reactivity Series - metals in order of reactivity

Most reactive

↓

potassium
sodium
calcium
magnesium
aluminium
carbon
zinc
iron
tin
lead
hydrogen
copper
silver
gold
platinum

least reactive



For metals less reactive than carbon, carbon can be used to reduce the metal in a displacement reaction.



Some less reactive metals can be reduced using hydrogen

**Least reactive metals occur native (not bonded to other elements).
More reactive elements are found in ores**

Common salts



Hydrochloric acid (HCl) → chlorides (Cl⁻)



Sulphuric acid (H₂SO₄) → sulphates (SO₄²⁻)



Nitric acid (HNO₃) → nitrates (NO₃⁻)



Oxidation

Is

Loss (of electrons)

Reduction

Is

Gain (of electrons)

Charges on positive ions

Group 1 metals = +1
Ammonium (NH₄⁺) = +1
Group 2 metals = +2
Aluminium = +3



Charges on negative ions

Group 7 = -1
Nitrate (NO₃⁻) = -1
Hydroxide (OH⁻) = -1
Sulphate (SO₄²⁻) = -2
Carbonate (CO₃²⁻) = -2



C6 Electrolysis



Electrolysis

The breakdown of a substance containing ions using electricity



Ion

The charged particle formed when an atom gains or loses electrons.



Ions are attracted to the electrode of the opposite charge



Extraction of Aluminium

Aluminium is malleable, strong and light. It is used for cans, aeroplanes and overhead power cables

Purify bauxite to get alumina (Al_2O_3)

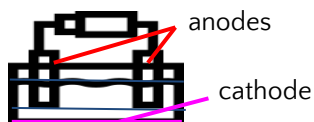
Electrolysis of (Al_2O_3)



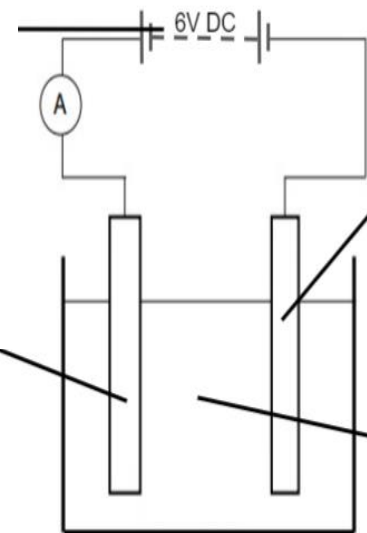
Cryolite is used to reduce the temperature required to melt the Al_2O_3



Carbon electrodes react with oxygen produced to form CO_2 so they need to be replaced regularly.



Power supply



Anode (positive electrode)



Cathode (negative electrode)

Electrolyte

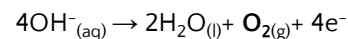
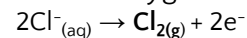
An liquid containing free moving ions that can be broken down by electrolysis.



Anode = negative ions are attracted which will be a non-metal. The will lose electrons (oxidised)

What is given off/collected?

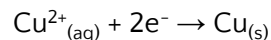
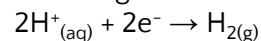
- A group 7 ion (halogen) is present (Cl^- , Br^- , F^-)
- Otherwise OH^- ions form oxygen molecules.



Cathode = positive ions are attracted which will be a metal or hydrogen

What is given off/collected?

- If a molten solution the metal (positive) ion is collected
- If it is an aqueous solution, you have hydrogen and metal ions. The least reactive is given off



Science - Physics



Mechanical wave

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



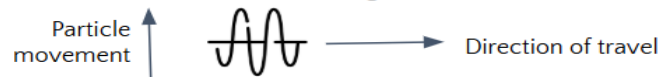
Electromagnetic waves

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)



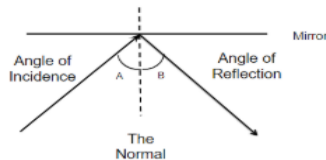
Longitudinal wave

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

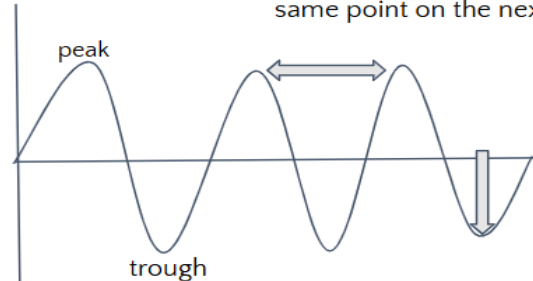


Angle of incidence = angle of reflection

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.

$$\text{Wave speed} = \text{frequency} \times \text{wavelength}$$
$$v = f \times \lambda$$

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

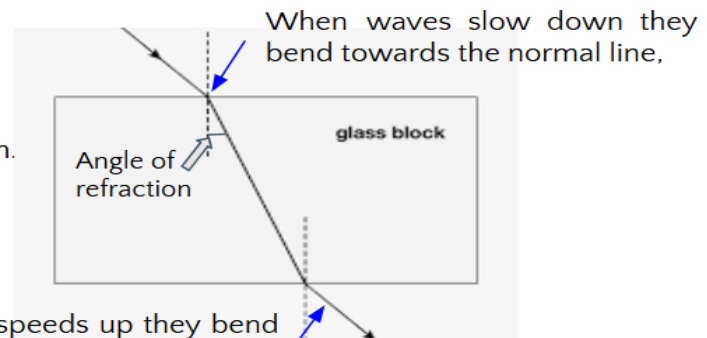
Period (seconds) - Time taken for each complete wave

$$\text{Period} = 1 / \text{frequency}$$



Refraction

Waves change speed when they enter a new medium.



When waves slow down they bend towards the normal line,

When waves speeds up they bend away from the normal line.

Science - Physics

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

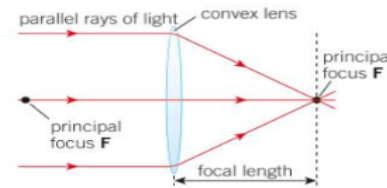
- Wavelength of light increases from violet to red across the visible spectrum.



- The colour of a surface depends on the pigments of the surface materials and the wavelengths of light the pigments absorb.

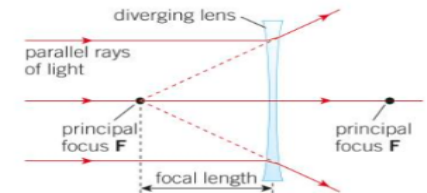
P6 - Light

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

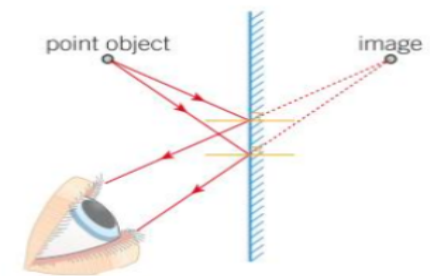


Makes parallel rays diverge (spread out). The point where rays seem to come from is the principle focus (or focal point) of the lens.

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

KS4

Sport 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 limits/ 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

KS4

Sport 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

KS4

Sport 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

KS4

Sport 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

KS4

Sport 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

KS4

Sport Studies

Component 3

Sport and the Media

Types of Media

- **Television** – Live 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**.