KNOWLEDGE ORGANISER

YEAR 11 – TERM 3

THOMAS HALL SCHOOL

Think Like An
Environmentalist

Community, Collaboration and Challenge

ATTENDANCE MATTERS

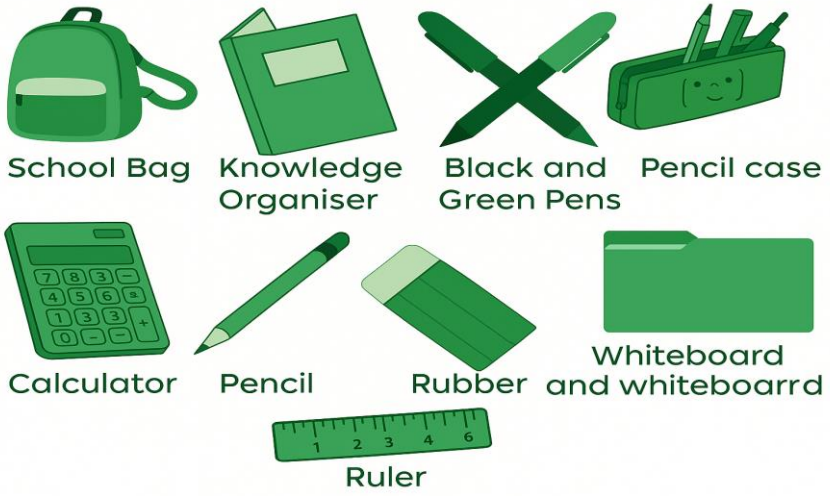
EVERY DAY COUNTS
Missing just 1 day every 2 weeks is the same as missing 10% of the school year.

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

WELLBEING
Attending school supports your mental and emotional health.

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

EQUIPMENT



SCHOOL DAY

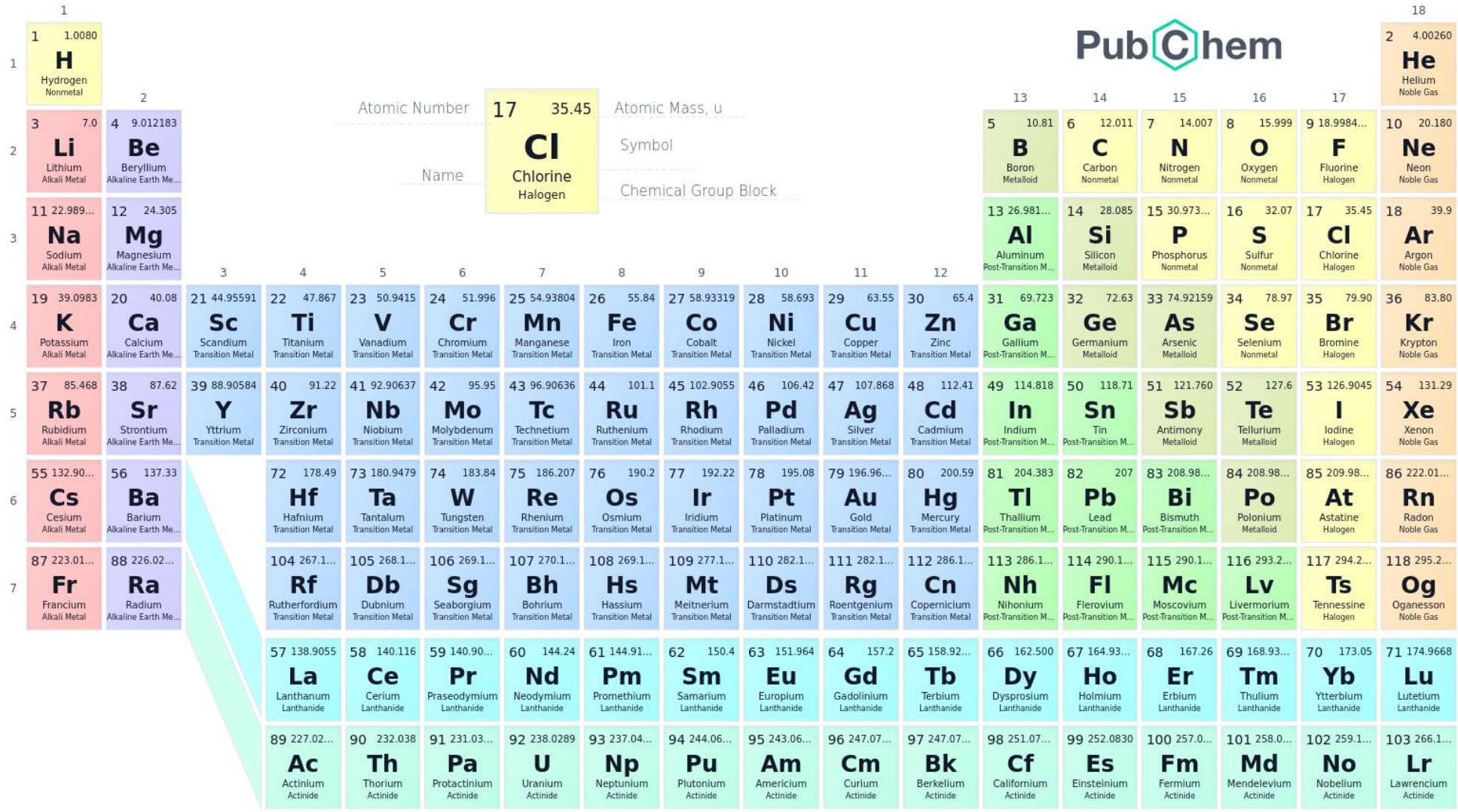
9:00–9:05	AM Reg
9:05–10:20	Lesson 1
10:20–11:35	Lesson 2
11:35–12:05	Break 1
12:05–13:20	Lesson 3
13:20–13:50	Break 2
13:50–15:05	Lesson 4
15:05–15:30	PM Reg – assembly or guided reading

Multiplication Grid

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

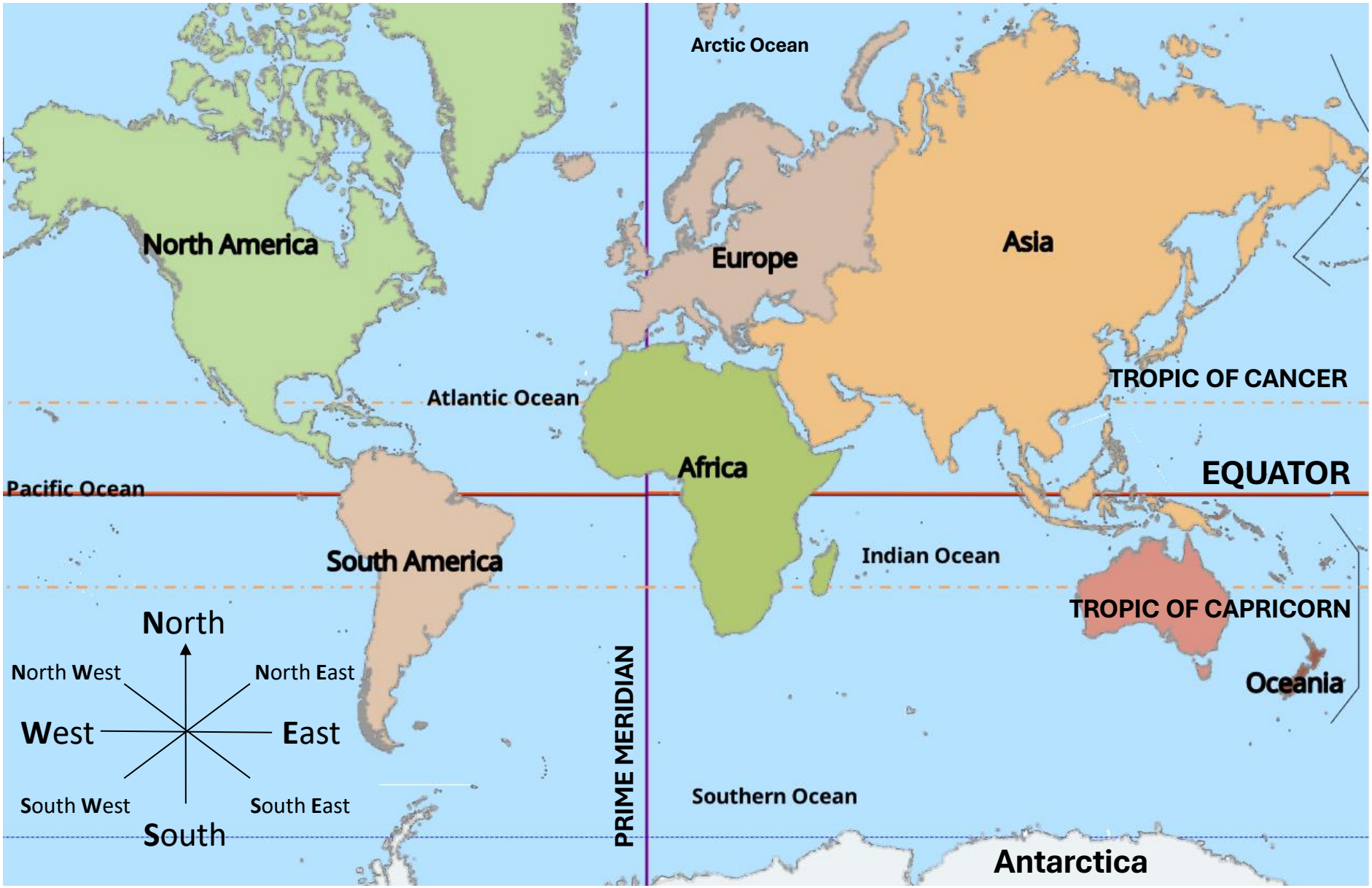
PERIODIC TABLE OF ELEMENTS

Chemical Group Block




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

World Map


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

Art

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 preperation for their 10h art exam in April (40% of final grade).

AQA GCSE Art and Design Assessment Objectives:

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

Introduction and Artist Research (AO1 & AO3)

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

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

Media Exploration and Developing Ideas (AO2)

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

Topic: *Final Preparatory Work*

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

Drama

KS4 Drama GCSE

Performance from Text: 20% of the overall grade

Year 11

Component 2

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

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

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

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

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

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

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

Plays that we explore for C2 before selecting final play

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

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

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

-Eclipse by Simon Armitage (Poetic Drama, 1999)

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

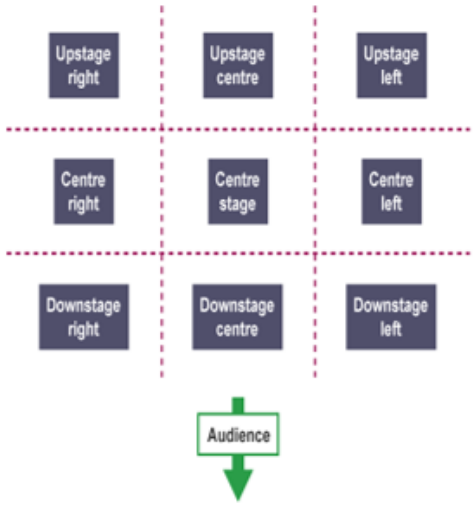
Timings
1 performance student (monologue) 2-3 minutes
2 performance students (duologue) 3-5 minutes
Group performances must be between three and six performance students and one designer per role per group.
3-4 performance students 10-12 minutes.
All students will be assessed as individuals .

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

Drama

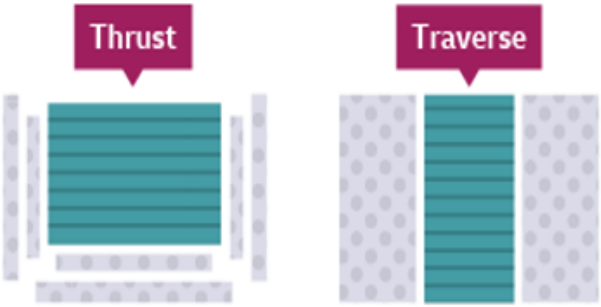
KS4 Drama GCSE
Theatre Makers in Practice (40%)

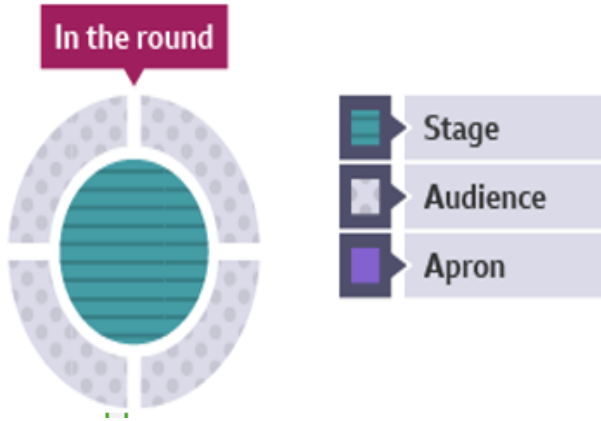
Autumn 1 (Year 10) Section B
-Theatre visit to watch a professional live theatre performance. This is an essential part of the Drama GCSE curriculum. Prepare notes of 500 words maximum for the written exam.
Suggested headings:
Performers/actors/roles/lighting/costume/set/ props/stage furniture/sound/staging/positive/negative 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	Volume	Tone	Pace	Emphasis
High: Nervousness, excitedness, shock, curious, upset/crying **Low:** Assertiveness, anger, control, authority	**Loud:** Anger, assertiveness, confidence, hysterical, upset, excitedness **Quiet:** Uncertainty, sadness, control/level-headed, upset, shock	**Soft:** Calm, love, happiness, nervous, sad, given up **Harsh:** Angry, aggression, confidence, rejection,	**Quick:** Nervousness, excitedness, anger, passion, shock, **Slow:** Confused, sadness, confidence, control, authority, uncertainty,	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.

Drama

Physical Skills

Facial expressions	Body Language	Gesture	Posture
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	**Open**- love, friendship, trust, confidence, assertiveness/ authority **Closed**- shyness, scared, worried, uncertainty, grief, confused, sadness/upset	**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	**Upright**- confidence, status, authority, control **Hunched**- weak, unwell, upset, scared/worried, grief, low status

Drama

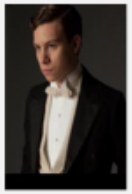
KS4 Drama
Bringing Texts To Life

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

Plot summary

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

Mr Birling
A successful business man in Brumley



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

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

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

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

The context of a play is the circumstances in which it happens. This helps you to understand it. JB Priestley's play, *An Inspector Calls* is set in 1912 but written in 1945. We need to remember that the play is set before both world wars and at a time when the British Empire was still a force to be reckoned with internationally. The play is about a family who are visited by a character who appears to be a police inspector. During the discussion that follows, it becomes clear that everyone in the family, including Gerald, the daughter's fiancé, has contributed to the death of a young girl who took her own life after her treatment at their hands. She was sacked from two jobs and had two unfortunate love affairs and was turned away by a charity committee while pregnant. Pregnancy outside of marriage was greatly frowned upon in this period, another thing to consider when looking at the play's context.

The play is made theatrically effective by the twists and turns in the story and an intriguing chain of events. It then asks questions about blame and personal responsibility, whether the girl actually existed and if the policeman is an imposter or even a spirit.

This is the key moral point of the play. Priestley's message is that we all have a duty to society and it will collapse if we don't honour that duty. Class is also a very important theme in this play. The historical context is that class was still very rigid in Edwardian times and it was thought that the upper classes should never mix with the lower classes. The divide between the upper and lower classes were very apparent.

Drama

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

World Wars

1912

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

1945

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

Gender Roles

1912

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

1945

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

Views and Opinions

1912

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

1945

There was a great desire for social change.

Drama

Lighting

Colour Symbolism

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

Red
Blood, death, danger, anger, conflict

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

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

Pink/purple
Love, passion, royal

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

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.

SPOT- has a hard-edged effect, used to light characters or elements on the stage. 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

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

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.

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.

Set Recap

Examples of An Inspector Calls Sets

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

1912 Upper Class Homes

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

Floral wallpaper and floral patterns in general were very popular.

Set pieces

Flat

Backdrop

Door Flat

Decking

Truck

Flies

Projection

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

Drama

C3: Theatre Makers in Practice

Year 10 and 11

Component 3: Section B

Section B: Live Theatre evaluation notes.

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

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

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

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

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

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

Autumn 1 (Year 10)
Component 3: Section B
Section B Theatre visit to watch a professional live theatre performance. This is an essential part of the Drama GCSE curriculum. Develop analytical evaluation skills and prepare notes of 500 words maximum for the written exam. Headings: Performers/actors/roles/lighting/costume/set/props/stage furniture/sound/staging/positive/negative evaluations.
Homework: Complete evaluation notes for the 500 words for the mock exam.

Summer 1
Section A
Practically explore An Inspector Calls. This includes performer, designer and director considerations. Understand how to write and structure answers.

Autumn 1 (Year 11)
Section A and Section B
Return exam technique and exam questions. Opportunity to see a second live performance for your theatre evaluation.

Summer 1
Refine exam technique and practice papers. Sit exam in May.

Vocal skills	Physical skills	Stage directions and stage space
Accent 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	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	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

Paper 1 Language question 5

English

Narrative writing

Timings		Paragraphs	
Planning	10 minutes to gather ideas and plot events, character formation. Start, middle and ending. Know where your story will end up. How will I make it convincing and compelling?	Why use them?	To organise and structure your narrative. To build on ideas and manipulate the response of the reader. To guide your reader and place them where you want them.
Writing narrative	30 minutes	When to use them?	Change of setting, time, mood. To add impact to a line/word/event.
Proof reading	5 minutes- this time is crucial	How to link them?	Adverbials, anaphora, connectives, use of time, a thread running through your narrative.
Assessment objectives		Ambition and originality?	
AO5 - techniques	Communication and organisation. The actual plot. Character and setting.	How can I show this?	Your voice. Let your voice/personality spring from the page.
AO6 - SPaG	Technical accuracy- punctuation, sentence structure, sentence variety, tense accuracy, ambitious vocabulary, spelling	Endings	
Character		How?	Cliff hanger, repetition (cyclical structure), resolving crisis, a question.
How many?	2-3 max. realistic and developed. Show me don't tell me. Only one singular main, dominant, developed character.	Why are they important?	Give the characters and the reader closure and demonstrates your ability to control your communication.
How to make them plausible?	Give them traits you can relate too. Consider creating a stock character to use in all your narratives. Make them 3D. be realistic about behaviours, relationships etc. Show me them.	Plausibility?	Voice needs to be maintained. Planned, not a rush 'and then I woke up' or 'they lived happily ever after'. Needs to fit with narrative and plot.
Setting/plot		SPaG (AO6)	
How many?	1-2 settings. Ideally one, well developed setting. Somewhere you know well and can bring to life. Needs to be realistic. Somewhere the reader can relate to. Plot needs to be relatively simple- you only have 45 minutes- and in a short time frame. Make it believable.	Accuracy? Tense?	Verb tenses need to be used correctly. Past, present, future. Past tends to work best. Needs to be consistent throughout the narrative.
How to make it believable?	Stick with relatable experiences. Use a situation you have experience of directly or indirectly. Somewhere you have experience of which you can 'jazz up' and amplify a little. Use senses to make a setting come to life so the reader can imagine themselves there. Don't use film plots.	Effective SPaG = Proof read for spelling, omissions in words and errors in punctuation. Basics must be accurate: . , ' " " ! ? and capital letters. Use other punctuation sparingly. Don't; overuse : ; ( ) … - Vocabulary needs to fit voice and narrative. Ambitious but suitable. Vary sentence structure. Use a range of simple, compound, complex. Vary where your subordinate clauses fall in your sentences. Vary sentence starters. Avoid starting sentences with *a*, *the* and *an*.	

Paper 1 Language question 5

English

Descriptive writing

Timings		Paragraphs	
Planning	10 minutes.4 Annotate around the picture for ideas/vocabulary/senses/mood and atmosphere	Why use them?	To organise ideas across the description. To develop the description.
Writing description	30 minutes	When to use them?	As you move around the picture. Change of mood or pace.
Proof reading	5 mins to proofread	How to link them?	Adverbials, anaphora, connectives, use of time, a thread running through your description.
Assessment Objectives		**Endings**	
AO5 techniques	Communication and organisation. The structure of the description. How you organise and develop and control it.	How?	Link back to the start, tie up any loose ends to any threads, cliffhanger, a question.
AO6 SPaG	Technical accuracy- punctuation, sentence structure, sentence variety, tense accuracy, ambitious vocabulary, spelling	Why are they important?	Reader needs to have closure and it demonstrates you ability to control your writing.

Techniques to use	
Show me, don't tell me	Try to use figures if speech to describe. Avoid using ordinary nouns and instead use expanded noun phrases, metaphors etc- be more creative e.g. instead of Inside the market, you could say, inside the hustle and bustle of the heart of the town. This tells a reader so much more already.
Be like a camera	Start with a long shot of whole picture. Zoom in on one area of the mage Track across the image and zoom in on another area. Zoom out to a medium shot Zoom back in to a big close up. This structure can be played around with in terms of order but provides you with a wide variety of possibilities.
Be in the image	Write in 1st person as if you are something in the image- the person, the wall, the chair whatever might be there. Show us the image from your perspective.

A collection of beautiful words

inevitable	immortal	subvert
manifest	catalyst	nostalgia
harvesting	transient	condemn
justify	ambiguous	deter
prototype	criticise	probe
aesthetic	controversial	microscopic
tolerance	diplomatic	detrimental

English

We know that clear and confident written expression is key to both academic success and success in later life. Jennifer Webb (teacher, author) expresses it brilliantly when she says that "those that can successfully communicate have the power to change things and to show their worth."

Upgrading basic sentences

Adverb start	**Interestingly,** Galileo is known as the father of modern science.
Because / but / so	• Galileo is known as the father of modern science **because of his discoveries in physics and astronomy.** • Galileo is known as the father of modern science **but his views were controversial during his lifetime.** • Galileo is known as the father of modern science **so he has influenced scientific thought all over the world.**
Appositives	Galileo, **a Renaissance thinker,** is known as the father of modern science.
Subordinate clauses	**Although he was criticised during the Renaissance,** Galileo is known as the father of modern science.
Ing-verb start	**Proving the Copernican theory that the planets revolve around the sun,** Galileo is known as the father of modern science.

Word-level
First, decide the individual high-leverage words that illuminate your writing.

Sentence level
After word level, we want to be building to beautiful sentences. This is really where we need to slow right down. Writing takes thought.

Whole text
First draft, re-draft (with focus), extend paragraphs for expression, make links.

Effective writing is both a reflection and a tool of social justice, but it's also a really important learning process in itself. In reality, writing is both a product and a process of learning. Through writing, we push our thinking, process and synthesise our knowledge, and reach higher levels of conceptual understanding. I think this has lots to do with the actual physicality of writing: when we write, we slow down and we're limited by the speed of our handwriting or typing. As a result, we have time to think, to reflect, and to push ourselves into more advanced or more nuanced ideas. And this is reinforced by the research.

Paper 1 Language question 5

English

Narrative writing

Timings		Paragraphs	
Planning	10 minutes to gather ideas and plot events, character formation. Start, middle and ending. Know where your story will end up. How will I make it convincing and compelling?	Why use them?	To organise and structure your narrative. To build on ideas and manipulate the response of the reader. To guide your reader and place them where you want them.
Writing narrative	30 minutes	When to use them?	Change of setting, time, mood. To add impact to a line/word/event.
Proof reading	5 minutes- this time is crucial	How to link them?	Adverbials, anaphora, connectives, use of time, a thread running through your narrative.
Assessment objectives		Ambition and originality?	
AO5 - techniques	Communication and organisation. The actual plot. Character and setting.	How can I show this?	Your voice. Let your voice/personality spring from the page.
AO6 - SPaG	Technical accuracy- punctuation, sentence structure, sentence variety, tense accuracy, ambitious vocabulary, spelling	Endings	
Character		How?	Cliff hanger, repetition (cyclical structure), resolving crisis, a question.
How many?	2-3 max. realistic and developed. Show me don't tell me. Only one singular main, dominant, developed character.	Why are they important?	Give the characters and the reader closure and demonstrates your ability to control your communication.
How to make them plausible?	Give them traits you can relate too. Consider creating a stock character to use in all your narratives. Make them 3D. be realistic about behaviours, relationships etc. Show me them.	Plausibility?	Voice needs to be maintained. Planned, not a rush 'and then I woke up' or 'they lived happily ever after'. Needs to fit with narrative and plot.
Setting/plot		SPaG (AO6)	
How many?	1-2 settings. Ideally one, well developed setting. Somewhere you know well and can bring to life. Needs to be realistic. Somewhere the reader can relate to. Plot needs to be relatively simple- you only have 45 minutes- and in a short time frame. Make it believable.	Accuracy? Tense?	Verb tenses need to be used correctly. Past, present, future. Past tends to work best. Needs to be consistent throughout the narrative.
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What is beautiful writing? Notes from Elisabeth Bowling article, 2020.

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French

Madagascar: miroir du monde? (pages 134–135)

Les nombres	*Numbers*
vingt, vingt-huit	*twenty, twenty-eight*
trente, trente-et-un	*thirty, thirty-one*
quarante, quarante-neuf	*forty, forty-nine*
cinquante, cinquante-deux	*fifty, fifty-two*
soixante, soixante-et-un, soixante-quatre, soixante-cinq	*sixty, sixty-one, sixty-four, sixty-five*
soixante-dix, soixante-et-onze, soixante-seize	*seventy, seventy-one, seventy-six*
quatre-vingts, quatre-vingt-un, quatre-vingt-six	*eighty, eighty-one, eighty-six*
quatre-vingt-dix, quatre-vingt-treize, quatre-vingt-dix-huit	*ninety, ninety-three, ninety-eight*
trois-cent-cinquante-quatre	*354*
mille-six-cent-quatre-vingt-quinze	*1695*
pour cent	*per cent*
vingt-deux pour cent	*twenty-two per cent*
La *proportion d'énergie *solaire utilisée à *Madagascar, c'est ...	*The proportion of solar power used in Madagascar is ...*
La *proportion de jeunes qui connaissent l'énergie *hydroélectrique, c'est ...	*The proportion of young people who know about hydroelectric power is ...*

Quel est le plus grand problème, à ton avis?	*Which is the biggest problem, in your opinion?*
Et pour toi, quel est le plus grand problème?	*And for you, which is the biggest problem?*
À mon avis, le plus grand problème, c'est ...	*In my opinion, the biggest problem is ...*
Je pense que le plus grand problème, c'est ...	*I think that the biggest problem is ...*
Une personne pense que le plus grand problème, c'est ...	*One person thinks that the biggest problem is ...*
Cinq personnes pensent que c'est ...	*Five people think that it is ....*
la *déforestation.	*deforestation.*
la pollution.	*pollution.*
*l'extinction des **espèces**.	*extinction of species.*
l'utilisation des ressources naturelles.	*the use of natural resources.*
les déchets industriels / *personnels.	*industrial / personal waste.*
les effets du changement *climatique.	*the effects of climate change.*

Notre monde est beau (pages 136–137)

La moins grande forêt est la forêt *Sihlwald.	*The smallest forest is the Sihlwald forest.*
La forêt *tropicale *congolaise est plus grande que la forêt *Sihlwald.	*The Congolese tropical forest is bigger than the Sihlwald forest.*
Le *Rhin est moins long que le *Mackenzie.	*The Rhine is not as long as the Mackenzie.*
la capitale	*capital city*
la population	*population*
la plus grande forêt	*the biggest forest*
la plus haute montagne	*the highest mountain*
la plus longue **rivière**	*the longest river*

Tu as raison / tort.	*You are right / wrong.*
C'est vrai / faux.	*It is true / false.*
au printemps	*in spring*
en été	*in summer*
en automne	*in autumn*
en hiver	*in winter*
il fait chaud / froid	*it is hot / cold*
il pleut	*it is rainy/raining*
il y a du brouillard	*it is foggy*

Planète en danger (pages 138–139)

Le climat / Le monde naturel / L'environnement ...	*The climate / The natural world / The environment ...*
La planète / La population *humaine ...	*The planet / The human population ...*
Les animaux / Les **espèces** ...	*Animals / Species ...*
Les **humains** / Les poissons ...	*Humans / Fish ...*
est/sont amélioré(e)(s) **par** ...	*is/are improved by ...*
est/sont menacé(e)(s) **par** ...	*is/are threatened by ...*
est/sont protégé(e)(s) **par** ...	*is/are protected by ...*
est/sont **touché**(e)(s) **par** ...	*is/are affected by ...*
le changement *climatique	*climate change*
le *réchauffement de la planète	*global warming*
le niveau de la mer	*the sea level*
le **taux** de *carbone	*the carbon level*
la **circulation**	*traffic*
la destruction	*destruction*
la faim	*hunger*
la pollution	*pollution*

les fleurs	*flowers*
les forêts	*forests*
Quel temps **fera**-t-il à ...?	*What will the weather be like in ...?*
Il **fera** beau / chaud.	*It will be nice / hot weather.*
Il **fera** froid / mauvais.	*It will be cold / bad weather.*
Il y **aura** du soleil / du vent / du brouillard.	*It will be sunny / windy / foggy.*
Il *pleuvra.	*It will rain.*
Il *neigera.	*It will snow.*

Des grands gestes (pages 140–141)

Quelle est la chose la plus importante à faire pour protéger l'environnement?	*What is the most important thing to do to protect the environment?*
Il faut ...	*We must ...*
manifester pour des organisations vertes.	*demonstrate for green organisations.*
manifester contre ...	*protest against ...*
participer aux **élections** / aux débats *politiques / aux manifestations pour ...	*participate in elections / in political debates / in demonstrations for ...*
développer la **coopération** globale.	*develop global cooperation.*
être bénévole pour des projets verts.	*volunteer for green projects.*
arrêter de **fabriquer** des produits en plastique.	*stop making plastic products.*
voter pour un gouvernement qui *finance des **recherches** en énergies vertes.	*vote for a government which funds research into green energy.*
organiser des manifestations pour la protection des **espèces**.	*organise demonstrations for the protection of species.*
la nature	*nature*
le recyclage	*recycling*
la destruction des forêts	*destruction of forests*
la protection de la mer	*protection of the sea*
aux **élections**	*at elections*
Il est **porte-parole** pour la **lutte** contre *l'extinction des **espèces**.	*He is a spokesperson for the fight against the extinction of species.*
Elle a parlé à des *conférences.	*She has spoken at conferences.*
il trouve que / il croit que ...	*he finds that / he thinks that ...*
régulièrement	*regularly*
l'année dernière	*last year*
en plus	*also*

Des petits gestes (pages 142–143)

Qu'est-ce que tu fais pour protéger l'environnement?	*What do you do to protect the environment?*
J'utilise du papier recyclé.	*I use recycled paper.*
Je *trie mes déchets.	*I sort my rubbish.*
Je me *douche *au lieu de prendre un bain.	*I take a shower instead of having a bath.*
Je ne mange jamais de viande.	*I never eat meat.*
Je recycle le plastique.	*I recycle plastic.*
Je fais des petits *gestes.	*I take small actions.*
Je prends les transports publics.	*I take public transport.*
en achetant du papier recyclé	*by buying recycled paper*
en étant végétarien	*by being a vegetarian*
en mangeant moins de viande	*by eating less meat*
en *réutilisant les sacs en plastique	*by reusing plastic bags*
en séparant le plastique, le papier et le **verre**	*by separating plastic, paper and glass*
Quand tu étais plus jeune, qu'est-ce que tu faisais pour protéger l'environnement?	*When you were younger, what did you do to protect the environment?*
Quand j'étais plus jeune, ... j'utilisais / je faisais / je prenais / j'allais ...	*When I was younger, ... I used / I did / I took / I went ...*
Et maintenant, qu'est-ce que tu fais pour protéger l'environnement?	*And now, what do you do to protect the environment?*
Maintenant, j'utilise / je fais / je prends / je vais ...	*Now, I use / I do / I take / I go ...*
Et la semaine dernière, qu'est-ce que tu as fait?	*And last week, what did you do?*
La semaine dernière, j'ai utilisé / j'ai fait / j'ai pris / je suis allé(e) ...	*Last week, I used / I did / I took / I went ...*

French

GRAMMAIRE
Regular present tense verbs

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

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

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

GRAMMAIRE Irregular present tense verbs

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

GRAMMAIRE Modal verbs

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

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

Grammar

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

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

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

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

Ça va être...
It's going to be

cool / génial / sympa
cool / great / nice

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

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

Je vais
I am going

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

Use the present tense of the verb ALLER from above ↗

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

French

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

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

The Past: The Perfect Tense with Avoir

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

PART 1: Avoir = *To have*	
J'**ai**	*I have*
Tu **as**	*You have*
Il / Elle/ On **a**	*He / She has*
Nous **avons**	*We have*
Vous **avez**	*You all have*
Ils / Elles **ont**	*They have*

+

PART 2: The Past participle							
ER verbs +é		**IR verbs +i**		**RE verbs +u**		**Irregulars**	
visité	*visited*	fini	*finished*	perdu	*lost*	fait	*did*
regardé	*watched*	vomi	*vomited*	attendu	*waited*	pris	*took*
écouté	*listened*	dormi	*slept*	vendu	*sold*	bu	*drank*
mangé	*ate /eaten*					vu	*saw*
acheté	*bought*					lu	*read*

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

The Past: The Perfect Tense with Être

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

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

+

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

Grammar

AQA French 90 Word Paper 4 Writing Mat

Score 5 ingredients...

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

Some Score 8 ingredients...

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

Opinions

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

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

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

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

Linking words...

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

Intensifiers...

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

Comparatives...

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

<u>BUT</u>
good = **bon** *better*= ***<u>meilleur(e)</u>***
bad = **mauvais(e)** *worse*= **pire**

Adverbs...

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

Giving reasons for opinions...

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

Idioms...

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

Conditional...

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

Content

- ❑ Cover **<u>ALL</u>** 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?

French

GRAMMAIRE
Regular present tense verbs

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

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

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

GRAMMAIRE Irregular present tense verbs

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

GRAMMAIRE Modal verbs

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

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

Grammar

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

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

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

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

Ça va être...
It's going to be

cool / génial / sympa
cool / great / nice

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

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

Je vais
I am going

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

Use the present tense of the verb ALLER from above ↗

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

French

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

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

The Past: The Perfect Tense with Avoir

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

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

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

The Past: The Perfect Tense with Être

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

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

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

Grammar

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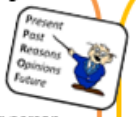
Score 5 ingredients..



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- ✓ Intensifier used
- ✓ Interesting vocabulary used

Some Score 8 ingredients...

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

Opinions

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

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

chouette	*great*
affreux (euse)	*horrible*
ennuyeux (euse)	*boring*
agréable	*pleasant*
amusant (e)	*funny*
nul (le)	*rubbish*
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ça m'est égal	- I don't mind

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Content

- ❑ Cover **ALL** aspects of the task!
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Response

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

French

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

Present

Time phrases...

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

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

Score 5 Checklist:

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

Past

Time phrases...

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

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

Opinions - past tense

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

Giving reasons - past tense

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

Future

Time phrases...

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

Points to note:

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

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

Giving reasons - future/conditional

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

Future tense expressions :

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

French – Higer Tier ONLY

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Score 8/9ingredients..

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- ✓ 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
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ça peut être - it can be
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pratique	*practical*
dangereux (euse)	*dangerous*
parfait (e)	*perfect*
mauvais (e)	*bad*
passionnant (e)	*exciting*

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

Opinions - past tense
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pas mal	*not bad*
rien de spécial	*nothing special*
effrayant (e)	*scary*

Direct object pronouns: avoid repetition

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

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

Adding contrasting opinions

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

Adverbs

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

Après avoir/être

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

Opinions - past

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

Idioms

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

Subjunctive

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

Si Clauses

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

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

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

Superlative

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

Geography

Changing Economic World
Paper 2, Question 2

Impact on HDI

Although many people remain poor, particularly in Nigeria's rural north, its Human Development Index (HDI) has increased steadily since 2005 from below 0.47 to 0.532. The country has one of the fastest-growing rates of HDI in the world.
However, Nigeria is ranked 152 out of 187 countries which puts it in the low category of human development, despite its recent improvements.

Development Indicators

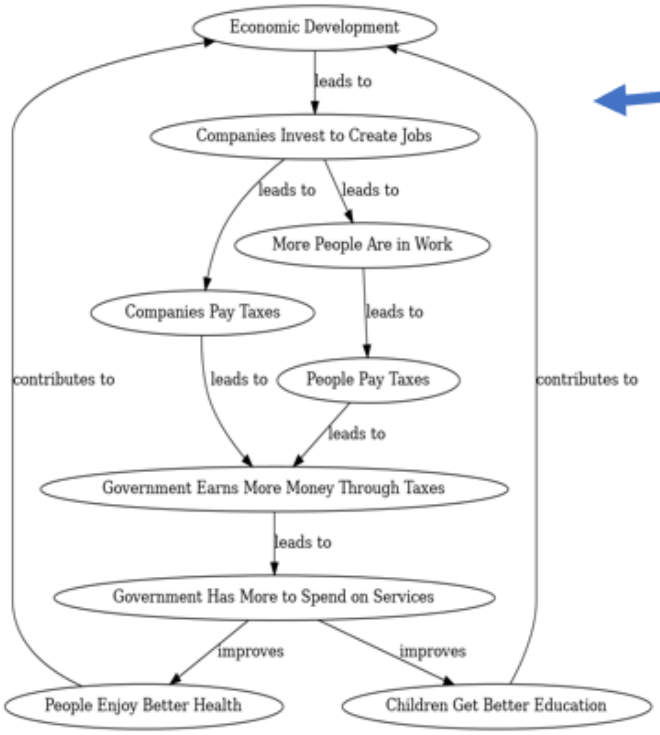
Several quality-of-life indicators have improved significantly in Nigeria, as shown below.

	2005	2017
Life expectancy at birth	48.2	53.9
Expected years of schooling	9.0	10.0
GNI per capita	$3669	$5231
Birth rate	43.0	37.3
Death rate	17.0	12.7

Impacts of Development on the Quality of Life in Nigeria

Link to Economic Development

Nigeria's improved quality of life is closely linked to the country's economic development. Economic growth creates new job opportunities, allowing people to earn higher incomes to afford their needs. Additionally, the government collects more revenue through taxes.



However, the advantages of economic development are not distributed equally. Significant disparities exist between:

- The northern and southern regions of the country
- Urban and rural areas
- Educated and uneducated populations.

Development Challenges

Nigeria's most significant development challenge is overcoming the socio-economic inequality within the country. With over 50% of the population living in poverty, specific challenges need to be met. These include:

- tackling government corruption
- addressing environmental issues from rapid economic development, such as soil erosion, water pollution, desertification, and oil spills
- Maximise oil revenues with profits invested in developing other areas of the economy
- conflicts between ethnic and religious groups need to be tackled sensitively
- Prioritise basic sanitation provision
- further investment in healthcare and education

Geography

Changing Economic World
Paper 2, Question 2

UK Economy Tier 3 Vocab

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

Deindustrialisation – Decline in traditional manufacturing due to exhaustion of raw materials, loss of markets & increasing competition from NEEs.

Globalisation - the process which has created a more connected world - increases in the movements of goods (trade) & people (migration and tourism) worldwide.

Business park – Purpose built areas of offices and warehouses, often at the edge of a city, on a main road.

Post-industrial economy – The economy of many economically developed countries where most employment is now in service (tertiary) industries.

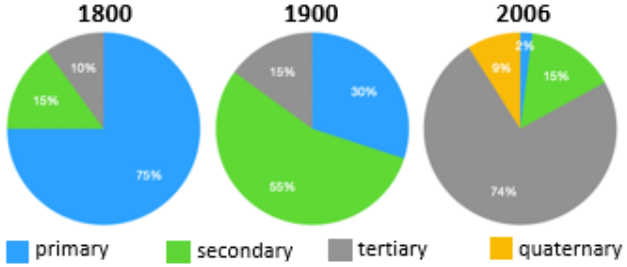
Science park – Purpose built areas often located near university sites, where high-tech industries are established.

Reasons for Change

For several decades the UK has been experiencing deindustrialisation. This has happened because:

- Machines and technology have replaced many people in modern industries.
- Other countries produce cheaper goods due to lower labour costs.
- Lack of investment, high labour costs and outdated machinery made many UK produces too expensive.
- Decline in availability of raw materials in the UK.

The Changing UK Economy



- The primary sector and secondary sector has also declined due to mechanisation and foreign competition. The tertiary (service) sector has increased with the growth of public services and financial services.
- The quaternary (knowledge – research and development) sector has grown.

Government Policies

- **1945-79** – state-run industries, such as British Steel Corporation, were set up by the government to support declining heavy industries & protect jobs.
- **1979-2010** – government-run industries privatised, many heavy industries closed. Private sector & government investment transformed many former industrial areas, into financial centres, offices, & retail parks.
- **2010 onwards** – attempts to rebalance the economy by encouraging investment in high-tech manufacturing, such as aerospace and computer engineering. Significant investment made in transport infrastructure. Financial incentives have been offered to small businesses. Attempts to reduce north/south divide e.g. Northern Powerhouse.

Impact of Globalisation

The main impacts of globalisation include:

- Migration – Migrants fill jobs with a shortage of skilled workers in the UK.
- Less manufacturing – Manufactured goods are cheaply imported from countries like China (lower wages).
- Inequality – The gap between the best-paid & lowest-paid jobs is increasing.
- Outsourcing – jobs are outsourced to other countries where wages are lower.
- Foreign investment – foreign companies invest in the UK, bringing new ways of working and technology. This provides jobs & skills development to UK people.
- Cheaper goods and services – Wages and production have become more competitive, leading to lower-priced products and services.

Post-industrial Economy

This replaces manufacturing with service industries (tertiary). A new sector, the quaternary industry, is now developing in the twenty-first century UK. The quaternary sector is also called the 'knowledge economy' as it involves research and development – this includes IT, new creative industries & biotech. 10-15% of the UK workforce work in the quaternary sector.

Geography

Research and Development

R&D is part of the rapidly expanding quaternary sector, contributing £3 billion to the UK economy & employing over 60,000. R&D involves biomedical, computer &environmental sectors linked to UK universities. The UK government and private companies conduct research. Cyber, artificial intelligence, and cleantech businesses are now employing substantial numbers.

Science and Business Parks

Science parks usually located on the edge of university cities e.g. Cambridge, Oxford and Southampton. Usually attractive environments with good transport links. Uni graduates are often employed to apply knowledge & experience to innovative businesses. Businesses often link to local universities & tap into their R&D. Over 100 science parks in the UK employ around 75,000 people.

Business parks are areas with a small group of businesses (from manufacturing to R&D) in the same land area. Business parks are often located on the edge of major urban areas where there are good communications, & land is cheap. Businesses can benefit from supplying goods & services to each other.

Development of IT

IT development has transformed lives in the UK and has encouraged economic growth resulting in:

- 1.3 million people employed in IT.
- Home working and increased self-employment.
- The UK, being a top IT country, received overseas investment of £6.3bn in 2018.
- The growth of specialist manufacturing services along with service and research.
- Increased turnover of digital tech companies (4.5% in 2016 - 2017, UK GDP growth was only 1.7%).
- London-based technology businesses raised £9bn between 2015 and 2018.
- The UK being a global centre of tech talent, accounts for 5% of all high-growth tech workers employed globally.

Services and Finance

Services provide support rather than manufacturing products. The service industry is the largest employment and economic sector in the UK. Financial services employ over 2 million people and account for 10% of the UK's GDP. The UK is a leading financial centre, with London at its centre. Financial services account for the most jobs in the service industry (24% insurance and 18% financial tech) .

Changing Economic World
Paper 2, Question 2

Problems UK Development

UK North South Divide Evidence

- Wages are generally lower in the north – 2014 was 40% lower in Huddersfield than in London.
- Health is generally worse in the north eg life expectancy for male babies born in Glasgow in 2012 was 72.6yrs but in East Dorset it was 82.9 yrs
- GCSE results are generally better in the south with students more likely to attend a top university.
- 8 of top 10 cities with highest employment are in south – Cambridge, Swindon & Reading

Reasons for the NS Divide

- During the industrial revolution the UK's growth was centred on the coalfields which were in the North. As factories needed a lot of power, they located near the coalfields.
- Therefore deindustrialisation hit the north much harder as it was reliant on secondary industry. There was less manufacturing in the south so deindustrialisation has been less of an issue.
- London & the SE have developed rapidly due to a fast growing tertiary sector. London is a major global financial centre & has grown faster than the rest of the UK.

Geography

Changing Economic World
Paper 2, Question 2

Government Solutions to UK Development

Devolving Power:

• Scotland, Wales & Northern Ireland have their own governments, allowing them to make decisions about their areas e.g. investment in transport.

• Northern Powerhouse – northern city power e.g. 2014 Manchester elected its own mayor. This means an increase in powers to plan and run the city.

Enterprise Zones (EZ):

• 55 have been created across England, Scotland & Wales funded by the government. It offers companies benefits for locating in EZ which will increase jobs & the local economy which could help reduce the northsouth divide.

• Reduced taxes up to 100% in the first 5 years to help businesses get off the ground/attract existing business to the location

• Improve infrastructure: superfast broadband is made available in EZ Financial support: further tax reduction for companies who invest in new equipment & buildings • Planning regulations: made simpler to speed up the establishment of new business

Northern Powerhouse:

• £3.4 billion given in 'Growth Deals' to provide financial support to local projects to develop new businesses • 17 Enterprise Zones (see above) • £70 million spent on improving education & skills

• £13 billion given to improve transport to help connect Northern towns & cities, creates jobs, & leads to faster & better journeys – all making the North a better place to live & work to including HS2 & Liverpool

Impacts & Solutions UK Industrial Growth

Environmental Impacts of UK Industry

• Use lots of electricity/power consuming large amounts of energy

• Transporting raw materials & finished products increases air pollution & damages environment through the demand for new/upgraded roads

• Secondary industries construct large factories that intrude on the landscape

• Mining & quarrying can leave waste tips & cut into the landscape

• Waste products can cause land, air & water pollution. E.g. Sulphur dioxide & nitrogen oxide released from power station chimneys impact on human health & cause acid rain.

Making UK industrial development more sustainable

• Air pollution from factories & power stations can be reduced by using new methods e.g. desulphurisation removing harmful gases

• New technology such as carbon capture & storage can trap power station created CO2 & store it safely e.g. deep underground.

• Stricter environmental laws & targets can be put in place & fine businesses when these are broken/not met.

Example of how modern sustainable UK industrial development – Torr Quarry, North Somerset

Background: employs over 100 people & contributes £15 million to the local economy, Provides up to 8 million tonnes a year of construction materials. Eg rock chippings required for road building.

How the quarry is being made more sustainable:

• ¾ of the limestone is transported by train.

• The quarry is being restored - wildlife lakes for recreation & water supply. Limestone features will be created to 'naturalise' landscape

• 200 acres of the site have already been landscaped to blend in with the surround countryside, including planting grass & trees.

• Regular monitoring of noise, vibration, airborne emissions (dust) & water quality will ensure the environment remains healthy today & will therefore be safer & less damaged for future generations.

• The project will be extended down instead of out into the surrounding area

Health and Social Care

Unit R032 Principles of care in health and social care settings

3.1 The importance of verbal communication skills

Verbal communication is the exchange of information between people using speech.

Key term
Jargon- specialist or technical language, or terms and abbreviations. That are difficult for non specialists to understand

Adapting communication to meet needs	• Use vocabulary that can be understood – avoid specialist medical terminology and give age appropriate explanations • Use specialist methods such as sign language, interpreter or Braille. • Adapt communication to meet the needs of the service user, for example by using repetition, gestures, body language, flashcards. • Adapt the environment , for example by moving a meeting to a quiet room or provide chairs so people feel more relaxed when having a discussion
Clarity	Being able to share information in a clear and accurate way. • Spoken words must be clear – a service provider must not mumble and must pronounce words carefully. • Straightforward terminology should be used and any technical terms should be explained.
Empathy	This is the ability to put yourself in someone else's shoes, understand and share the feelings of another person. This can help a service provider to gain a better understanding of other people's viewpoints , and shows the service user that their feelings have been acknowledged
Patience	This involves giving the service user time the time to do and say what they need, not rushing them and not making them feel pressured.
Using appropriate vocabulary 	Vocabulary refers to the collection of words used. • If a nurse was explaining treatment to a child , they would use simple words that are easily understood. • Adults understand more advanced vocabulary but they might not understand some medical terminology. It is therefore important to explain information that service users may not know the meaning of. For example: • CCU - critical Care unit Appropriate vocabulary also includes using the appropriate language. Information should be available in a range of languages. A "welcome " sign in a variety of different languages will send a positive message that everyone is welcome to use the service.

Unit R032 Principles of care in health and social care settings

3.2 The importance of non verbal communication

Non verbal communication
Non verbal communication involves the transfer of information through the use of body language such as gestures, eye contact and facial expressions.

Eye contact
Service users must always be sensitive to the service user's views and cultural differences , as shown in these examples.

- In some cultures, such as East Asian including Japanese and Middle Eastern cultures, eye contact is considered disrespectful.
- Western Europeans , however, have a different view and will maintain eye contact , seeing it as positive and reassuring.
- In America and Latin America , not looking the other person in the eye is a sign of disrespect . It might even look suspicious or be interpreted as "they don't dare to look me in the eye. They must be hiding something".

In western society eye contact is a way of showing interest in a conversation.

Facial expressions
These can act as positive and negative responses to a situation . Examples are:
Raising eyebrows
Frowning
Moving your mouth

Facial expressions should match the message, For example, when giving bad news, you would use a sympathetic expression – smiling would not be appropriate.

Gestures
Gestures involve hand movements. Examples include:
- Drumming fingers on a surface or twiddling thumbs (these signal impatience)
- Thumbs up signal
- Thumbs down
- Waving goodbye
- Beckoning someone with your hand
- Pointing

Positioning
Height
It is better for effective communication if people are at the same level. This reduces the risk of feeling dominated by someone "talking down" to them. This is particularly important when speaking to a service user with learning difficulties or someone who is in a wheelchair.

Space and personal space

Personal space differs between cultures and service users. Some people feel uncomfortable if others are close, whereas others find it acceptable.
Many spaces in health and social care setting are not suitable for meetings or consultations; they may be too small, so service users invade each others personal space or cannot sit facing each other in the position they would like.
Often in offices a large desk is placed between those attending a meeting. This makes it rather formal , which might not be appropriate for what is going to be discussed, for example between a patient and a doctor. This may have a negative impact on service users attending the meeting.

The room layout will be affected by whether it's a group , on-to-one , formal or informal situation.

- A confidential discussion will require a private area where there are no disturbances or noise

A group training activity with the staff will require space and an area where noise doesn't matter.

Positive body language, no crossed arms/legs

- It makes the service provider more welcoming and trustworthy
- It will make the service users feel more comfortable and relaxed in any situation

- **Sense of humour**

This is the ability to see the funny side of things. Careful use of humour can lighten the mood and remove tension, making people feel more relaxed. However, it is important that service users and their families feel they are being taken seriously , and so humour should be used with care.

Health and Social Care

Unit R032 Principles of care in health and social care settings

3.3 The importance of active listening

Active listening involves demonstrating an interest in and responding to what a person is saying by fully concentrating on what is being said rather than just passively hearing.
Active listening skills include:

- Having an open and relaxed posture
- Making eye contact, looking interested,
- Nodding in agreement
- Showing empathy, reflecting feelings
- Clarifying(by asking questions that cannot be answered with a one word response
- Summarising to show understanding of key points(paraphrasing)

39.

3.4 The importance of special methods of communication

Advocate
An advocate is some who speaks on behalf of a service user who cannot speak up for themselves. For example:

- A young child
- a service user with a learning disability
- An older person with dementia
- Someone who has been assessed as having reduced mental capacity

40.

An advocate for a child could be a parent or carer; an advocate for an adult could be a friend or a carer. A professional advocate could be provided by, for example, a charity organisation such as Age UK to represent an older adult.

An advocate will represent the views, needs and interests of service users who are unable to represent themselves, without judging them or giving their own personal opinions.

An advocate can:

- Go with a service user to meetings or attend them for them
- Help a service user to find and access information
- Write letters on the service users behalf
- Speak for someone at a case conference to express their wishes

An advocate will:

- Be completely independent and represent the service user's views, not their own personal opinions
- Ensure the service user's rights and needs are recognised
- Represent the service user's wishes and views
- Speak for someone who is unable to do so for themselves

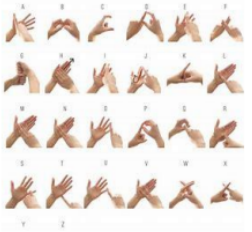
An advocate will not:

- Judge the service user
- Give their own personal opinion
- Make decisions for the service user

41.

British Sign Language
BSL involves using the hands and fingers to make visual signs. This is used by people who have impaired hearing and by other people to communicate with them.

42.



Other communication strategies:

43.

An interpreter – who will convert a spoken or signed message from one language to another, and speak it

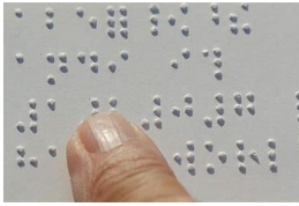
A translator- who will convert a written message from one language to another , and write it.

Makaton- a system that uses a combination of speech, gestures, and pictures to communicate.

PECS- Picture Exchange Communication System. It is a method of communicating where pictures are used to indicate what is needed, and can be useful for individuals with communication difficulties such as dementia or autism.

Braille

This is a method of communication used by visually impaired or blind people. It was devised by Louis Braille in 1829. it consists of a series of dots which are read by touch. Each character is made up of raised dots; the raised dots may be in any of 6 positions within a rectangle. There are 64 possible combination of dots.



Voice activated software
Speech activated programs allow users to

- Write text
- use the internet
- Send emails
- Use application with their voice rather than a mouse or keyboard

44.

These programs can be very helpful to people who do not have full use of their hands
For example, someone with cerebral palsy may have difficulties with fine motor skills , which make handwriting and using a keyboard challenging.

Below are some examples of software:

- Dynavox- speech generating software . The service user touches a screen that contains text, pictures, and symbols which software then converts into speech.
- Lightwriter- is a text to speech device . A message is typed on a keyboard , displayed on a screen and then converted into speech

Health and Social Care

Unit R032 Principles of care in health and social care settings

3.5 The importance of effective communication skills

Effective communication supports the person-centred values of care

45.

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

- It also helps to meet service users' needs ad protects their rights

Successful and effective communication depends on:

- How well the service user can hear and see
- How comfortable they feel
- How attentive they are
- How well they understand what is happening
- How well they can express themselves
- Whether they are motivated to communicate

Communication profiles , sometimes called " communication passports" are often created to inform staff about how a service user communicates with others and how they wish to be communicated with. The communication passport:

- Helps service providers to understand the communication and other needs of a person who has difficulties communicating information, due to illness or mental or physical disability

- Includes information about the service user such as their likes, dislikes and communication skills

- Will be updated regularly

- Enables consistency between staff

Impact of good communication skills	Impact of poor communication skills 46.
• Well informed service users will know what to expect, why they are receiving care or treatment, and the effect on their health and well being. They will also feel able to ask questions if they are not sure about something that is worrying them. • Actively listening to service users needs, concerns and opinions enables them to feel valued and respected. They will be reassured that they are being supported and that their questions and concerns are being taken seriously. • Using appropriate vocabulary, and avoiding jargon, helps understanding. Service users feel reassured as they will understand the straight forward language that will be used by the service providers.	• If information is not clearly explained, it can lead to misunderstandings. Service users need information to be clearly explained to them, or there is a danger that they will not understand complicated medical procedures, treatments or conditions, for example. This could impact on the success of their care, because anxiety and stress about what is happening does not help recovery. • Do po communication can lead to errors or danger to health due to inaccurate recordkeeping. For example, if medication has been given but not noted on the medication record, or the wrong amount is recorded, there could be serious health consequences for a patient. • If a service user feels patronised or stupid, it can make them feel upset or distressed. The service providers role is to help the service user with their care needs, and different services service users have different needs. Service users with a learning disability or who have poor hearing, for example, may need information to be repeated. It is important that service providers do not do this in a patronising and disrespectful way. • If speech is too fast, the listener will not have time to understand it. Service provider should not cause information overload. For example being in hospital is stressful in itself, without being bombarded by lots of new information that the service user cannot understand. Service providers should always be aware of, and be sensitive to, service users need for information, but not overload them with it.

History

'Elizabethan England' Knowledge Organiser.

Key People:

Elizabeth I: Reigned from 1558 to 1603. Elizabeth I was a Protestant. She never married and became known as the 'Virgin Queen'.

Mary Queen of Scots: She was cousin to Elizabeth I. She was a Roman Catholic. It was feared that she was plotting to take the throne of England. Elizabeth had her arrested, imprisoned for 19 years before executing her in 1588.

Lord Robert Dudley: He was Elizabeth I's favourite courtier at the start of her reign.

Sir Robert Cecil: He became Elizabeth's Chief Advisor.

Sir Francis Walsingham: He was Elizabeth's Chief Spy Master – Head of her Secret Service. Walsingham kept a close eye on Catholic attempts to take the throne of England

Phillip II of Spain: He was King of Spain and originally married to Mary I. After her death he proposed marriage to Elizabeth I, but she refused!

Sir Francis Drake: An English explorer who circumnavigated the world and helped lead the English fleet against the Spanish Armada.

Sir Walter Raleigh: An English explorer who attempted to colonise Virginia.

Religious Settlement & threats.	Clergy	Religious leaders such as priests and bishops.
	Divine right	The belief that a monarch's right to rule came from God.
	Recusants	Catholics who are unwilling to attend Protestant church services.
	Conspiracy	A secret plan with the aim of doing something against the law. Another word for plot.
	Papal Bull	A written order issued by the Pope
Government & Society	Justices of the Peace	Men who enforced the law.
	Court	Members of nobility who were close to Elizabeth, they attended her parties and dinners.
	Nobility	Rich land owners who were close to Elizabeth and helped form part of her court.
	Privy Council	A council of senior government officials and nobles that advised the queen
	Secretary of State	The most senior member of the Privy Council, acts as the queen's chief adviser.
	Treason	The crime of betraying one's country, especially by attempting to kill or overthrow the monarch.
Exploration	Circumnavigate	To travel all the way around the world.
	Mercenary	A person whose ships attacked and plundered other ships, usually with the authorisation or support of their government.
	Sea Beggars	Dutch rebels who attacked Spanish ships in the English Channel. From 1567, Elizabeth began allowing them to shelter in English harbours.
	Colonise	To send settlers to (a place) and establish political control over it.

Threats Abroad

France was to be a constant threat. A major issue was France's treatment of Mary Queen of Scots. Mary had been married to Francis II, King of France. His early death led to Mary returning to Scotland but she was still held in high regard in France and had many powerful supporters there. When Mary declared that she was the rightful heir to the English throne and that Elizabeth was illegitimate, she received support from France.

Spain's king, Philip II, ruled much of the New World and much of western Europe. Sir Francis Drake attacked Spain's treasure fleet as they returned from the Caribbean. Spain was also Catholic and always posed a constant threat to Elizabeth.

Date	Event
1572	Dutch Revolt begins, in protest against Spanish rule in the Netherlands. Spain sends Duke of Alba with army of 10,000 men to crush the revolt.
1576	Spanish forces in the Netherland, who had gone for months without being paid, sack the town of Antwerp. This is known as the Spanish Fury. The violence unites all 17 Dutch provinces against Spain. They draw up the Pacification of Ghent, which demands all Spanish troops to leave the Netherlands and for the restoration of political autonomy. Elizabeth sends a loan of £100,000 to the Dutch rebels
1587	Attack on Spanish port of Cadiz by Sir Francis Drake, also known as the singeing of the King of Spain's beard. Drake destroyed 30 Spanish ships.
1588	Philip II launches Spanish Armada.

History

Anglo-Saxon c.1000-.1066

New Definitions of Crime

- The Kings and nobility decided on crimes.
- **Crime against the person**: murder, fights.
- **Crime against property**: poaching, arson.
- **Crime against authority**: treason, attack on a person of a higher status.

Methods of Law Enforcement

- **Responsibility of King** to maintain King's Peace.
- **Local Collective Responsibility**: Hue and Cry, Tithings, Hundreds, Shire Reeves,
- **Role of the Church**: Religious oaths, trail by hot water, hot poker, cold water, blessed bread to decide guilt or innocence

Punishments

- **Public punishments:** Stocks and pillory
- **Fines:** Wirgild
- **Capital Punishment:** Hanging
- **Corporal Punishment:** Branding, maiming

Norman Britain 1066 - 1154

Medieval: c.1000 - c.1500

New Definitions of Crime

- **William the Conquer** asserts his control
- **Deals violently** with Anglo-Saxon Rebels
- **Builds Castles**
- **Feudal System**
- **Forest Laws & poaching & outlaws**
- **Murdrum Fine**

Methods of Law Enforcement

- **Collective Responsibility** still ongoing.
- **The King's Mund** (The King's Peace)
- ***NEW* Trial by Combat** for nobility.

Punishments

- Similar punishments to Anglo-Saxon **BUT**
- ***NEW* Wergild** Fine paid to the King
- More brutal punishments
- Community punishments
- Increased use of death penalty to show authority as King.

Late Medieval 1154-1500

Definitions of Crime

- The Kings highly influenced by nobles when deciding new laws to protect their own interests against the poor.
- ***NEW LAW* Statute of Labourers 1351**
- ***NEW LAW* Heresy 1382**

Methods of Law Enforcement

- Collective Responsibility ongoing
- ***NEW*** Henry II **Assizes of Clarenden** – set of rules and a jury for law courts.
- Prisons to hold suspects before trial.
- Royal Judges and Justices of Eyre visit every county twice a year.
- **Standardised** written instructions given to Shire Reeves.
- ***NEW*** Coroners and Justices of Peace.

Punishments

- Corporal punishment as deterrent
- ***NEW*** **Hanged, drawn, quartered** for the crime of treason.

The Influence of the Church

- **A huge influence of the Church over attitudes and law & order.**
- **Church Courts more lenient on punishments.**
- **The Pope ends Trial by Ordeal to encourage law courts & juries.**
- **Henry II challenged the Church's power – dislike of Benefit of the Clergy and seeking religious sanctuary.**

History

Early Modern 1500 - 1700 → **18th and 19th century 1700 - 1900** → **Twentieth Century 1900 - Present**

Early Modern: c.1500 - c.1700

Main causes of change

- ❑Religion
- ❑Politics
- ❑Changing attitudes
- ❑Role of monarchs
- ❑Growing towns
- ❑Population
- ❑Exploration
- ❑Trade/Economy

New Definitions of Crime

MANY RELIGIOUS INFLUENCES IN THIS TIME

NEW Heresy and Treason – think changes in religion (Catholic Vs Protestants).
NEW Vagabondage/vagrancy Laws:
- The Vagrancy Act
- Relief of the Poor Act
- The Poor Law

NEW Smuggling
NEW LAW 1671 Game Act (poaching still a social crime)
NEW Puritan Laws 1653 – Strict Puritan laws after the Civil War
NEW Witchcraft

KEY INDIVIDUAL: Matthew Hopkins & Witchcraft

- ❑Why did so many believe in witchcraft?
- ❑What were the laws against it?
- ❑How were individuals put on trial?
- ❑What was the punishment?
- ❑What was the role of Matthew Hopkins as a key individual?

KEY EVENT: The Gunpowder Plot 1605

- ❑ An example of religious and political influences.
- ❑ An example of harsh Bloody Code punishments
- ❑ An example of how laws change as a result of crime: 1605 **Thanksgiving Act**, 1606 **Popish Recusants Act**

CHANGE — Methods of Law Enforcement

NEW The wide use of Town Constables
NEW The Night Watchman
NEW Thief Taker

SIMILARITY

- ❑**Collective Responsibility** still effective in smaller towns and villages. Hue and Cry etc.
- ❑Still **no national form of organised** policing
- ❑**Standards** of law enforcement varied across the country.
- ❑**Rich** better protected than the poor.

CHANGE — Punishments

- ❑***NEW*** **Transportation** to North America.
- ❑***NEW*** **Early prisons** as a form of punishment.
- ❑***NEW*** **Houses of Correction** and hard labour.
- ❑***NEW*** The start in the belief of the **BLOODY CODE**.

SIMILARITY

- ❑**Corporal punishments** remain
- ❑Punishments as a **deterrent** and **retribution** remain.
- ❑**Positive attitudes** to harsh punishments.

History

Industrial Revolution: c.1700 - c.1900

New Definitions of Crime

SIMILARITY

SMUGGLING: Still a social crime, still hard to tackle, declined as import duty reduced.
POACHING: Still a social crime by the poor, not often reported, enforced by the rich.
HIGHWAY ROBBERY: A very minor crime in previous era.
WITCHCRAFT: Still some poorer, rural belief in witchcraft.

CHANGE

SMUGGLING: Increased, gangs, punished harshly, rich supported it for luxury goods.
POACHING: Increased, gangs, harsher punishments, 1723 Black Act..
HIGHWAY ROBBERY: Dramatic increase with use of transport and trade.
WITCHCRAFT: Was decriminalised in 1735. Most educated attitudes no longer believed in witchcraft.

KEY INDIVIDUAL: Home Secretary & Prime Minister Robert Peel.

- ❑Major changes to Prison Reform and police. Known as the 'Father of Modern Policing'.
- ❑1823 Gaols Act, 1829 Metropolitan Police Act

Main causes of change

- ❑Decline in religious beliefs
- ❑Politics, population increase, voting.
- ❑Exploration, economy of the Industrial Revolution.
- ❑Improved transport & trade.
- ❑Changing attitudes, humanitarianism, & education.

KEY EXAMPLE: Pentonville & the Separate System

- ❑Prison first of its kind.
- ❑Emphasised hard work & isolated prisoners
- ❑Split prisoners into different groups.
- ❑However, health was taken into account through sanitation.
- ❑**KEY TERMS:** The Crank, treadwheel, discipline, separate system, silent system, religion, cells, religious teaching, toilets, deterrent, reform.

Methods of Law Enforcement

CHANGE

NEW 1748 Bow Street Runners
NEW 1829 First police force by Robert Peel and **Metropolitan Police Act**
NEW Rural Constabulary Act
NEW 1842 Start of the C.I.D.
NEW 1856 Police Act – National Force.

SAME

- ❑**Rural areas** still dealt with crime
- ❑**Parish Constables** dealt with local crime
- ❑**Watchmen** still employed by the rich.
- ❑**Soldiers/army** could still be brought in.
- ❑**Collective Responsibility** still expected.

Punishments

MUCH CHANGE

NEW Humanitarianism & prison reform
NEW Elizabeth Fry and John Howard.
NEW Bloody Code ended.
NEW Laws to improve prisons.
NEW Religion influenced prison changes.
NEW Robert Peel influenced change.
NEW Technology improved prison health
NEW Emphasis on reform & rehabilitation
Transportation & capital punishment ended in 1869.

History

20th Century: c.1900-Present

Main causes of change

- ❑ Technology & science
- ❑ Public attitudes and democracy
- ❑ Politics
- ❑ Trade and economy
- ❑ Liberal attitude towards reform and rehabilitation.
- ❑ Immigration & population.

New Definitions of Crime

SIMILARITY & DIFFERENCE

***NEW * methods of crime but same act.**

- ❑ **Driving Offences:** speeding, drink driving.
- ❑ **Drug Taking and dealing (social crime)**
- ❑ **Cyber Crimes:** fraud, theft, copyright.
- ❑ **Slavery: people trafficking.**
- ❑ **Terrorism:** Remember 1605?
- ❑ **Smuggling:** Advanced gangs & methods.

***NEW* Crimes due to changing attitudes.**

- ❑ **Homophobic crime** – homosexuality decriminalised & Sexual Offences Act 1967.
- ❑ **Race/hate crime:** Race Relations Act 1968.
- ❑ **Dom. Violence** Domestic Violence Act 1976
- ❑ **Abortion:** Decriminalised in 1967.

Methods of Law Enforcement

CHANGE

NEW A range of technological and scientific developments to help law enforcement.
NEW An emphasis on crime prevention, targeting youth & education.
***NEW* Specialist police units** to target specific groups – Special Branch, Fraud Squad, Dog Unit.
NEW A standardised set of rules for policing the whole country and police training.

SAME

Neighbourhood Watch a form of Collective Responsibility.
A re-introduction of police '**on the beat**' with the use of Community Support Officers.

KEY EXAMPLE:

The treatment and attitudes towards Conscientious Objectors.

The Military Services Act 1916

- ❑ Reasons for not joining the army and becoming a C.O. or 'Conchie'.
- ❑ Attitudes of the **media** towards C.O.s in WW1
- ❑ Attitude of the **government** towards C.O.s in WW1
- ❑ Attitude of the **public** towards C.O.s in WW1
- ❑ Punishment of the C.O.s in WW1
- ❑ How attitudes stayed the same and changed by WW2.

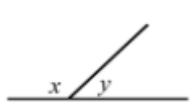
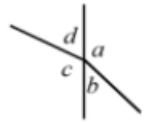
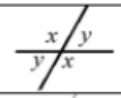
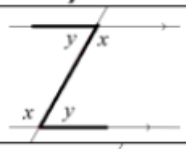
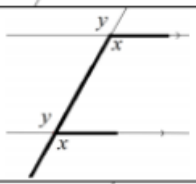
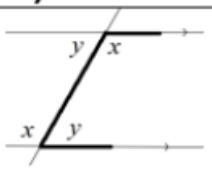
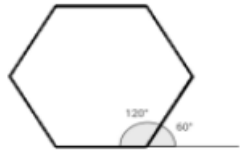
Punishments

CHANGE

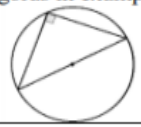
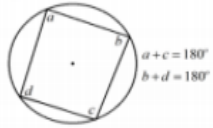
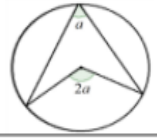
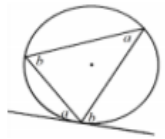
- ❑ **Abolition of the Death Penalty 1969 –** Know the reasons why.
- ❑ **Further Prison Reforms:** Borstals, Education, Criminal Justice Act 1948, Increase in prison numbers, Mental hospitals,
- ❑ **Non-Custodial Sentences:** Youth Detention Centre, probation, parole, community service, electronic tagging, ASBO, treatment programmes, restorative justice, fines.
- ❑ **Hard Labour abolished.**

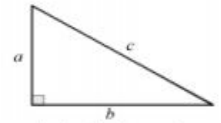
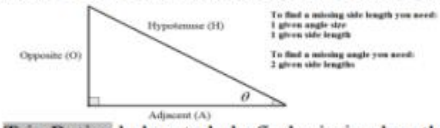
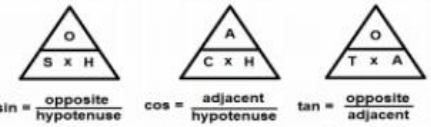
Maths

Basic Proportion	Find out the value of **one item** by dividing and then **multiply** your answer by the number of them you need. Some of these are recipe type questions and others are just shopping type scenarios. Just find the cost, weight or size of 1 and then multiply up. Using the units given may help you understand more.
Exchange Rates	£1 = $1.6. Multiply by 1.6 to go from £ to $ & divide by 1.6 to go from $ to £
Direct and Inverse Proportion	**Direct:** $y = kx$ **or** $y \propto x$ (This just reads y is directly proportional to x.) With direct proportion k is **multiplied** by x to get y. As x increases, y increases. k is known as the constant of proportionality. It's just a 'fixed value' multiplier. **Inverse:** $y = \frac{k}{x}$ **or** $y \propto \frac{1}{x}$ (This just reads y is inversely proportional to x.) With inverse proportion k is **divided** by x to get y. As x increases, y decreases. **To solve problems involving direct and inverse proportion:** (1) Pick the right equation (for either direct or inverse) and substitute the values given in the question to solve for k (the constant of proportionality) (2) Rewrite the equation with the correct value of k you have just found. (3) Substitute the 2nd given value in for x **or** y to find the required missing value. (Be careful with examples such as y is proportional to the square of x. This can be written as $y = kx^2$ instead of $y = kx$). The root of x is written as $\sqrt{x}$.
Ratio Sharing	Add the total parts. A ratio of 4:2:1 has 7 parts (**not 3 parts as 4 + 2 + 1 = 7**) Divide the amount to be shared to find the value of **one part**. Simply multiply this value by the each number in the ratio. Remember the units if applicable!
Ratios Already Shared	Sometimes a ratio is already shared and you will need to work backwards. Simply find what one part is worth and then answers the questions given. The question will give you the clue to which quantity you are dividing. In these questions just think (for example) "3 parts is worth £12, so 1 part must be worth £4" and then use this information to answer the question.
Ratios to Fractions	Add the total parts in the ratio. This becomes the denominator of the fractions. Simply write each part over that denominator. You should now be able to convert to decimals too either by simplifying or pressing SD on the calculator.
Density, Mass, Volume	**Density** = Mass ÷ Volume **Mass** = Density × Volume **Volume** = Mass ÷ Density Remember the correct units. 
Pressure	**Pressure** = Force ÷ Area **Force** = Pressure × Area **Area** = Force ÷ Pressure *(Force is measured in Newtons (N))* 

Angle Types	
Basic Angle Facts	 $x + y = 180°$  $a + b + c + d = 360°$
Opposite Angles	
Alternate Angles	
Corresponding Angles	
Co-interior Angles	
Exterior Angles of a Regular Polygon	
Interior Angles of Regular Polygon	Use the diagram above to help you! You could also use $(n-2)\times 180$ to find the sum of the interior angles.

Maths

Circle Theorem 1 (Angles in a semi-circle)	Angles in a semicircle have a 90° angle at the circumference. Make sure the diameter does pass through the centre (this may have an O on). You may be asked questions involving Pythagoras in examples involving semi circles. 
Circle Theorem (Angles in a Quadrilateral)	The opposite angles in a cyclic quadrilateral sum (add) to $180°$. Make sure each vertex of the quadrilateral touches the circle. 
Circle Theorem (The Arrow)	The angle at the centre is double that at the circumference. Look for an O. 
Circle Theorem (The Bow/Angles in the Same Segment)	The angles at the top of the bow are the same. The angles at the bottom of the bow are the same. You don't need the lines to go through the centre. 
Circle Theorem (Tangent)	When a tangent meets a radius it meets at right angles. You can say the angle between the radius and the tangent is $90°$ or that they are perpendicular.  When two tangents are drawn from a point to the circle their lengths are equal.
Circle Theorem (The Alternate Segment Theorem)	The angle a between the tangent and the chord is the same size as the angle a in the alternate segment. This is true for b and b too. One way to spot these is to look for the two angles 'opening to the left' which are b. These will be the same. The two angles opening to the right will both have the value of a. 

Pythagoras Theorem for Right Angle Triangles	**Pythagoras Theorem** is used to find **missing lengths** in **right angled triangles** when 2 side lengths are given. The triangle must be a right angled triangle. $a^2+b^2=c^2$  a & b are the **2 shorter sides** and c is the **hypotenuse** (longest). Make sure you label each correctly. Neither shorter side can be longer than the hypotenuse! Make sure you square root the answer to find the length. You + when you need the hypotenuse & - when you need a shorter side.
Trigonometric Ratios	Trigonometric ratios are used to find **missing lengths and angles** in right angled triangles. You would use Pythagoras if you had 2 given sides and need to find the 3rd. The triangle shows each side length **relative** to the angle θ.  You can use the Trig Ratios below to help find missing lengths and angles.  Use $\sin, \cos$ & $\tan$ for finding lengths and $\sin^{-1}, \cos^{-1}$ & $\tan^{-1}$ for finding angles. Press 'shift' on your Casio when you need the angle!
Vectors and Vector Notation, Equal Vectors, Magnitude of a Vector	$\begin{pmatrix} a \\ b \end{pmatrix}$ is a column vector. a is right(+) or left(-) and b is up(+) or down(-) $\begin{pmatrix} 3 \\ 4 \end{pmatrix}$ could represent a displacement of 3 metres to the right and 4 metres up. $\overrightarrow{AB} = B - A$. To find the direction vector $\overrightarrow{AB}$ simply subtract the position vector of A from the position vector of B. It's just a line segment! $\overrightarrow{AB} = -\overrightarrow{BA}$ (Vectors have direction and magnitude). The magnitude (length of a vector) $\overrightarrow{AB}$ is $\lvert AB \rvert$. Just use Pythagoras Theorem!
Vectors (Adding, Subtracting and Multiplying and Resultant Vectors)	You can add $\begin{pmatrix} 2 \\ 1 \end{pmatrix} + \begin{pmatrix} 5 \\ 4 \end{pmatrix} = \begin{pmatrix} 7 \\ 5 \end{pmatrix}$ subtract $\begin{pmatrix} 8 \\ 3 \end{pmatrix} - \begin{pmatrix} 2 \\ 1 \end{pmatrix} = \begin{pmatrix} 6 \\ 2 \end{pmatrix}$ & × them $2\begin{pmatrix} 3 \\ 4 \end{pmatrix} = \begin{pmatrix} 6 \\ 8 \end{pmatrix}$ The **resultant** vector is just a direct vector between to points. In the diagram to the rightyou to get to C from A either via B or directly. This can be written as $\overrightarrow{AB} + \overrightarrow{BC} = \overrightarrow{AC}$. This is called the triangle laws as the 3 vectors make a triangle

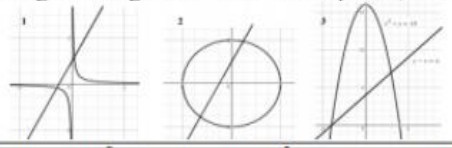
Maths

Sequences (Number Patterns)	Look out for the **Square Numbers** Look out for the **Cube Numbers** Look out for the **Fibonacci Sequence** Look out for **Linear (arithmetic)** sequences such as 4, 10, 16, 22….. Look out **Geometric** sequences such as 2, 4, 8, 16, 32……
nth Term Formula of a Linear (Arithmetic) Sequence	A linear or arithmetic sequence will increase or decrease by a fixed amount. This might be 'going up by 4 each time' or 'going down by 2 each time' To find the *nth* term formula of a linear (arithmetic) sequence: (1) Find the difference. (What's it increasing or decreasing by each time?) (2) Multiply this number by n (Be careful with negatives) (3) Use values of n in the table starting with $n=1$ an substitute in. (4) Find what number you need to add or subtract to find t. Test it for all terms This method only works if the sequence is linear!
Geometric Sequences	Geometric sequences have a common ratio (constant multiplier), or if you like the terms in the sequence increase or decrease by being multiplied by the same number each time. 3, 6, 12, 24... is a geometric sequence with first term 3 and a common ratio of 2. Each term is being multiplied by 2 to get the next. You can find the common ratio by dividing a term by the previous one. 6/3 = 2, 12/6 = 2
Terminology	**Expression:** A collection of **terms** (letters (unknowns/variables) and possibly numbers (constants)) **without** an equals sign. You don't solve an expression! **Equation:** A collection of terms (letters/numbers) **with** an equals sign. You can look to solve an equation for values of the unknown term (letter). **Identity:** An equation that holds true for all values. The ≡ sign is often used. **Formula:** A set of symbols that expresses a rule. **Inequality:** When a two values are not equal ($\neq$).
Solving Linear Equations Unknowns on one side Unknowns on both sides	Get the x's (unknowns or letters) on one side and the numbers on the other. Use the balance method. Simply do the opposite operation to what the equation gives until you have only x's on one side and only numbers on other. If you have a +, subtract this value from both sides. If you have a – then add it to both sides, a × then divide both sides by this quantity and a ÷ then multiply both sides by this quantity. What you do to one side, you just do to the other!
Setting Up and Solving Linear Equations	Find an expression for each piece of information given in the question, add them together, and simplify the expression. This will then be set equal to a value given in the question (or implied) to give you your equation. Solve the equation and then make sure you answer the original question in context!

nth Term of a Quadratic Sequence	Quadratic sequences can be written in the form $u_n = an^2 + bn + c$. An example of a quadratic sequence is 5, 18, 37, 62, 93…. To find the values of a, b and c you **can** use the technique shown below: (i) Find the first and then the second difference between the terms: **First difference:** 13, 19, 25, 31…. and **Second difference:** 6, 6, 6….. (ii) Half the second difference and multiply by n^2. This gives us a. So, $3n^2$ (iii) Now set up a table to find the value of $3n^2$ for each value of n. (iv) Now find the linear part of the sequence $bn+c$ subtract the quadratic part from the sequence: (v) At this stage you simply need to find the *nth* term of a linear sequence which will give $4n-2$ using the values 2, 6, 10, 14 & 18 from the table above. The final answer is therefore $u_n = 3n^2 + 4n - 2$

n	1	2	3	4	5
t	5	18	37	62	93
$3n^2$	3	12	27	48	75

$t-3n^2$	2	6	10	14	18

Linear and non Linear Simultaneous Equations (Solving Algebraically)	A linear equation can be represented by a line. A non-liner by a curve or circle (for example). One of your equations can be written in the form 'Elimination' by subtraction is often not possible so the method of substitution is used for most examples. The general rule is to make either x or y the subject of the **linear** equation and substitute into the **non-linear equation**. Once you have solved the new non-linear equation for one unknown (x or y) then substitute the answer(s) back into the linear equation to find the other. Remember to solve for both x and y! Your solutions may have to be given as coordinates as they will be the points where 2 graphs meet. The 2 graphs of the example to the right is shown below in figure 3. Figure 1 is a line & reciprocal, 2 a line & circle 
Algebraic Proof	A proof is an argument to justify a mathematical statement. When writing a proof you must show that the statement holds true for all cases not just select certain values and conclude it must be true for all values. The way to do this is to write out and manipulate algebraic expressions and identities to form your proof. Let's start with some basic expressions for numbers Using expressions like those above to set up the expression. Expanding brackets, simplifying and refactoring is usually used to show the proof. You must include a concluding statement to end the proof. Examples are shown to the right. **Simply showing isolated cases hold true by using numbers does not prove a statement is true for all values. You will not be awarded marks for doing this.** The only time you can substitute numbers in is to show that a proof is not true with a counter example. You may be asked to do this.

n	$2n$	$2n+1$ or $2n-1$	$2n+2$	$2n+3$
an integer	an even integer	an odd integer	the next even integer after $2n$	the next odd integer after $2n+1$

Music

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 them given, whether through lyrics, triumphant chords or sound design.

Planning & Goals

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

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

Evidence Collection

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

Professional & Commercial Skills

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

Submission & Timing

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

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

Component 2

Music

KS4

BTEC Tech Music Practice

Component 3 – Purpose

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

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

6 Key Words

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

Activity 1 – Initial Proposal

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

. Activity 2 – Make the Product

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

Evidence & Professionalism

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

Activity 3 – Commentary

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

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

Marks & Timing

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

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

Component 3

Photography

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 andemulate artists' work.

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

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

- Annotate contact sheet andedits.
- **Homework every week**:
- Take 20-30 photos exploring theme

Refine & Experiment
Objective: Try new approaches and refineoutcomes.

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

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

- Planning lighting, composition, editing.

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

- Carry out final shoot. Start editing.

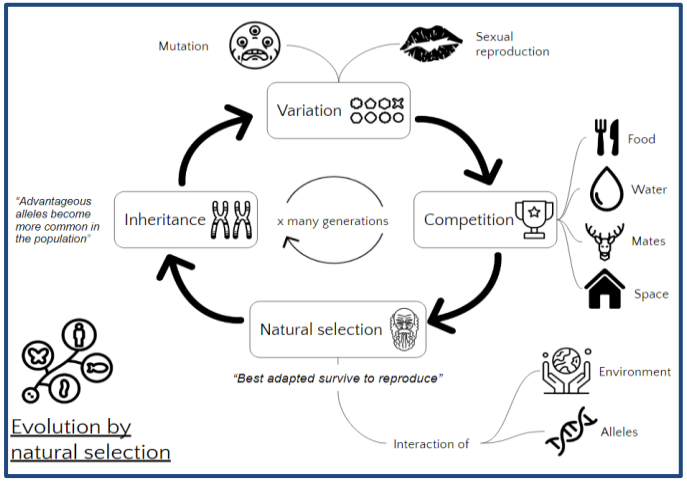
Presenting and Evaluating
Objective: Complete final presentationand evaluate work.

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

Science -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.



Evolution by natural selection

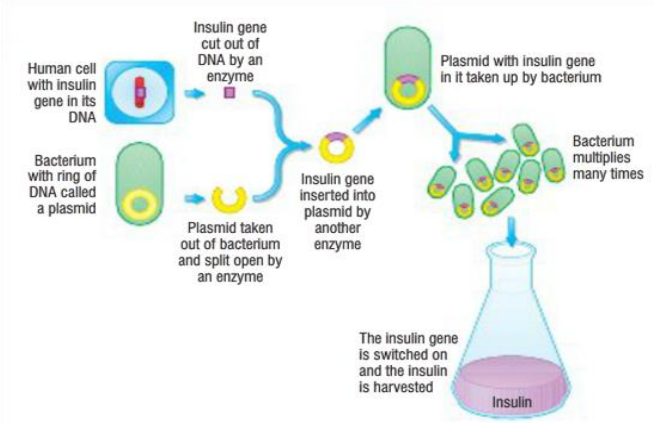


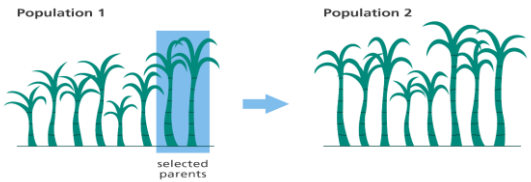
Figure 1 The principles of genetic engineering. A bacterial cell receives a gene from a human being so it makes the human hormone insulin.

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.

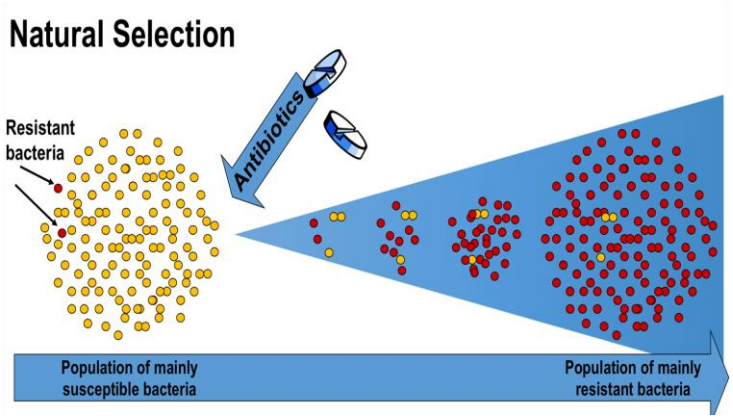
Extinction

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

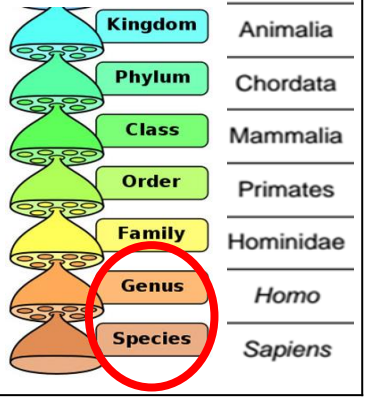


Classification and naming organisms

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

Rules:

1st name is the name of the genus and starts with a capital.
2nd name is the species name and it starts with a lowercase letter.
The two names are underlined if hand written or in *italics* if printed.



Science - Physics

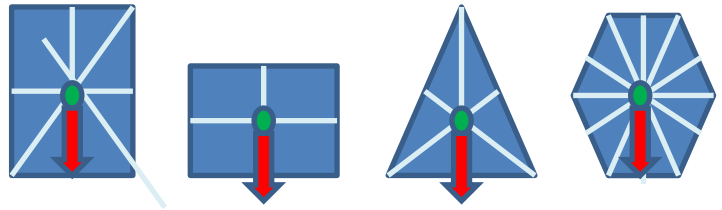
P5 - Forces

Keywords

Vector quantities	Have a magnitude (size) and direction e.g. 11m west. There are only six vector quantities: displacement, velocity, acceleration, force, weight and momentum.
Scalar quantities	Have only a magnitude (size) e.g. 11m. There are many different scalar quantities: speed, distance, time, power and energy are all scalar quantities.
Force	A push or a pull that acts on an object due to its interaction with another object. All forces are measured in newtons.
Contact force	A force that occurs when two objects physically touch.
Non-contact force	A force that occurs between two objects that are physically separated.
Resultant force	A force which is the result of two or more forces acting on an object.

Centre of mass

Every particle in your body has a small gravitational force acting on it. Together, these forces act like a single force pulling at just one point. This single force is your weight. The point is called your centre of gravity or centre of mass.



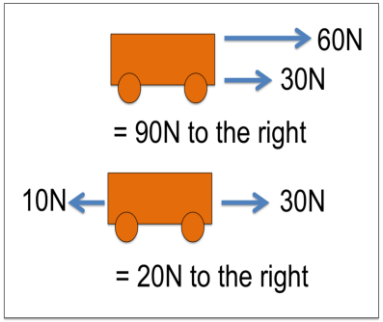
The centre of mass for a symmetrical object can be found by marking the axes of symmetry on the object. The centre of mass is where the axes of symmetry cross.

Resultant forces

An object may have several different forces acting on it, which can have different strengths and directions. But they can be added together to give the resultant force. This is a single force that has the same effect on the object as all the individual forces acting together.

When all the forces are balanced, the resultant force is zero. In this case:

- a stationary object remains stationary
- a moving object keeps on moving at the same speed in the same direction



When all the forces are not balanced, the resultant force is not zero.

- A stationary object begins to move in the direction of the resultant force.
- A moving object speeds up, slows down or changes direction depending on the direction of the resultant force

Parallelogram of forces

A scale diagram of two force vectors.

It is used to find the resultant of two forces that do not act along the same line.

The resultant is the diagonal that starts at the origin of the two forces.

Resolution of forces

Resolving a force means finding perpendicular components that have a resultant which is equal to the force. To resolve a force in two perpendicular directions, draw a rectangle with adjacent sides along the two directions so that the diagonal represents the force vector

P5 - Motion

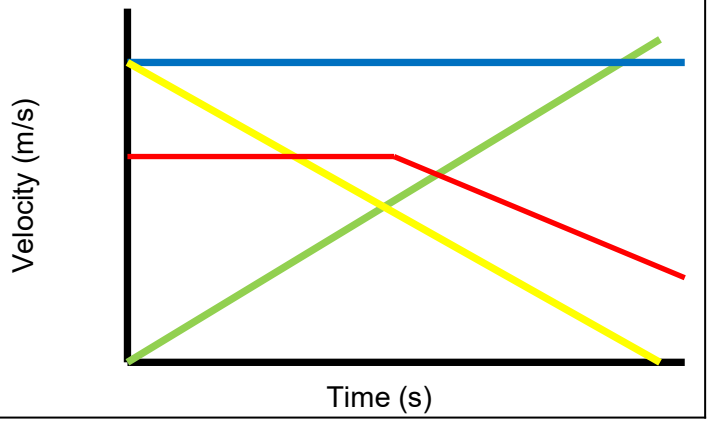
Velocity time graphs

The blue object is moving at a constant velocity. It has an acceleration of 0m/s^2

The green object has a constant increase in velocity. It is accelerating at a constant rate.

The yellow object has a constant decrease in velocity. It is decelerating at a constant rate.

The red object starts with a constant velocity then begins to decelerate.



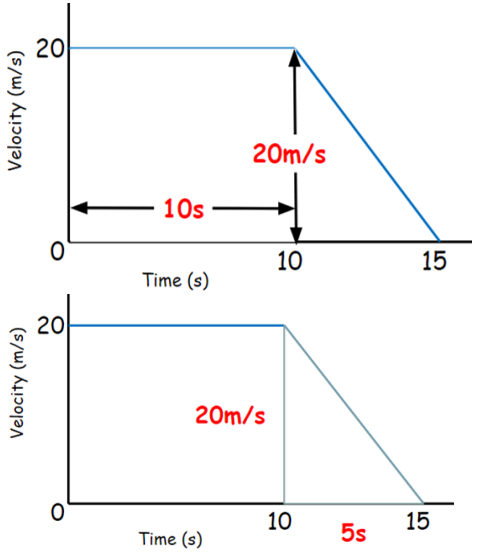
Analysing Velocity time graphs

The distance covered by an object is equal to the total area under the the velocity - time graph. In the example to the right, an object travels at a velocity of 20m/s for 10s. To calculate the distance, you Need to find the total area underneath the line i.e. 10s x 20m/s = 200m.

To find the distance covered in the next part of the graph you need To find the area underneath the line again i.e. 5s x 20m/s, only this Time you need to ÷2 because you only have half of the area. In this case the sum would be 0.5 x 5s x 20m/s = 50m.

To find the total distance travelled by the object add up the individual Distance for each part of the graph i.e. 200m + 50m = 250m.

You can also use these graphs and the acceleration equation to Calculate changes in acceleration. For example, at 10s the object Begins to slow down. Its deceleration can be calculated by doing: (0 - 20) ÷ 5 = -4m/s^2



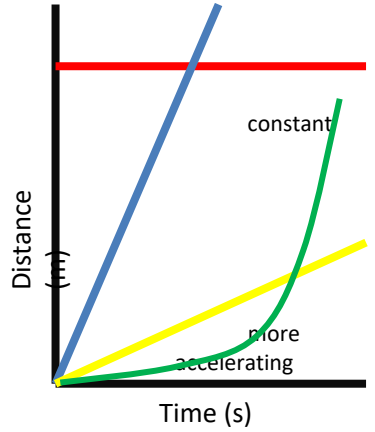
Distance time graphs

Red line shows the distance not changing over time so the object is not moving.

Yellow line shows distance is increasing with time so the object is moving at a speed

Blue line shows more distance is covered in the same time so the object is moving more quickly

Green line shows the object is covering distance for each time slot so it is



Calculating acceleration

Acceleration (m/s^2) = change in velocity (m/s)

Time taken for change (s)

$$a = \frac{v-u}{t}$$

Where a = acceleration

v = final velocity

u = initial velocity

t = time taken for the change in velocity

Rearranged equation
$v = u + at$
$u = v - at$
$t = \frac{v-u}{a}$

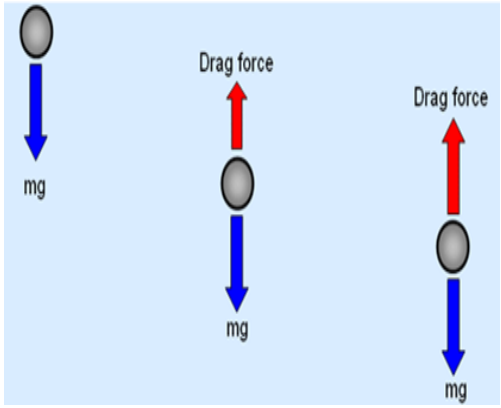
P5 - Acceleration

Keywords

Thinking Distance	The distance travelled during the reaction time of the driver.
Braking distance	The distance travelled while the brakes are being applied.
Momentum	A measure of how difficult it is to stop a moving object.
Elastic	An object that will return to its original shape when the forces deforming it are removed.
Hooke's Law	Extension is directly proportional to force.

Terminal velocity

If an object falls in a fluid there is often a drag force on it due to the particles of the fluid changes the magnitude of the drag force.



Picture 1: when an object first starts to fall, it's weight is much larger than against it. The resultant force is not equal to zero. The object accelerates.

Picture 2: as the object speeds up during its fall, the drag forces acting on it increase. This reduces the resultant force and thus the acceleration of the object.

Picture 3: there will come a point where the drag forces that oppose the motion of the object equal its weight. At this point the resultant force is zero. The object stops accelerating and continues to fall at a constant speed. This point is referred to as terminal velocity.

Acceleration

force = mass × acceleration.

$F\ (N) = m\ (kg) \times a\ (m/s^2)$

Rules:

If two objects of equal mass are pushed with different forces, the object pushed with a greater force will accelerate faster.

If two objects of unequal mass are pushed with the same force, the lighter object will accelerate faster.

To change the acceleration of an object you must either change the mass or the force applied to the object.

Factors affecting stopping distance

Reaction time of driver – this can be affected by a number of things (drugs, alcohol, distractions, age)

Speed of the vehicle – the faster it is travelling the more kinetic energy it has so it is more difficult to stop

The mass of the vehicle – the heavier a moving vehicle is the more kinetic energy is has so the more difficult it is to stop.

Road conditions – vehicles take longer to stop on wet / icy roads

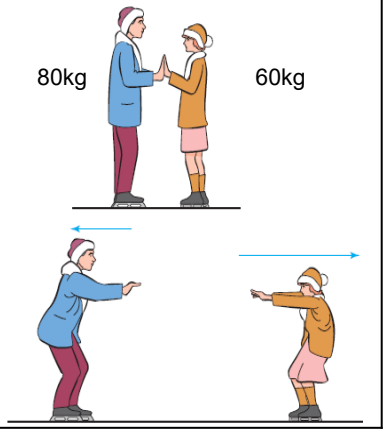
Momentum

momentum = mass x velocity

As velocity is needed to calculate momentum, momentum must also be a vector quantity and it therefore has a direction. If two objects of the same mass are moving in opposite directions but at the same speed (i.e. their velocities are different), the momentum of each object will be of the same magnitude but a different direction. A '+' and a '-' are often used to indicate the direction of momentum of moving objects.

If the 60kg skater moves away at 2m/s:

Her momentum = 60 x 2 = 120kgm/s
His momentum = -120kgm/s (Total before = total after)
His velocity = momentum / mass = -120 / 80 = -1.5m/s



Mass

The mass of an object is the amount of matter contained within it.

You can't change your mass no matter where you go. Mass is not affected by gravitational forces.

Measured in kilograms (kg)

Weight

The weight of an object is due to the force of gravity acting on it.

If the amount of gravitational force changes your weight changes too. There is less gravity on the moon so you would weigh less there.

Measured in newtons (N)

P5 Forces and pressure

Keywords

Pressure	Force per unit cross-sectional area for a force acting on a surface at right angles to the surface. The unit of pressure is the Pascal (Pa) or Newton per square metre (N/m^2).
Density	Mass per unit volume of a substance.
Upthrust	The upward force that acts on a body partly or completely submerged in a fluid.

Atmospheric pressure

The atmosphere is a thin layer (relative to the size of the Earth) of air round the Earth. The atmosphere gets less dense with increasing altitude.

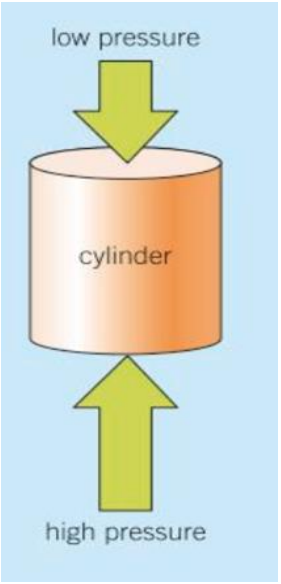
Air molecules colliding with a surface create atmospheric pressure.
The number of air molecules (and so the weight of air) above a surface decreases as the height of the surface above ground level increases.
So as height increases there is always less air above a surface than there is at a lower height.
So atmospheric pressure decreases with an increase in height.

Upthrust and floatation

A partially (or totally) submerged object experiences a greater pressure on the bottom surface than on the top surface. This creates a resultant force upwards. This force is called the upthrust.

Objects will float if: Mass of water displaced ≥ mass of object

Objects will sink if: Mass of water displaced < mass of object



Calculating pressure

A fluid can be either a liquid or a gas.
The pressure in fluids causes a force normal (at right angles) to any surface.

The pressure at the surface of a fluid can be calculated using the equation:
Pressure = force normal to a surface / area of that surface
[$p = F / A$]

Units: Pressure = pascals (Pa), Force = Newtons (N), Area = metres squared (m^2)

Calculating pressure in a liquid at rest

The pressure due to a column of liquid can be calculated using this equation:

Pressure = height of the column × density of the liquid × gravitational field strength
[$p = h \rho g$]

Units: Pressure = Pascals (Pa), Height of the column = metres (m), Density = kilograms per metre cubed (kg/m^3), Gravitational field strength = Newtons per kilogram (N/kg)

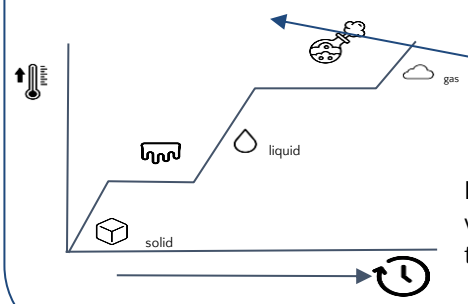
Study tip: make sure you know the difference between the symbol for pressure (p) and the symbol for density (ρ, the greek letter rho).

Science - Chemistry

Pure substance – A substance that is made up of only one type of element or compound.

Formulation – A mixture that has been designed as a useful product.

Fixed points – The melting or boiling points of an element or compound (pure substance)

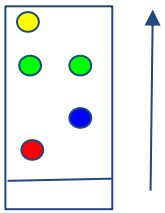


Boiling point – The temperature at which a substance changes from solid to liquid.

Melting point – The temperature at which a substance changes from solid to liquid.

Chromatography

Separate mixtures according to the size of their particles.



Solvent rises up the paper and dissolves the mixture.

Small particles travel further than large particles, (more soluble)

R_f = distance moved by substance / distance moved by solvent

Gas Tests

Test for carbon dioxide (CO_2)
Bubbled through lime water = turns cloudy

Test for oxygen (O_2)
Relights a glowing splint

Test for hydrogen (H_2)
Makes a squeaky "pop" noise with a lit splint at mouth of test tube

Testing for positive ions

Flame Tests

Ion	Flame colour
Li^+	Crimson
Na^+	Yellow
K^+	Lilac
Ca^{2+}	Orange-red
Cu^{2+}	Green

Sodium hydroxide test

Add;

Distilled water

Sodium hydroxide (NaOH)

Precipitate colour
Green = Fe^{2+}
Brown = Fe^{3+}
Blue = Cu^{2+}
White = Mg^{2+} Al^{3+} or Ca^2
If you add more NaOH and it dissolves = Al^{3+}

Testing for negative ions

Carbonates (CO_3^{2-}) - add hydrochloric acid
= gas test for carbon dioxide (turns limewater cloudy)

Sulphates (SO_4^{2-})- Add hydrochloric acid and barium chloride
=white precipitate

Halides – Add nitric acid and silver nitrate
= Cl^-– white, Br^- – cream, I^- – yellow

C8 – Chemical analysis (set 1)

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

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

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

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

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

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

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

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

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Risk Assessment

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

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

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

Multiply the two together:
- 1–6 = **Low**
- 7–12 = **Medium**
- 13–25 = **High**

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

Emergency Procedures
•Knowing what to do if an incident happens:
- **Stop play**
- **Call first aider**
- **Contact emergency services if needed**
- **Follow school or venue protocol (Invacuation, Fire Alarm)**

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

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

What Are Drills and Why Are Drill Diagrams Important?
•**Drills** are structured activities to practise specific skills or techniques.
•**Drill diagrams** help:
- Show player positions and movement
- Communicate the layout clearly
- Make setup quicker and easier

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

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

Sports Studies

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

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

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

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

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

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

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