

YEAR 10



BHA's Knowledge Quest

**Summer 1
(Apr- May)
2025-2026**



How to use your Knowledge Quest Booklet

To support you in making progress in each of your lessons, your teachers have produced Knowledge Organisers which contain all of the main facts, knowledge and information that you need to know to be successful and make progress this half term. There are lots of ways to use these Knowledge Organisers, but the most important thing is that you are revising the knowledge and you are able to recall it in your lessons. Please see below details of how to use this booklet; what your half termly homework looks like and how to secure lots of positive Class Charts points!

English: 1 Seneca assignment set per week (alternating between Language and Literature). Sparx Reader will be used to accompany the reading of Literature set texts. Additional revision may be provided by individual class teachers.

Maths: 1 hour of Sparx Maths, individualised homework set every week. Pinpoint booklets provided following assessments and additional revision provided by class teacher, where appropriate.

Science: 1 hour of Seneca homework, set every week.

MFL: 1 hour of vocabulary / listening / reading practice on Language Nut, every week and 30 minutes of learning vocabulary, ready to be quizzed in the following lesson.

History: 1 hour Seneca assignment set by class teacher, every week. Recap content using Knowledge Organiser and, when provided, complete practice exam questions.

Geography: 1 hour Seneca, each week. 1 x Core vocabulary booklet, using OMG revision across the year.

DT: Engineering: Seneca - core knowledge recap, as well as flip learning resources, both printed and or on teams. Reading and comprehension tasks with booklets on teams. Hospitality and Catering: Yr 11- revision workbook, revision tasks set on Teams. Re-cap content using Knowledge Organiser.

Art: To complete/refine work for portfolio or set task projects when required.

Computer Science: 1 hour of Smart Revise and/or individualised homework set weekly, based around previously taught topics and current topics.

Film Studies: The 15 or 10 marks 'Explore' exam question which focuses on an aspect of film language.

Sociology: 30 minutes of Seneca homework per week or an exam style question. **All other subjects:** Revise the information in this booklet using the revision sheets included with each subject.

Sport: Year 11, 1 hour of exam revision from the revision guide & resources in Teams.

Child Development and Health & Social Care: Year 11, 1 hour of exam revision from the revision guide & resources in Teams.

Enrichment and Intervention 2025-26 Summer Term

SUMMER TERM

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 7.45am – 8.30am	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open	Start Right Club Library open
Lunch 12.45pm – 1.15pm	MUGA Year 9 Library Year 11 Yr 7 Basketball LG	MUGA Year 11 Library Year 10 Yr 8 Basketball LG	MUGA Year 10 Library Year 9 Yr 9 Basketball LG	MUGA Year 8 Library Year 8 Yr 10 Basketball LG	MUGA Year 7 Library Year 7 Yr 11 Basketball LG
Period 7 Monday Tuesday Thursday 3.30pm – 4.30pm	Year 11 Open / MFL Subject Intervention Week 1: B Block Week 2: C Block Year 9 and 10 Football (Field) WT All years Chess Club – Room 9 MAG All Years Debate Mate Room 23 BED Sparx Maths Club – Room 15 DHY / RMI All years Basketball (Large Gvm) NK All years Girl's Netball (MUGA) JS/NW- New	Year 11 Science Intervention All years Rounders (MUGA) GH New All years Basketball (Large Gym) WT Year 7 and other beginners Latin Club Room 60 AA All years Cricket (Field) JS New All years Dance Club (Dance studio) CG All years <i>Hooked on Bristnall</i> Room 53 JW All years Beyond the Books (Reading Club) Room 24 FH All years Digital skills Room 30 MCA Basketfields Booster for Year 10 English Room 23 FBA Masterchef (SEND) Room 45 CCR/MSH/MCS SEND Y8 Reading Intervention ADI/LOM 33	Year 11 English and Maths Intervention All years Rounders (MUGA) KHA New All years Dodgeball (Large Gym) WT New All years Cricket (Field) NK New Year 7,8,9 Girls football WBA- Invite only MUGA All years Dance Club (Dance studio) JR All years Board Game Club Room 55 AK All years The Rep Theatre – Performing Arts Club Room 16 All years Geography Club Room 2 SBW All years Ultimate Uno Club Room 23 QSM All years Scene Stealers Filmmaker Club Room 22 DLA All years Act Up! Drama Club Room 24 SBS Yr 10 GCSE Computer Science and I Media students only: Room 62 JM / Room 10 HA SEND Social Society CCR/CST Room 1 SEND WBA Multisports/Football LK SEND Homework Club – JRE/MPA Room 31 SEND Y10 Direct Instruction Lit – JPG Room 3	Year 11 Geography /History Intervention Year 7 and 8 Football (Field) NK All years Legacy cohort Latin Club Room 60 AA All years Pickleball (MUGA) JS New All years <i>The hook and pen society</i> Room 53 JW/LOM Year 7,8,9 Music Rock Band- Room 36 TW Russian Language Club for beginners Room 58 RMI	All years Dungeons and Dragons (MB) Room 5 Yr 10/11 Engineering coursework catch up intervention- By invitation only LN
Wednesday Friday 2.35pm – 3.35pm	All years Task Master Room 28 GEG All years Science Club Lab 49 BHO/HOB Yr9 and 10 Science Intervention SAM Year 7 – 9 Masterchef Room 45 (limited to 15 pupils only) CCR/MSH/PCR SEND Y7 Reading Intervention ADI/LOM Room 2				

	Academic	Creative	Physical
Academic	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Latin Club (new and legacy cohorts) <input type="checkbox"/> Chess Club <input type="checkbox"/> Sparx Maths Club <input type="checkbox"/> Geography Club <input type="checkbox"/> Science Club Lab 49 <input type="checkbox"/> Debate Mate <input type="checkbox"/> 'Beyond the Books' Reading Club <input type="checkbox"/> Russian Language Club for Beginners <input type="checkbox"/> Any other subject intervention 	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Scene stealers film maker club <input type="checkbox"/> Act up! Drama Club <input type="checkbox"/> Ultimate Uno <input type="checkbox"/> Hooked on Bristnall - Crochet club <input type="checkbox"/> The hook and pen society <input type="checkbox"/> The REP Theatre Performing Arts Club <input type="checkbox"/> Board Game Club <input type="checkbox"/> Dungeons and Dragons <input type="checkbox"/> Digital Skills <input type="checkbox"/> Rock Band <input type="checkbox"/> Masterchef 	<ul style="list-style-type: none"> <input type="checkbox"/> Task Master (will meet all parts of the diploma) <input type="checkbox"/> Football <input type="checkbox"/> Basketball <input type="checkbox"/> Netball <input type="checkbox"/> Dodgeball <input type="checkbox"/> Cricket <input type="checkbox"/> Rounders <input type="checkbox"/> Dance

Dates to remember this half term:

April

May

Attendance record



Week	Attendance %
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

Sparx Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the XRP score that you achieved for each subject. Your form tutor will award you additional CC points for the more XRP points you achieve in addition to the set points for each weekly homework.

	Sparx Reader Points:	Sparx Maths Points:
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Total this half term:		

Seneca Check!

Remember to click: 'Login with Microsoft' using your academy email address and password!

In the boxes below, write the titles of the assignments that you complete for each subject and your overall percentage scores. Your form tutor will award you additional CC points for the highest percentages you achieve in addition to the set points for each weekly homework.

	English Assignments:	Science Assignments:	History Assignments:	Geography Assignments:
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Total assignments completed this half term:				

Language Nut Check!

Remember to click:
'Login with Microsoft'
using your academy
email address and
password!

In the boxes below, write out what % you have achieved from your weekly homework. Your form tutor will award you additional CC points for the highest scores you achieve in addition to the set points for each weekly homework.

	MFL Homework:
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Total assignments completed this half term:	

Independent Study Check!

Your form tutor and your parent/carer will also check that you are completing your independent study within this booklet. Additional positive CC points will be awarded for beautiful presentation and your ability to demonstrate a strong recall of the knowledge within this booklet.

	End of Half term Form Tutor Check:	Parent/Carer Check:
Independent Study Completed?		
Beautiful Presentation?		
Recall of Knowledge?		

Personal Reflection: What are you most proud of within your Independent Study Booklet?

Look, Cover, Write, Check

Definitions to Key Words

Flash Cards

Self Quizzing

Mind Maps

Paired Retrieval

Step 1

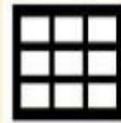
Look at and study a specific area of your knowledge organiser.



Write down the key words and definitions.



Use your knowledge organiser to condense and write down key facts and or information on your flash cards.



Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser.



Create a mind map with all the information you can remember from your knowledge organiser.



Ask a partner or family member to have the knowledge organiser or flash cards in their hands.



Step 2

Cover or flip the knowledge organiser over and write down everything you remember.



Try not to use your knowledge organiser to help you



Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other.



Answer the questions and remember to use full sentences.



Check your knowledge organiser to see if there were any mistakes with the information you have made.



They can test you by asking you questions on different sections of your knowledge organiser.

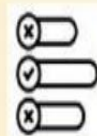


Step 3

Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.



Use your green pen to check your work.



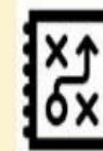
Use a parent/carer or friend to help quiz you on the knowledge.



You can also use family to help quiz you. Keep self quizzing until you get all questions correct.



Try to make connections that links information together.



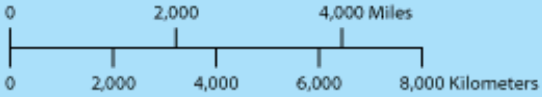
Write down your answers.



WORLD MAP



- | | | | |
|---------------------------|---------------------|-----------------------|----------------------------------|
| 1. Netherlands | 10. Austria | 20. Ghana | 29. Liechtenstein |
| 2. Belgium | 11. Hungary | 21. Togo | 30. Montenegro |
| 3. Luxembourg | 12. Serbia | 22. Benin | 31. Kosovo |
| 4. Switzerland | 13. Moldova | 23. Cameroon | 32. Palestinian Territories |
| 5. Slovenia | 14. North Macedonia | 24. Equatorial Guinea | 33. St. Vincent & the Grenadines |
| 6. Croatia | 15. Albania | 25. Rwanda | |
| 7. Bosnia and Herzegovina | 16. Cyprus | 26. Cambodia | |
| 8. Czechia | 17. Lebanon | 27. Panama | |
| 9. Slovakia | 18. Guinea-Bissau | 28. Malawi | |



LIBBY SCATT & REBECCA WATT COTT

CAN YOU SEE ME?

Expected to fit in. Proud to stand out.

Year 7+

J.K. ROWLING

HARRY POTTER and the Philosopher's Stone

Year 7+

THE HUNGER GAMES

ANNE COLLINS

Year 8+

THE GIVER

Seeing the flaws in a perfect world...

LOIS LOWRY

Year 7+

ANNE FRANK

THE DIARY OF A YOUNG GIRL

Year 7+

20 YEARS

ACTION ADRENALINE ADVENTURE

ALEX RIDER STORMBREAKER

THE SERIES THAT HAS RE-INVENTED THE SPY GENRE

JAY HOROWITZ

Year 8+

FRANKENSTEIN

MARY SHELLEY

Year 10+

A Good Girl's Guide to Murder

RYAN JACKSON

Year 10+

BHA'S

BEFORE 16

What have you read so far...?

THE PERKS OF BEING A WALLFLOWER

STEPHEN CHANDLER

Year 11+

The GREAT GATSBY

FITZGERALD

Year 11+

'A MASTERPIECE!'

Angie Thomas, The Hate U Give

LONG WAY DOWN

JASON REYNOLDS

Year 9+

PERSEPOLIS

A FILM BY MARIJANE SATRAPI AND VINCENT PARONNAUD

Year 8+

LORD OF THE FLIES

WILLIAM GOLDING

Year 9+

ANIMAL FARM

GEORGE ORWELL

Year 9+

THE FAULT IN OUR STARS

JOHN GREEN

Year 10+

ANITA AND ME

MEERA SYAL

Year 11+

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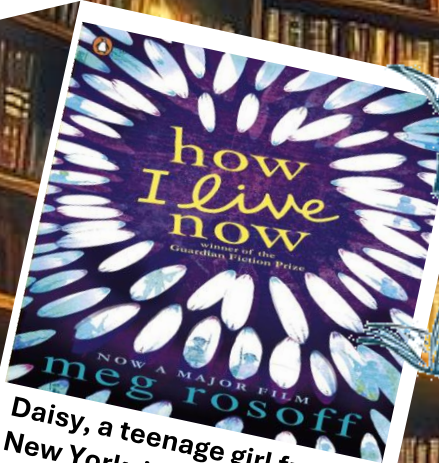
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YEAR 10

Recommended Reading

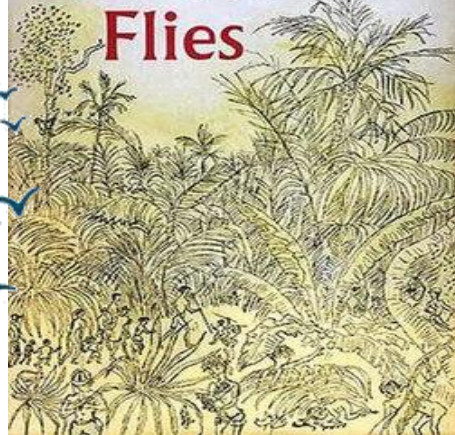


A young soldier reflects on his life during the First World War, as he waits for dawn in the trenches. Through memories of his childhood, family, and close bond with his older brother Charlie, Tommo reveals how war has shaped their lives.



Daisy, a teenage girl from New York, is sent to live with her cousins in rural England. When an unexpected war breaks out, Daisy and her cousins are separated and forced to survive on their own.

William Golding Lord of the Flies



are stranded on an uninhabited island after a plane crash. They attempt to govern themselves but things descend into chaos and violence.

Challenge yourself by reading these topic-related books for this half term!

PROFESSOR ERIK ANGNER

Refreshing Financial Times

HOW ECONOMICS

"The perfect tour guide to economics"
Jay Bhattacharya,
Stanford University



"As enjoyable to read as it is serious about inspiring change"
Klaus Schwab,
World Economic Forum

CAN SAVE THE WORLD

Simple Ideas to Solve Our Biggest Problems



A guide into how economic reasoning can filter through noise and identify solutions for problems, big and small.

UNDER THE MOLEHILL
An Elizabethan Spy Story
John Bossy



It tells the story of an espionage operation in Elizabethan London. It was designed to find out what side France would take in the hostilities between Protestant England and the Catholic powers of Europe.



1 hour



GCSE Language Paper 1 Section A – Reading Explorations in creative reading and writing



This paper has five questions to answer and you will need to complete all of them to achieve your target grade. Questions 1-4 are based on a fiction text and are worth 25% of your overall GCSE English Language grade (40 marks). Question 5 is a writing task where you will be instructed to write a fiction text. Again, it is worth 25% of your overall grade (40 marks).

15 Minutes Reading Time

Start by **reading the blurb** for of the text.

Read the source.

Identify the **GAP** of the source.

Read and highlight the key information in the questions.

5 Question 1 4

Four multiple choice questions

Make sure you're selecting from the right lines.

- Do not choose more than one answer
- Retrieve explicit or implicit information **directly from the text**

12 Question 2 8

Analyse the language that the writer has used and the impact that it has on the reader in the given extract.

Identify the key focus of the question and refer to it throughout.

Use short, embedded quotes.

Identify the method used and why it has been used. What is the effect?

World level rainbow analysis of key word. Why did the writer choose that word?

Method: PEZEL X3

Challenge: can you spot a pattern?

Tools to Plan and Analyse

STRUCTURE

WHAT

WHEN

WHY

SHIFT
Time Place Focus

BEGINNING MIDDLE END

Climax
Anti-climax

Exposition Denouement

ZOOM **LINK**

CYCLICAL

TURNING POINT

Question 3

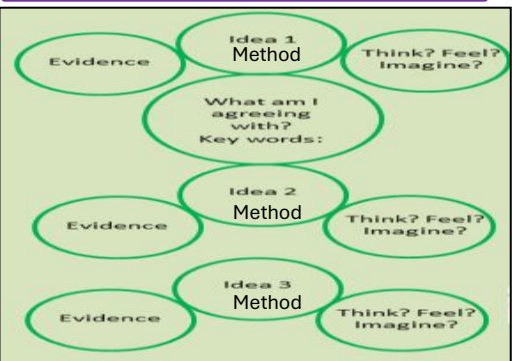
At this point in the source ...
Then the writer moves to ...
As the source develops ...
There is a change in tension/atmosphere when ...
The focus then shifts to ...
Readers are left questioning ...

This reveals to the reader...
The reader is left feeling...
This helps the reader understand...

You can also consider:
foreshadowing
in media res
juxtaposition
flashback
changes in pace or tone

BANNED PHRASES
This interests the reader ...
This makes the reader want to read on ...
This makes the reader want to find out what happened next ...

Q4 Planning and sentence starters



12 Question 3 8

This requires you to analyse the writer's use of structure to create specific effects: **Spot and highlight the question focus** (this could be **tone, atmosphere, setting or character**)

Embed a short, brief quotation.

Identify the structural method used and why it has been used. What do we learn/understand by placing it there?

There will always be a **shift** in mood/tone/atmosphere – aim to spot that and discuss why it happens.

Method: **What - Where/When - Why?**

25 Question 4 20

An opinion/statement about the text and you will be asked to **what extent** you agree with it.

Unpick the **key words** in the statement. 5 minutes to plan.

Use **SYNONYMS** of the key opinions in the statement.

Method: PEZEL X3. Look at both sides of the argument but have a final response that explicitly states how far you agree/disagree.

You can focus on **language AND structural** methods.

Embedded evidence to support.

Link every paragraph back to the statement in the question.



45 minutes



GCSE Language Paper 1 Section B - Writing Explorations in creative reading and writing



OPTION: Describe a picture OR write a STORY (it could be the start or ending of one). You are marked on **SPAG** (16 marks) and Content and Organisation (24 marks).

Question 5

- Identify the GAP of the writing task.
- Plan your response using one of the planning methods.
- Use a range of language devices.
- Link your start and end.
- Use a range of punctuation.
- Use a range of sentence types.
- Use structural devices from Q3 in your own writing.

Writing Checklist

- One sentence paragraph.
- One word sentence.
- Varied paragraph lengths.
- Ten different types of punctuation
- Start sentences with present continuous tense ('ing' verbs).
- Start sentences with adverbs (ly).
- Start sentences with prepositions (e.g. over time).

Tools to Plan

Planning Method	
Drop	Begin by dropping the narrative voice into the text. Establish the setting and weather.
Shift	Shift to another time, contrasting mood or alternative place based on the stimulus.
Zoom	Return to the original point in time or location and mood and/or zoom in on a tiny detail in a way that illuminates the character's feelings.
Link	Zooming out and leaving the location (like a bird's eye view).
Tips	
	Try to use a motif (a recurring element that has symbolic significance in a story) at least twice. It could be at the start of the end.
	Try to link your start and end together.
	Create contrast by having a different atmosphere at the start and end.

Ambitious Vocabulary

Sanguine: optimistic, especially in an apparently bad situation.	Amplify: to make larger, greater, louder.
Repugnant: ugly.	Discombobulate: confuse someone.
Formidable: inspiring fear or respect.	Conceal: keep from sight/hide.
Euphoric: intense excitement or happiness.	Warp: to become twisted bent, out of shape.
Crestfallen: sad and disappointed.	Epitomise: perfect example of/ give a summary of.
Incensed: very angry/enraged.	Bolster: to support or strengthen.
Monochromatic: containing/using one colour.	Explicate: develop a problem/explain.

ISPACED to help you vary sentence openers (Q5)

Try starting with:

- I** – an **'ing' word** such as 'Screaming . . .'
- S** – a **SIMILE** such as 'Like a thunderstorm, the issue . . .'
- P** – a **PREPOSITION** such as 'Behind the eyes of onlookers . . .'
- A** – an **ADVERB** ('ly' word) such as 'Savagely'
- C** – a **CONNECTIVE** such as 'Meanwhile . . .'
- E** – an **'ed' word** such as 'Panicked, I . . .'
- D** – **DIALOGUE** such as " 'Listen!' I screamed."

TiPToP

Start a new paragraph when there is a change in:

- TIME**
- PLACE**
- TOPIC**
- PERSON/SPEAKER**

Have you used ten types of punctuation?

? , ! " " ... - () : ;



1 hour



GCSE Language Paper 2 Section A - Reading

Writers' viewpoints and perspectives



English

This paper has five questions to answer and you will need to complete all of them to achieve your target grade. Questions 1-4 are based on two non-fiction texts and are worth 25% of your overall GCSE English Language grade (40 marks). Question 5 is a writing task where you will be instructed to write a non-fiction text. Again, it is worth 25% of your overall grade (40 marks).

15 Minutes Reading Time

- Start by **reading the blurb** for each text.
- BUG** each question.
- Read** each source.
- Read and highlight** the key information in the questions.

5 Question 1

- Identify **the four** pieces of information, which are TRUE from the list.
- Read the statements carefully – it might not be obvious.
- Only shade in 4 answers.

10 Question 2

Compare and summarise what you learn from two texts about a particular topic.

- Highlight similarities/ differences
- Point, Evidence, Inference, Development (of inferences) - COMPARE
- Method: PEID-C-PEID x2**

Tools to Plan and Analyse

Q3 and 4 LAYERED ANALYSIS
What are the connotations of the word? What does it reveal about the writer's thoughts and feelings?



USE CONNECTIVES to compare

Contrasting	Adding
However	Furthermore
Whereas	In addition
On the other hand	Similarly
In contrast	Both

In Source A we are told _____: '**Q2**'. This suggests that the _____ (try to include a triple inference). However, in Source B we are told as it says '_____'. This suggests that the _____ (try to include a triple inference).

Adjectives to describe the writer's tone of voice

Authoritative	Nostalgic
Bored	Objective
Calm	Proud
Desperate	Questioning
Excited	Romantic
Friendly	Sombre
Grateful	Tired
Humorous	Uneasy
Indignant	Vehement
Joyful	Wistful
Kindly	Yearning
Light-hearted	Xenophobic
Mocking	Zealous

Q4
Both writers _____. **However**, in Source A the writer feels ____ about _____ as they say '_____'. The writer uses (method) in order to _____. The word '_____' has connotations of _____. Therefore, implying _____. **Whereas**, in Source B the writer is not as _____ as it says '_____'. The writer uses (method) in order to _____. The word '_____' has connotations of _____. Therefore, implying _____.

Q1	Acronym
Q2	PEID-C-PEID
Q3	PEZE
Q4	VEZE-C-VEZE
Q5	Intro Reason 1 ISPACE Reason 2 Shutdown Resolution

15 Question 3

Analyse the language that the writer has used.

- Spot and highlight the question focus.
- Embed a short, brief quotation.
- Identify the method used and why it has been used. What is the effect?
- World level rainbow analysis of key word. Why did the writer choose that word?
- Method: PEZE x3**
- Challenge: can you spot a pattern?

20 Question 4

Compare the writers' viewpoints or attitudes AND the **language/ structural methods**.

- Identify what both writers think about the subject.
- 3 quotations from each source that display the writers' viewpoints.
- Method: VEZE - C - VEZE x2**
- Comparative connectives



45 minutes



GCSE Language Paper 2 Section B - Writing

Writers' viewpoints and perspectives



You will be asked to write either a **letter, speech, leaflet** or **article**. You are marked on **SPAG** (16 marks) and Content and Organisation (24 marks).

Question 5

- Identify the **TAPS** of the writing task.
- Plan five-six points. Use the writing frame to help.
- Write five-six paragraphs.
- Use **DAFORREST**.
- Link your start and end.
- Use a range of punctuation.
- Use a range of sentence types.

Have you used DAFORREST?

- D**irect address
- A**lliteration/ anecdote
- F**act/ figurative language
- O**pinion
- R**hetorical question
- R**epetition
- E**motive language
- S**tatistic/simile/satire
- T**riple

Tools to Plan

Introduction: State whether you agree or disagree with the statement and why you believe the issue is important one in the 21st century.
Include:
 Triple adjective colon
 Rhetorical question
 Statistic
 X2 ambitious vocabulary
 State why it's an issue.

Reason 1: Explain your **FIRST** reason why you **AGREE** or **DIAGREE** with the statement.
Include:
 Metaphor
 Anecdote (personal story)
 X2 ambitious vocabulary
 State why it's an issue and why you agree or disagree.

Reason 2: Explain your **SECOND** reason why you **AGREE** or **DIAGREE** with the statement.
Include:
 Pick another reason.
 Expert at the door (a person linking to the topic)
 X2 ambitious vocabulary
 Direct address
 Emotive language

SHUTDOWN: Acknowledge what the **OPPOSING** point of view to yours and **SHUT IT DOWN** to show why it might be **WRONG**.
Include:
 Mention the opposing view.
 X2 ambitious vocabulary
 Simile
 Semi-colon

Solution: How could this issue be solved? Give clear examples and decide on at least **ONE** action that could be taken to help solve the problem.
Include:
 The solution
 Rhetorical question
 Alliteration
 X2 ambitious vocabulary

Conclusion: End your argument strongly and refer to what you wrote at the start of your piece.
Include:
 Link back to beginning.
 Use a dash (-)
 X2 ambitious vocabulary
 Triple
 Imperative sentence (command)

Argue/Persuade/Explain/Advise/Inform	Lang Paper 2 Section B: Writing to express an opinion	Letter/Speech/Article/Leaflet/Essay
<p>Imperative phrases</p> <p>Action must be taken.</p> <p>It is undeniably time for a change.</p> <p>We can no longer ignore this issue.</p> <p>Stand up and make your voice heard.</p> <p>Don't tolerate this any longer.</p> <p>Let's put a stop to this issue, once and for all.</p> <p>It is time to pay attention.</p>	<p>Experts to quote</p> <p>Prime Minister – Keir Starmer Health Secretary – Wes Streeting Education secretary – Bridget Phillipson Ofsted Chief Inspector – Sir Martyn Oliver A former USA President – Barack Obama Current USA President – Joe Biden Footballer and campaigner – Marcus Rashford Police Commissioner – Sir Mark Rowley Broadcaster, biologist and activist – David Attenborough Activist – Greta Thunberg</p>	<p>Structure for writing</p> <ol style="list-style-type: none"> Spell out your point of view clearly <i>I firmly believe that...</i> Give an anecdote that explains your feelings <i>I feel like this because...</i> Give at least three other reasons <i>There are other good reasons for my point of view.</i> Quote an expert <i>Don't just take my word for it.</i> Facts/statistics to support your point of view <i>It's the truth.</i> Relate the issue to the reader <i>It could affect you too.</i> Describe what needs to happen <i>So, we need to...</i> One-sentence paragraph, repeating your 1. <i>I firmly believe that...</i>
<p>Instead of 'important', say...</p> <p>Crucial Essential Vital Significant Urgent Critical Momentous</p>	<p>Instead of 'good', say...</p> <p>Outstanding Beneficial Superb Exceptional Worthy Magnificent Faultless</p>	<p>Instead of 'bad', say...</p> <p>Disastrous Dire Unacceptable Inadequate Harmful Invalid Shocking</p>
<p>Rhetorical questions</p> <p>How much longer can we sit back and ignore this issue?</p> <p>Ask yourself this: how would you feel?</p> <p>Do you want your children to grow up in a world where this continues to happen?</p> <p>Have we not tolerated this for long enough?</p> <p>If not you, then who? If not now, then when?</p> <p>Are you ready to change the world?</p>		

45 minutes – 5 minutes to plan, 35 minutes to write, 5 minutes to proof-read

ISPACED to help you vary sentence openers (Q5)

Try starting with:

- I** – an **'ing'** word such as 'Screaming . . .'
- S** – a **SIMILE** such as 'Like a thunderstorm, the issue . . .'
- P** – a **PREPOSITION** such as 'Behind the eyes of onlookers . . .'
- A** – an **ADVERB** ('ly' word) such as 'Savagely'
- C** – a **CONNECTIVE** such as 'Meanwhile . . .'
- E** – an **'ed'** word such as 'Panicked, I . . .'
- D** – **DIALOGUE** such as "'Listen!' I screamed."

Vocabulary Bank 1:
Disgusting

revolting
repulsive
ghastly
nauseating
horrendous
Atrocious

Vocabulary Bank 2:
Wrong

erroneous
immoral
depraved
corrupt
unethical
flawed

Vocabulary Bank 3:
Unfair

Biased
Prejudiced
Imbalanced
One-sided
Misleading

Have you used ten types of punctuation?

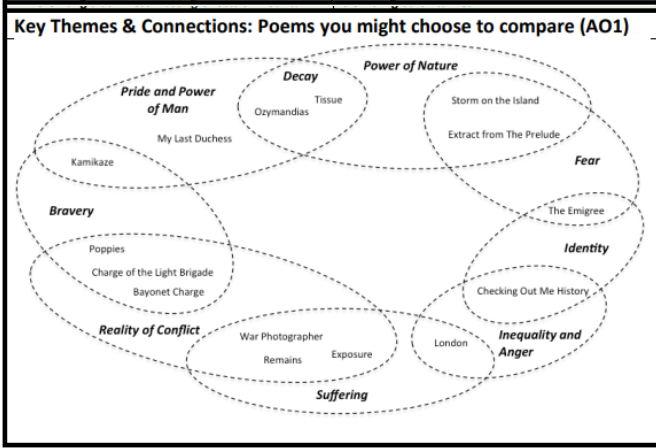
?, !, " " ' ' . . . - () : ;

Power & Conflict: Poetry Anthology – Knowledge Organiser (AO1, AO2, AO3)

Remains by Simon Armitage		War Photographer		Poppies by Jane Weir	
Themes: Conflict, Memory, Suffering, Reality of War		Themes: Conflict, Memory, Suffering, Reality of War		Themes: Conflict, Memory, Bravery, Reality of War, Suffering	
Tones: Tragic, Haunting, Anecdotal		Tones: Painful, Haunting, Angry		Tones: Tender, Tragic, Dreamy, Bitter	
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003. -Speaker describes shooting a looter dead in Iraq and how it has affected him. -To show the reader that mental suffering can persist long after physical conflict is over. 	<p>Context</p> <ul style="list-style-type: none"> -These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind.” <i>Simon Armitage</i> -Poem coincided with increased awareness of PTSD amongst the military, and aroused sympathy amongst the public – many of whom were opposed to the war. 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war – painting a contrast to the safety of his dark room. -He appears to be returning to a warzone at the end of the poem. -Duffy conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort and are unaffected by war. 	<p>Context</p> <ul style="list-style-type: none"> -Like Tennyson and Ted Hughes, Duffy was the Poet Laureate. -Duffy was inspired to write this poem by her friendship with a war photographer. She was intrigued by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects. -The location is ambiguous and therefore universal: (“Belfast. Beirut. Phnom Penh.”) 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -A modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death. -The narration covers her visit to a war memorial, interspersed with images of the soldier’s childhood and his departure for war. 	<p>Context</p> <ul style="list-style-type: none"> -Set around the time of the Iraq and Afghan wars, but the conflict is deliberately ambiguous to give the poem a timeless relevance to all mothers and families. -There are hints of a critical tone; about how soldiers can become intoxicated by the glamour or the military: “a blockade of yellow bias” and “intoxicated”.
<p>Language</p> <ul style="list-style-type: none"> -“Remains” - the images and suffering remain. -“Lags it up the road” - colloquial language = authentic voice -“Then he’s carted off in the back of a lorry” – reduction of humanity to waste or cattle -“he’s here in my head when I close my eyes / dug in behind enemy lines” – metaphor for a war in his head; the PTSD is entrenched. -“his bloody life in my bloody hands” – alludes to Macbeth: Macbeth the warrior with PTSD and Lady Macbeth’s bloody hands and guilt. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -Monologue, told in the present tense to convey a flashback (a symptom of PTSD). -First four stanzas are set in Iraq; last three are at home, showing the aftermath. -Enjambment between lines and stanzas conveys his conversational tone and gives it a fast pace, especially when conveying the horror of the killing -Repetition of “Probably armed, Possibly not” conveys guilt and bitterness. 	<p>Language</p> <ul style="list-style-type: none"> -“All flesh is grass”: Biblical reference that means all human life is temporary – we all die eventually. -“He has a job to do”: like a soldier, the photographer has a sense of duty. -“running children in a nightmare heat”: emotive imagery with connotations of hell. -“blood stained into a foreign dust”: lasting impact of war – links to Remains and ‘blood shadow’. -“he earns a living and they do not care”: they’re ambiguous – it could refer to readers or the wider world. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. -Contrasts: imagery of rural England and nightmare war zones. -Third stanza: A specific image – and a memory – appears before him. 	<p>Language</p> <ul style="list-style-type: none"> -Contrasting semantic fields of home/childhood (“cat hairs”, “play at being Eskimos”, “bedroom”) with war/injury (“blockade”, “bandaged”, “reinforcements”) -Aural (sound) imagery: “All my words flattened, rolled, turned into felt” shows pain and inability to speak, and “I listened, hoping to hear your playground voice catching on the wind” shows longing for dead son. -“I was brave, as I walked with you, to the front door”: different perspective of bravery in conflict. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -This is an Elegy, a poem of mourning. -Strong sense of form despite the free verse, stream of consciousness addressing her son directly – poignant -No rhyme scheme makes it melancholic. -Enjambment gives it an anecdotal tone. -Nearly half the lines have caesura – she is trying to hold it together, but can’t speak fluently as she is breaking inside. -Rich texture of time shifts, and visual, aural and touch imagery.
Charge of the Light Brigade by Alfred, Lord Tennyson		Bayonet Charge by Ted Hughes		Kamikaze by Beatrice Garland	
Themes: Conflict, Patriotism, Suffering, Reality of War		Themes: Conflict, Patriotism, Power, Reality of War, Nature, Bravery		Themes: Conflict, Patriotism, Power, Shame, Nature, Childhood	
Tones: Energetic, Tragic, Haunting		Tones: Bewildered, Desperate, Dreamy		Tones: Sorrowful, Pitiful	
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. -It is a celebration of the men’s courage and devotion to their country, symbols of the might of the British Empire. 	<p>Context</p> <ul style="list-style-type: none"> -As Poet Laureate, he had a responsibility to inspire the nation and portray the war in a positive light: propaganda. -Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: “Someone had blunder’d”. -This was a controversial point to make in Victorian times when blind devotion to power was expected. 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -Describes the terrifying experience of ‘going over the top’: fixing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy. -Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war. -Hughes dramatises the struggle between a man’s thoughts and actions. 	<p>Context</p> <ul style="list-style-type: none"> -Published in 1957, but most-likely set in World War 1. -Hughes’ father had survived the battle of Gallipoli in World War 1, and so he may have wished to draw attention to the hardships of trench warfare. -He draws a contrast between the idealism of patriotism and the reality of fighting and killing. (“King, honour, human dignity, etcetera”) 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships. -This poem explores a kamikaze pilot’s journey towards battle, his decision to return, and how he is shunned when he returns home. -As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back. 	<p>Context</p> <ul style="list-style-type: none"> -Cowardice or surrender was a great shame in wartime Japan. -To surrender meant shame for you and your family, and rejection by society: “he must have wondered which had been the better way to die”.
<p>Language</p> <ul style="list-style-type: none"> -“Into the valley of Death”: this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience. -“Jaws of Death” and “mouth of Hell”: presents war as an animal that consumes its victims. -“Honour the Light Brigade/Noble six hundred”: language glorifies the soldiers, even in death. The ‘six hundred’ became a celebrated and prestigious group. -“shot and shell”: sibilance creates whooshing sounds of battle. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -This is a ballad, a form of poetry to remember historical events – we should remember their courage. -6 verses, each representing 100 men who took part. -First stanza tightly structured, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive. -Dactylic dimeter (HALF-a league / DUM-de-de) mirrors the sound of horses galloping and increases the poem’s pace. -Repetition of “the six hundred” at the end of each stanza (epitrophe) emphasises huge loss. 	<p>Language</p> <ul style="list-style-type: none"> -“The patriotic tear that brimmed in his eye Sweating like molten iron”: his sense of duty (tear) has now turned into the hot sweat of fear and pain. -“cold clockwork of the stars and nations”: the soldiers are part of a cold and uncaring machine of war. -“his foot hung like statuary in midstride”: he is frozen with fear/bewilderment. The caesura (full stop) jolts him back to reality. -“a yellow hare that rolled like a flame And crawled in a threshing circle”: impact of war on nature – the hare is distressed, just like the soldiers 	<p>Form and Structure</p> <ul style="list-style-type: none"> -The poem starts ‘in medias res’: in the middle of the action, to convey shock and pace. -Enjambment maintains the momentum of the charge. -Time stands still in the second stanza to convey the soldier’s bewilderment and reflective thoughts. -Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier – adds to the confusion. 	<p>Language</p> <ul style="list-style-type: none"> -The Japanese word ‘kamikaze’ means ‘divine wind’ or ‘heavenly wind’, and has its origin in a heaven-sent storm that scattered an invading fleet in 1250. -“dark shoals of fish flashing silver”: image links to a Samurai sword – conveys the conflict between his love for nature/life and his sense of duty. Also has sibilance. -“they treated him as though he no longer existed”: cruel irony – he chose to live but now must live as though he is dead. -“was no longer the father we loved”: the pilot was forever affected by his decision. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. -The first five stanzas are ordered (whilst he is flying on his set mission). -Only full stop is at the end of Stanza Five: he has made his decision to turn back. -The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same. -Direct speech (“My mother never spoke again”) gives the poem a personal tone.
London by William Blake		The Emigree by Carol Rumens		Checking Out Me History by John Agard	
Themes: Power of the state, Inequality, Loss, Anger		Themes: Power of the state, Conflicts in identity, Protest, Bravery		Themes: Power of the state, Protest, Identity, Childhood	
Tones: Angry, Dark, Rebellious		Tones: Mournful, Defiant, Nostalgic		Tones: Defiant, Angry, Rebellious, Cynical	
<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -The narrator is describing a walk around London and how he is saddened by the sights and sounds of poverty. -The poem also addresses the loss of innocence and the determinism of inequality: how new-born infants are born into poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality. 	<p>Context</p> <ul style="list-style-type: none"> -The poem was published in 1794, and time of great poverty in many parts of London. -William Blake was an English poet and artist. Much of his work was influenced by his radical political views: he believed in social and racial equality. -This poem is part of the ‘Songs of Experience’ collection, which focuses on how innocence is lost and society is corrupt. -He also questioned the teachings of the Church and the decisions of Government. 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -‘Emigree’ – a female who is forced to leave their country for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now “sick with tyrants”. -Despite the cities problems, her positive memories of the place cannot be extinguished. 	<p>Context</p> <ul style="list-style-type: none"> -Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate 	<p>Content, Meaning and Purpose</p> <ul style="list-style-type: none"> -Represents the voice of a man from the Caribbean colony of British Guiana, who was frustrated by the Eurocentric history curriculum that he was taught at school – which paid little attention to black history. -Black history is in italics to emphasise its separateness and to stress its importance. 	<p>Context</p> <ul style="list-style-type: none"> -John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s. -His poetry challenge racism and prejudice. -This poem may, to some extent, have achieved its purpose: in 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem.
<p>Language</p> <ul style="list-style-type: none"> -Sensory language creates an immersive effect: visual imagery (“Marks of weakness, marks of woe”) and aural imagery (“cry of every man”) -“mind-forged manacles”: they are trapped in poverty. -The poem uses rhetoric (persuasive techniques) to convince the reader that the people in power (landowners, Church, Government) are to blame for this inequality. 	<p>Form and Structure</p> <ul style="list-style-type: none"> -A dramatic monologue, there is a first-person narrator (‘I’) who speaks passionately about what he sees. -Simple ABAB rhyme scheme: reflects the unrelenting misery of the city, and perhaps the rhythm of his feet as he trudges around the city. -First two stanzas focus on people; third stanza focuses on the institutions he holds responsible; fourth stanza returns to the people – they are the central focus. 	<p>Language</p> <ul style="list-style-type: none"> -“I left it as a child”: ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it). -“I am branded by an impression of sunlight”: imagery of light - it will stay with her forever. -Personification of the city: “I comb its hair and love its shining eyes” (she has a maternal love for the city) and “My city takes me dancing” (it is romantic and passionate lover) -“My city hides behind me”: it is vulnerable and – despite the fact that she had to flee – she is strong. -Semantic field of conflict: “Tyrant, tanks, frontiers” 	<p>Form and Structure</p> <ul style="list-style-type: none"> -First person. -The last line of each stanza is the same (epitrophe): “sunlight”; reinforces the overriding positivity of the city and of the poem. -The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys that fact that she is now trapped. 	<p>Language</p> <ul style="list-style-type: none"> -Imagery of fire and light used in all three stanzas regarding black historic figures: “Toussaint de beacon”, “Fire-woman”, “yellow sunrise”. -Uses non-standard phonetic spelling (“Dem tell me who dem want”), to represent his own powerful accent and mixes Caribbean Creole dialect with standard English. -“I carving out me identity”: metaphor for the painful struggle to be heard, and to find his identity. 	<p>Form</p> <ul style="list-style-type: none"> -Dramatic monologue, with a dual structure. -Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics) to represent separateness and rebellion). -Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history). -The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent the narrator’s rejection of the rules. -Repetition of “Dem tell me”: frustration.

Ozymandias by Percy Bysshe Shelley		My Last Duchess by Robert Browning		Tissue by Imtiaz Dharker	
Themes: Power of Nature, Decay, Pride, Status Content, Meaning and Purpose -The narrator meets a traveller who tells him about a decayed statue that he saw in a desert. -The statue was of a long forgotten ancient King: the arrogant Ozymandias, 'king of kings.' -The poem is ironic and one big metaphor: Human power is only temporary – the statue now lays crumbled in the sand, and even the most powerful human creations cannot resist the power of nature.	Tones: Ironic, rebellious Context -Shelley was a poet of the 'Romantic period' (late 1700s and early 1800s). Romantic poets were interested in emotion and the power of nature. -Shelley also disliked the concept of a monarchy and the oppression of ordinary people. -He had been inspired by the French revolution – when the French monarchy was overthrown.	Themes: Power, Pride, Control, Jealousy, Status Content, Meaning and Purpose -The Duke is showing a visitor around his large art collection and proudly points out a portrait of his last wife, who is now dead. He reveals that he was annoyed by her over-friendly and flirtatious behaviour. -He can finally control her by objectifying her and showing her portrait to visitors when he chooses. -He is now alone as a result of his need for control. -The visitor has come to arrange the Duke's next marriage, and the Duke's story is a subtle warning about how he expects his next wife to behave.	Tones: Sinister, Bitter, Angry Context -Browning was a British poet, and lived in Italy. The poem was published in 1842. -Browning may have been inspired by the story of an Italian Duke (Duke of Ferrara): his wife died in suspicious circumstances and it was rumoured that she had been poisoned.	Themes: Power of Nature, Control, Identity Content, Meaning and Purpose -Two different meanings of 'Tissue' (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body. -The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives. -Also, although human life is much more precious, it is also fragile and temporary.	Tones: Gentle, Flowing, Ethereal Context -Imtiaz Dharker was born in Pakistan and grew up in Glasgow. 'Tissue' is taken from a 2006 collection of poems entitled 'The Terrorist at My Table': the collection questions how well we know people around us. -This particular poem also questions how well we understand ourselves and the fragility of humanity.
Language -'sneer of cold command': the king was arrogant, this has been recognised by the sculptor, the traveller and then the narrator. -'Look on my works, ye Mighty, and despair.': 'Look' = imperative, stressed syllable highlights commanding tone; ironic – he is telling other 'mighty' kings to admire the size of his statue and 'despair', however they should really despair because power is only temporary. 'The lone and level sands stretch far away.': the desert is vast, lonely, and lasts far longer than a statue.	Form and Structure -A sonnet (14 lines) but with an unconventional structure... the structure is normal until a turning point (a volta) at Line 9 (...these words appear). This reflects how human structures can be destroyed or decay. -The iambic pentameter rhyme scheme is also disrupted or decayed. -First eight lines (the octave) of the sonnet: the statue is described in parts to show its destruction. -Final two lines: the huge and immortal desert is described to emphasise the insignificance of human power and pride.	Language -'Looking as if she was alive': sets a sinister tone. -'Will't please you sit and look at her?' rhetorical question to his visitor shows obsession with power. -'she liked whate'er / She looked on, and her looks went everywhere.': hints that his wife was a flirt. -'as if she ranked / My gift of a nine-hundred-years-old name / With anybody's gift': she was beneath him in status, and yet dared to rebel against his authority. -'I gave commands; Then all smiles stopped together': euphemism for his wife's murder. -'Notice Neptune, though / Taming a sea-horse': he points out another painting, also about control.	Form and Structure -Dramatic Monologue, in iambic pentameter. -It is a speech, pretending to be a conversation – he doesn't allow the other person to speak! -Enjambment: rambling tone, he's getting carried away with his anger. He is a little unstable. -Heavy use of caesura (commas and dashes): stuttering effect shows his frustration and anger: 'She thanked men, – good! but thanked / Somehow – I know not how' -Dramatic irony: the reader can read between the lines and see that the Duke's comments have a much more sinister undertone.	Language -Semantic field of light: ('Paper that lets light shine through', 'The sun shines through their borderlines', 'let the daylight break through capitals and monoliths') emphasises that light is central to life, a positive and powerful force that can break through 'tissue' and even monoliths (stone statues). -'pages smoothed and stroked and turned': gentle verbs convey how important documents such as the Koran are treated with respect. -'Fine slips [...] might fly our lives like paper kites': this simile suggests that we allow ourselves to be controlled by paper.	Form and Structure -The short stanzas create many layers, which is a key theme of the poem (layers of paper and the creation of human life through layers) -The lack of rhythm or rhyme creates an effect of freedom and openness. -All stanzas have four lines, except the final stanza which has one line ('turned into your skin'): this line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary. -Enjambment between lines and stanzas creates an effect of freedom and flowing movement.

The Prelude by William Wordsworth		Storm on the Island by Seamus Heaney		Exposure by Wilfred Owen	
Themes: Power of Nature, Fear, Childhood Content, Meaning and Purpose -The story of a boy's love of nature and a night-time adventure in a rowing boat that instils a deeper and fearful respect for the power of nature. -At first, the boy is calm and confident, but the sight of a huge mountain that comes into view scares the boy and he flees back to the shore. -He is now in awe of the mountain and now fearful of the power of nature which are described as 'huge and mighty forms, that do not live like living men.' -We should respect nature and not take it for granted.	Tones: Confident > Dark / Fearful > Reflective Context -Published shortly after his death, The Prelude was a very long poem (14 books) that told the story of William Wordsworth's life. -This extract is the first part of a book entitled 'Introduction – Childhood and School-Time'. -Like Percy Shelley, Wordsworth was a romantic poet and so his poetry explores themes of nature, human emotion and how humans are shaped by their interaction with nature.	Themes: Power of Nature, Fear Content, Meaning and Purpose -The narrator describes how a rural island community prepared for a coming storm, and how they were confident in their preparations. -When the storm hits, they are shocked by its power: its violent sights and sounds are described, using the metaphor of war. -The final line of the poem reveals their fear of nature's power	Tones: Dark, Violent, Anecdotal Context -Seamus Heaney was Northern Irish, he died in 2013. -This poem was published in 1966 at the start of 'The Troubles' in Northern Ireland: a period of deep unrest and violence between those who wanted to remain part of the UK and those who wanted to become part of Ireland. -The first eight letters of the title spell 'Stormont': this is the name of Northern Ireland's parliament. The poem might be a metaphor for the political storm that was building in the country at the time.	Themes: Conflict, Suffering, Nature, Reality of War, Patriotism Content, Meaning and Purpose -Speaker describes war as a battle against the weather and conditions. -Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. -Owen wanted to draw attention to the suffering, monotony and futility of war.	Tones: Tragic, Haunting, Dreamy Context -Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem has authenticity as it is written by an actual soldier. -Of his work, Owen said: "My theme is war and the pity of war". -Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty: "not loath, we lie out here" shows that he was not bitter about his suffering.
Language -'One summer evening (led by her)': 'her' might be nature personified – this shows his love for nature. -'an act of stealth / And troubled pleasure': confident, but the oxymoron suggests he knows it's wrong; forebodes the troubling events that follow. -'nothing but the stars and grey sky': emptiness of sky. -'the horizon's bound, a huge peak, black and huge': the image of the mountain is more shocking (contrast). -'Upreared its head' and 'measured motion like a living thing': the mountain is personified as a powerful beast, but calm – contrasts with his own inferior panic. -'There hung a darkness': lasting effects of mountain.	Form and Structure -First person narrative – creates a sense that it is a personal poem. -The regular rhythm and enjambment add to the effect of natural speech and a personal voice. -The extract can be split into three sections, each with a different tone to reflect his shifting mood: Lines 1-20: (rowing) carefree and confident Lines 21-31: (the mountain appears) dark and fearful Lines 32-44: (following days) reflective and troubled -Contrasts in tone: 'lustily I dipped my oars into the silent lake' versus 'I struck and struck again' and 'with trembling oars I turned'.	Language -'Nor are there trees which might prove company': the island is a lonely, barren place. -Violent verbs are used to describe the storm: 'pummels', 'exploding', 'spits'. -Semantic field of war: 'Expanding comfortably' (also an oxymoron to contrast fear/safety); 'wind dives and strafes invisibly' (the wind is a fighter plane); 'We are bombarded by the empty air' (under ceaseless attack). -This also reinforces the metaphor of war / troubles. -'spits like a tame cat turned savage': simile compares the nature to an animal that has turned on its owner.	Form and Structure -Written in blank verse and with lots of enjambment: this creates a conversational and anecdotal tone. -'We' (first person plural) creates a sense of community, and 'You' (direct address) makes the reader feel immersed in the experience. -The poem can split into three sections: Confidence: 'We are prepared': (ironic) The violence of the storm: 'It pummels your house' Fear: 'It is a huge nothing that we fear.' -There is a turning point (a volta) in Line 14: 'But no'. This monosyllabic phrase, and the caesura, reflects the final calm before the storm.	Language -'Our brains ache' physical (cold) suffering and mental (PTSD or shell shock) suffering. -Semantic field of weather: weather is the enemy. -'the merciless iced east winds that knive us...' – personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending). -Repetition of pronouns 'we' and 'our' – conveys togetherness and collective suffering of soldiers. -'mad gusts tugging on the wire' – personification	Form and Structure -Contrast of Cold>Warm-Cold imagery covers Suffering>Delusion>Death of the hypothermic soldier. -Repetition of "but nothing happens" creates circular structure implying never ending suffering -Rhyme scheme ABBA and hexameter gives the poem structure and emphasises the monotony. -Pararhymes (half rhymes) ("nervous / knife us") only barely hold the poem together, like the men.



Language for Comparison

When poems have similarities
Similarly, ...
Both poems convey / address...
Both poets explore / present...
This idea is also explored in...
In a similar way, ...
Likewise, ...

When poems have differences
Although...
Whereas...
Whilst...
In contrast, ...
Conversely, ...
On the other hand, ...
On the contrary, ...
Unlike...

- Assessment Objectives (AOs)**
- Ensure that your answer covers all of these areas:
- AO1**
 - Write a response related to the key word in the question.
 - Use comparative language to explore both poems.
 - Use a range of evidence to support your response and to show the meaning of the poems.
 - AO2**
 - Comment on the effect of the language in your evidence, including individual words.
 - Identify any use of poetic techniques and explain their effects.
 - AO3**
 - What might the poet's intentions have been when they wrote the poem?
 - Comment on the historical context – when was the poem published and what impact might it have had then, and today?

Poetic Techniques (AO2)

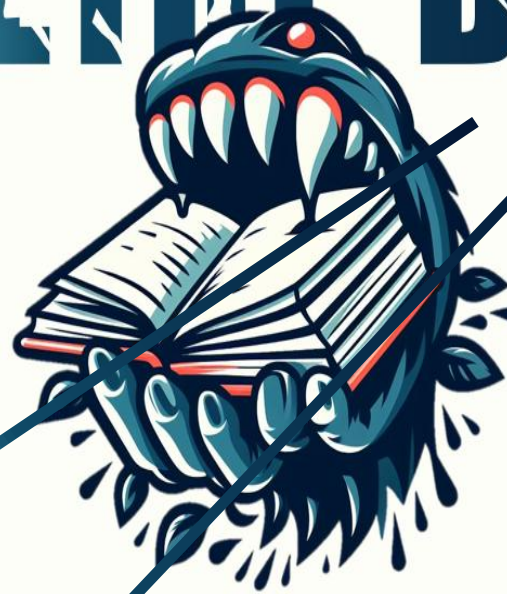
LANGUAGE

Metaphor – comparing one thing to another
Simile – comparing two things with 'like' or 'as'
Personification – giving human qualities to the non-human
Imagery – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste.
Tone – the mood or feeling created in a poem.
Pathetic Fallacy – giving emotion to weather in order to create a mood within a text.
Irony – language that says one thing but implies the opposite eg. sarcasm.
Colloquial Language – informal language, usually creates a conversational tone or authentic voice.
Onomatopoeia – language that sounds like its meaning.
Alliteration – words that are close together start with the same letter or sound.
Sibilance – the repetition of s or sh sounds.
Assonance – the repetition of similar vowel sounds
Consonance – repetition of consonant sounds.
Plosives – short burst of sound: t, k, p, d, g, or b sound.

STRUCTURE

Stanza – a group of lines in a poem.
Repetition – repeated words or phrases
Enjambment – a sentence or phrase that runs onto the next line.
Caesura – using punctuation to create pauses or stops.
Contrast – opposite concepts/feelings in a poem.
Juxtaposition – contrasting things placed side by side.
Oxymoron – a phrase that contradicts itself.
Anaphora – when the first word of a stanza is the same across different stanzas.
Epitrophe – when the final word of a stanza is the same across different stanzas.
Volta – a turning point in a poem.
FORM
Speaker – the narrator, or person in the poem.
Free verse – poetry that doesn't rhyme.
Blank verse – poem in iambic pentameter, but with no rhyme.
Sonnet – poem of 14 lines with clear rhyme scheme.
Rhyming couplet – a pair of rhyming lines next to each other.
Meter – arrangement of stressed/unstressed syllables.
Monologue – one person speaking for a long time.

POETRY BITES



BEGINNING What ideas are introduced? Why might they be important?



STRUCTURE How is the text organised/shaped? How many stanzas are there and why? Is there any repetition? Why?



ENDING What are we left feeling when it ends? How does the ending connect with the beginning?



IMAGERY What is the clearest image in the poem? What does it reveal?



TITLE What is the significance of the title? How does it introduce us to the topic of the poem?



RECALL the selected BITES line for the poems below:

REMAINS

B
I
E

War Photographer

B
I
E

Poppies

B
I
E

**Charge of the Light
Brigade**

B
I
E

Bayonet Charge

B
I
E

Kamikaze

B
I
E

London

B
I
E

The Emigree

B
I
E

Checking Out Me History

B
I
E

Ozymandias

B
I
E

My Last Duchess

B
I
E

Tissues

B
I
E

The Prelude

B
I
E

Storm on the Island

B
I
E

EXPOSURE

B
I
E

Collecting, representing and interpreting

What do I need to be able to do?

By the end of this unit you should be able to:

- Construct and interpret frequency tables and polygon two-way tables, line, bar, & pie charts
- Find and interpret averages from a list and a table
- Construct and interpret time series graphs, stem and leaf diagrams and scatter graphs

Keywords

Population: the whole group that is being studied

Sample: a selection taken from the population that will let you find out information about the larger group

Representative: a sample group that accurately represents the population

Random sample: a group completely chosen by chance. No predictability to who it will include.

Bias: a built-in error that makes all values wrong by a certain amount

Primary data: data collected from an original source for a purpose.

Secondary data: data taken from an external location. Not collected directly

Outlier: a value that stands apart from the data set

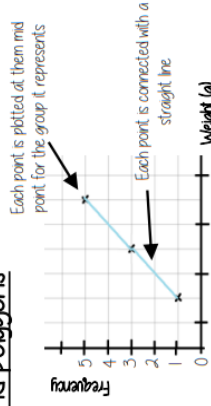
Frequency tables and polygons

x	Weight (g)	Frequency
40 < x ≤ 50		1
50 < x ≤ 60		3
60 < x ≤ 70		5

We do not know from grouped data where each value is placed so have to use an estimate for calculations

MID POINTS

Mid-points are used as estimated values for grouped data. The mode of each group

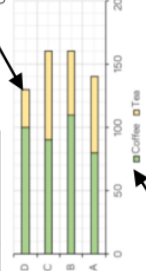


Mid-point	45
Start point + End point	2

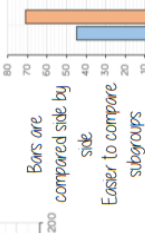
The data about weight starts at 40. So the ones can start at 40

Bar and line charts

Composite bar charts



The data about weight starts at 40. So the ones can start at 40



Categories clearly indicated

Averages from a table

Non-grouped data

Number of Strings	0	1	2
Frequency	6	8	6
Subtotal	0	8	12

The data in a list: 0,0,0,0,0,1,1,1,1,1,1,1,2,2,2,2,2,2,2,2

Mean: total number of strings = 12
Total frequency = 20

Grouped data

x	Weight (g)	Frequency	Mid Point	MP x Freq
40 < x ≤ 50		1	45	45
50 < x ≤ 60		3	65	195
60 < x ≤ 70		5	65	325

Overall Frequency: 9
Overall Total: 565
Mean: 62.8g

The data in a list: 45, 55, 55, 55, 65, 65, 65, 65, 65, 65

Two way tables

60 people visited the zoo one Saturday morning. 26 of them were adults. 15 of the adults favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

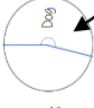
Extract information to input to the two-way table

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$ "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$$\frac{32}{60} \times 360 = 192^\circ$$



Use a protractor to draw This is 192°

Draw and interpret Pie Charts

There were 60 people asked in this survey (Total frequency)

Multiple method
As 60 goes into 360 — 6 times
Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

Comparing Pie Charts
You NEED the overall frequency to make any comparisons

Subgroups each have their own heading

	Adult	Child	Total
Elephant	15	24	37
Other	15	10	23
Total	26	34	60

Needs subgroup totals

Overall total

Averages from lists

The Mean

0 measure of average to find the central tendency... a numerical value that represents the data

24, 8, 4, 11, 8

Find the sum of the data (add the values)

$$55$$

Divide the overall total by how many pieces of data you have

$$55 \div 5$$

Mean = 11

The Mode (The modal value)

This is the number OR the item that occurs the most (it does not have to be numerical)

24, 8, 4, 11, 8

This can still be easier if the data is ordered first

Mode = 8

The Median

The value in the center (in the middle) of the data

24, 8, 4, 11, 8

Put the data in order

Find the value in the middle: 4, 8, 8, 11, 24

Median = 8

NOTE: if there is no single middle value find the mean of the two numbers left

For Grouped Data

The modal group — which group has the highest frequency

Collecting, representing and interpreting

What do I need to be able to do?

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Stem and leaf

0 way to represent data and use to find averages

This stem and leaf diagram shows the age of people in a line at the supermarket.

0 7 9 **Key: 114** Means 14 years old

1 4 5 6 8 8

2 1 3

3 0

Stem and leaf diagrams

Must include a key to explain what it represents. The information in the diagram should be ordered

Back to back stem and leaf diagrams

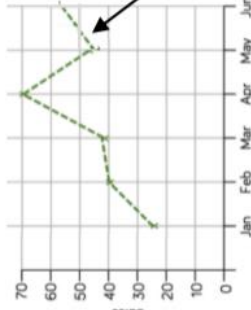
Girls	Boys
5	14
7, 5, 5, 5, 4	15
8, 4, 2, 1, 0	3, 8, 9
9, 8, 7, 6, 6, 4, 2, 1, 0, 0	16
	2, 5, 7, 7, 8, 8, 9
	17
	0, 2, 3, 6, 6, 7, 7
	18
	0, 1, 4, 5

Means 15.5 cm tall

Back to back stem and leaf diagrams allow comparisons of similar groups. Allow representations of two sets of data

Time-Series

This time-series graph shows the total number of car sales in £ 1000 over time.



Look for general trends in the data. Some data shows a clear increase or a clear decrease over time.

Readings in-between points are estimates (on the dotted lines). You can use them to make assumptions.

Comparing distributions

Comparisons should include a statement of average and central tendency, as well as a statement about spread and consistency

Mean, mode, median — allows for a comparison about more or less average

Range — allows for a comparison about reliability and consistency of data

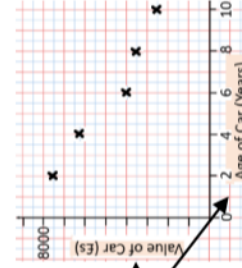
Draw and interpret a scatter graph

Age of Car (Years)	2	4	6	8	10
Value of Car (£)	7500	6250	4000	3500	2500

- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship

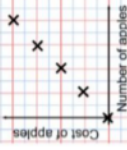
This scatter graph shows as the age of a car increases the value decreases

The link between the data can be explained verbally



The axes should fit all the values on and be equally spread out

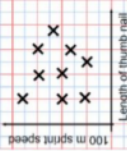
Linear Correlation



Positive Correlation
As one variable increases so does the other variable



Negative Correlation
As one variable increases the other variable decreases



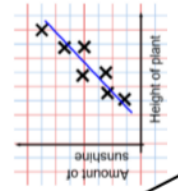
No Correlation
There is no relationship between the two variables

The line of best fit

The Line of best fit is used to make estimates about the information in your scatter graph

Things to know

- The line of best fit DOES NOT need to go through the origin (The point the axes cross)
- There should be approximately the same number of points above and below the line (It may not go through any points)
- The line extends across the whole graph

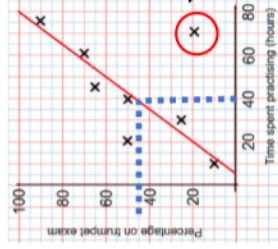


It is only an estimate because the line is designed to be an average representation of the data. It is always a straight line.

Using a line of best fit

Interpolation is using the line of best fit to estimate values inside our data point.

e.g. 40 hours revising predicts a percentage of 45



Extrapolation is where we use our line of best fit to predict information outside of our data

This is not always useful — in this example you cannot score more than 100%. So revising for longer can not be estimated

This point is an 'outlier' — it is an outlier because it doesn't fit this model and stands apart from the data

Chemical calculations

Conservation of Mass

No atoms can be created or made during a chemical reaction, so the mass of the reactants will equal the mass of the product.

Reactions can be shown as a word or symbol equation.

magnesium + oxygen → magnesium oxide
 $Mg + O \rightarrow MgO$

Symbol equations should also be balanced; they should have the same number of atoms on each side.



Relative Formula Mass

The relative formula mass (M_r) is the sum of all the relative atomic masses (A_r) of the atoms in the formula.

Examples:

HCl

A_r of H = 1

A_r of Cl = 35.5

M_r of HCl = 1 + 35.5 = 36.5

H₂SO₄

A_r of H = 1

A_r of S = 32

A_r of O = 16

M_r of H₂SO₄ = (1 × 2) + 32 + (16 × 4)

M_r of H₂SO₄ = 2 + 32 + 64

M_r of H₂SO₄ = 98

Concentration of Solutions

Concentration is the amount of a substance in a specific volume of a solution. The more substance that is dissolved, then the more concentrated the solution is.

It is possible to calculate the concentration of a solution with the following equation:

$$\text{concentration (g/dm}^3\text{)} = \frac{\text{mass (g)}}{\text{volume of solvent (dm}^3\text{)}}$$

The equation can be rearranged to find the mass of the dissolved substance:

$$\text{mass (g)} = \text{concentration (g/dm}^3\text{)} \times \text{volume (dm}^3\text{)}$$

Calculating Percentage Mass of an Element in a Compound

percentage mass of an element in a compound =

$$A_r \times \frac{\text{number of atoms of that element}}{M_r \text{ of the compound}}$$

Find the percentage mass of oxygen in magnesium oxide.

A_r of magnesium = 24

M_r of MgO = 24 + 16

= 40

$$\% \text{ mass} = \frac{A_r}{M_r} = \frac{16}{40} = 0.4 \quad 0.4 \times 100 = 40\%$$

Conservation of Mass

Show that mass is conserved in a reaction.



$$(2 \times 24) + (2 \times 16) \rightarrow 2(24 + 16)$$

$$48 + 32 \rightarrow 2 \times 40$$

$$80 \rightarrow 80$$

Total M_r on the left-hand side of the equation is the same as the M_r on the right-hand side.

Calculate the mass of the product.

6g of magnesium reacts with 4g of oxygen:

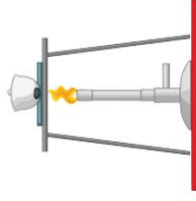
$$6 + 4 = 10\text{g of magnesium oxide}$$

During a reaction the mass can change. If one of the reactants is a gas, the mass can go up.

E.g.

magnesium + oxygen → magnesium oxide

Oxygen from the air is added to the magnesium (making the product) which will be heavier in mass.

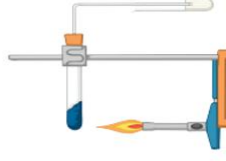


If one of the products is a gas, the mass can go down.

E.g.

sodium carbonate → sodium oxide + carbon dioxide

When sodium carbonate is thermally decomposed, carbon dioxide gas is produced and released into the atmosphere.



Chemical calculations – higher only

The Mole

The Avogadro constant, 6.02×10^{23} , is the number of molecules of a substance that make up one mole of that substance.

Iron has an A_r of 56, so 1 mole of iron has a mass of 56g.

Oxygen (O₂) gas has an M_r of 32, so 1 mole of oxygen has a mass of 32g.

Ammonia (NH₃) has an M_r of 17, so 1 mole of ammonia has a mass of 17g.

number of moles = $\frac{\text{mass in g (of an element or compound)}}{M_r \text{ (of the element or compound)}}$

$$\frac{\text{mass in g}}{M_r}$$

Moles and Equations

Write a balanced symbol equation for the reaction in which 5.6g of iron reacts with 10.65g of chlorine to form iron chloride.

Work out the M_r of all the substances.

A_r of Fe = 56 and A_r of Cl = 35.5

Divide the mass of each substance by its M_r to calculate how many moles of each substance reacted or produced.

$$\text{moles Fe} = 5.6/56 = 0.1$$

$$\text{moles Cl} = 10.65/35.5 = 0.3$$

Divide by the smallest number of moles

$$\frac{\text{Fe} = 0.1}{0.1} = 1 \quad \frac{\text{Cl} = 0.3}{0.1} = 3$$

$$\frac{0.1}{0.1} = 1$$

Write down the balanced symbol equation.



Chlorine exists as Cl₂ so the whole thing must be multiplied by 2.



Limiting Reactions

If one reactant gets used up in a reaction before the other, then the reaction will stop. The reactant that has been used up is limiting.

If you halve the amount of reactant then the amount of product will also be halved.



PARENT/ CARER QUIZ

Ask your parent or carer to quiz you on some of the knowledge from *Maths* and *Science*. Record your scores below and see if you improve each time.

Date	Subject	Score /10	Did you improve from last time?



Grade 9

phrases French

Reach for the stars

150 word wow phrases

Go through this booklet and pick out between 3-5 phrases in each section that you are going to use in your 150 word piece of writing no matter what the bullet points – learn them off by heart. In your exam write them down when you are planning to make sure you include them in your answers

Opinions

ça m’amuse (used for something funny)

ça me plaît (used for general liking)

ça m’a plu – I enjoyed it

ce qui m’inquiète c’est... - What worries me is

ce qui m’inquiétait c’était – what I found worrying was

je n’en ai pas envie – I don’t want to

j’apprécie (often used for comparing two likes)

je pense que - I think that

je crois que - I believe that

je dirais que I would say that

je suis d’avis que- I am of the opinion that

à mon avis – in my opinion

pour ma part – as for me

d’après moi/selon moi – according to me

quant à moi – In my opinion

j’ai l’impression que... – I get the impression that...

je dirais que - I would say that...

je dois avouer que... - I must admit that...

j’aurais dit/cru que - I would have said/believed that

je me suis rendu compte que - i realised that

d’un côté, j’aime ___ parce que...mais de l’autre côté, je n’aime pas ___ parce que - On one hand, i like ___ because...but on the other, don’t like___ because..

je ne crois pas que ce soit le cas – I don’t believe that that’s the case

cela peut être... - it can be...

A variety of adjectives

agaçant (annoying/irritating)

noïif - harmful

décevant (disappointing)

délicieux (delicious)

divertissant (entertaining)

émouvant (moving)

cauchemardesque – nightmarish

réussi (successful)

ridicule (ridiculous)

superbe (impressive, in a large scale)

serviable - useful

inouïable (unforgettable)

épouvantable – horrendous

Present Tense

Use: to speak about what is happening now or regularly

e.g. I watch films on Saturday evenings

How: take away the infinitive ending (i.e. IR/RE/ER) and add the correct ending.

	IR	RE	ER
1. Je I	is	s	e
2. Tu You	is	es	es
3. Il/Elle One	it	-	e
4. Nous We	issons	ons	ons
5. Vous You (pl.)	issez	ez	ez
6. Ils/Elles They	issent	ent	ent

Examples in English:

- Usually, I go to the swimming pool with my sister.
- I like eating chocolate.
- Right now, I am drinking a coffee.

e.g.

Aimer → Aimer → Aim → Nous aim → Nous aim+ons = Nous aimons

Vendre → Vendre → Vend → Vous vend → Vous vend+ez = Vous vendez

Finir → Finir → Fin → Je fin → Je fin+is = Je finis

Perfect Tense – Have...

Use: to speak about something that has happened in the past, but is now over. e.g. I have eaten/I ate a cheese sandwich for lunch.

How: use present tense 'avoir/être' as an auxiliary and add the past participle (with correct agreement if using être).

1. Je I	ai	4. Nous We	avons
2. Tu You	as	5. Vous You (pl.)	avez
3. On One	a	6. Ils They	ont

1. Je I	suis	4. Nous We	sommes
2. Tu You	es	5. Vous You (pl.)	êtes
3. On One	est	6. Ils They	sont



Past Participle

ER – é
IR – i
RE – u

These verbs use Être

Devenir
Revenir
Monter
Rentrer
Sortir
Venir
Aller
Naître
Descendre
Entrer
Rentrer

Tomber
Rester
Arriver
Mourir
Partir

Agreements if using Être

Feminine – e
Plural – s

e.g.

Aimer → j'ai aimé → j'ai aimé → j'ai aimé + é = j'ai aimé

Aller → je suis allé → je suis allé → je suis allé + é = je suis allé(e)(s)

Imperfect Tense – Used to...

MFL

Use: to speak about something that used to happen regularly in the past, but it is now over. e.g. I used to walk to school, but now I take the bus.

How: use present tense, third person plural minus –ons and add the correct ending.

1. Je I	Present tense, third person plural (nous) minus –ons	ais	4. Nous We	Present tense, third person plural (nous) minus –ons	ions
2. Tu You		ais	5. Vous You (pl.)		iez
3. On One		ait	6. Ils They		aient

e.g.

Aimer → nous aimons → aim → on aim → on aim + ait = on aimait one used to like

Finir → nous finissons → finiss → ils finiss → ils finiss + aient = ils finissaient they used to finish

Near Future Tense – Going to...

Use: to speak about things in the very near future (this weekend, tonight)

e.g. tonight I am going to watch a DVD

How: use present tense 'aller' and add the infinitive.

1. Je I	vais am going	4. Nous We	allons are going
2. Tu You	vas are going	5. Vous You (pl.)	allez are going
3. On One	va are going	6. Ils They	vont are going



Infinitive

Jouer – to play
Faire – to do
Manger – to eat

REMEMBER! The infinitive is the basic form of the verb, before it is attached to a person or time. In French, the infinitive always ends in –RE/–IR/–ER. This is what you find in the dictionary. Some examples in English include 'play', 'run', and 'sleep'.

e.g.

Je vais + jouer = I am going to play

On va + faire = we are going to do

Nous allons + aller = we are going to go

Simple Future Tense – Will...

Use: to speak about will happen in the future. There is a nuance of certainty about this. e.g. I will go to university and I will study law.

How: use your infinitive (minus the final E for –RE verbs) and add the correct ending.

1. Je I	Infinitive	ai	4. Nous We	Infinitive	ons
2. Tu You		as	5. Vous You (pl.)		ez
3. On One		a	6. Ils They		ont

e.g.

Je jouer + ai = I will play

Nous manger + ons = we will eat

Ils pourr + ont = they will be able to

Example in English:

- She will play hockey at university.

Conditional Tense – Would...

Use: to speak about something that might happen in the future, but it is based on a condition.

e.g. I would like to go to university and I would like to study law.

How: use your infinitive (minus the final E for –RE verbs) and add the correct ending.

1. Je I	Infinitive	ais	4. Nous We	Infinitive	ions
2. Tu You		ais	5. Vous You (pl.)		iez
3. On One		ait	6. Ils They		aient

e.g.

Je jouer + ais = I would play

On manger + ait = we would eat

Ils écouter + aient = they would listen

Example in English:

- They would like to reduce car emissions.

Idioms (you only need 1 or 2)

Le revers de la médaille – on the other side of the coin

c'est le pied! – its great!

j'ai mangé comme quatre – I ate like a horse

les doigts dans le nez – hands down

je suis tombé sur les pommes – I fainted

ça me prend la tête – it bugs me

coûter les yeux de la tête – costs an arm and a leg

ce n'est pas ma tasse de thé – it's not my cup of tea

mon péché mignon – guilty pleasure

c'est n'est pas la mer à boire – it's not a big deal

ça ne mange pas du pain – it won't break the bank

Extending your sentence (Fancy connectives)

que/qui – which, that - use *que* if you are following with a pronoun eg. La Suisse est le pay **que** je préfère.

- Use *qui* if there is no pronoun eg. Mon frère, **qui est** grand.

ce que/ce qui – use at the beginning of sentences to express an opinion – Ce que j'aime c'est...

Ce qui est...

quand – when

d'ailleurs - Besides/Moreover/Furthermore

pendant que – while

en fait,... - In fact,...

au moment où – at the point when

néanmoins - nevertheless

puisque – since

pourtant,... – however,...

depuis que – since

dés que – as soon as

comme – as

des fois - sometimes

non seulement... mais de plus – not only...but also...

du coup -therefore

par exemple...ou bien – for example...or alternatively

de plus... - Furthermore...

par contre,... – on the other hand,...

A range of grammatical structures

Venir de + INF – to mean you have just done something.

Je viens de rentrer – I have just come back

Je venais de rentrer...quand elle est arrivée – I had just come back...when she arrived

si j'avais su... (+ conditional) - if I had known...

avant de (+ inf),... – Before (doing sth.),...

après avoir/être (+inf)... - After having (done something)...

quand j'étais...- when I was...

j'ai hâte de... - I cant wait

Introducing ideas

il s'agit de – this is about/ to do with

quant à – as for

pour comble de malheur – to cap it all

étant donné que – given that

vu que – considering that

en raison de – in view of

il me semble que – it seems to me that

qu'on ne s'y trompe pas – let there be no mistake about it

à tort ou à raison – rightly or wrongly

grâce à – thanks to

à cause de – because of

en effet – indeed, in fact

tout d'abord – First of all

The Subjunctive

Il faut que (to have to) and bien que (although) are followed by the subjunctive

Il faut que j'aille – I have to go

Bien que je (ne) sois (pas) – although I am (not)

Bien que ce (ne) soit – although it is (not)

Mes parents veulent que je fasse – My parents want me to do...

Autant que je sâche – as far as I know

French GCSE Retrieval words

Test each set of words twice 1st time French – English, 2nd time English to French

Connectives

et	and
aussi	also
mais	but
cependant	however
avec	with
sans	without
ou	or
où	where
puis / ensuite	then
après	after
en revanche / par contre	on the other-hand
donc	therefore
comme	like (for example)
parce que / car / vu que / puisque / étant donné que	because / since

Present and Past tense time markers

normalement	normally
généralement	generally
d'habitude	usually
en ce moment	at the moment
aujourd'hui	today
maintenant	now
actuellement	Currently
ce soir	this evening
ce week-end	this weekend
hier	yesterday
avant-hier	the day before yesterday
Il y a + time	...ago
la semaine dernière	last week
le week-end dernier	last weekend

Future tense and adverbs of frequency

demain	tomorrow
après-demain	the day after tomorrow
demain matin/après-midi/soir	tomorrow morning/afternoon/evening
le mois prochain	next month
plus tard	later
bientôt	soon
quelquefois	sometimes
parfois	sometimes
souvent	often
toujours	always
de temps en temps	from time to time
rarement	rarely
habituellement	usually

Opinions

J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
Je pense que	I think that
Je crois que	I believe that
À mon avis,	In my opinion
Selon moi,	According to me
D'après moi,	According to me
Je dirais que,	I would say that
Pour ma part,	For my part
Quant à moi,	According to me
Je suis d'avis que	I am of the opinion that
Je dois avouer que	I must admit that
J'ai l'impression que	I have the impression that

French	Meaning	First guess	Checked in a dictionary	After learning	Reviewed
à l'heure	On time				
l'an (m)/ l'année (f)	Year				
après-demain	After tomorrow				
l'après-midi	Afternoon				
aujourd'hui	today				
avant-hier	The day before yesterday				
bientôt	Soon				
demain	Tomorrow				
dernier/dernière	Last				
en ce moment	At the moment				
en retard	Late				
hier	yesterday				
il y a (2 mois)	...ago (2 months)				
le jour/ la journée	The day				
le lendemain	The day after				
le matin	On The morning				
la nuit	At night				
prochain(e)	next				
le soir	On the evening				

French		First guess	Checked in a dictionary	After learning	Reviewed
chaque	each				
d'habitude	Usually				
de temps en temps	From time to time				
déjà	already				
de nouveau	again				
en train de (faire)	In the process of				
encore une fois	Once more time				
une fois	once				
longtemps	longtime				
maintenant	now				
normalement	normally				
parfois	sometimes				
par mois	Per month				
par semaine	Per week				
quelquefois	sometimes				
rarement	rarely				
souvent	often				
toujours	always				
tous les jours	everyday				
tout de suite	Straigh away				

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20

French		First guess	Checked in a dictionary	After learning	Reviewed
absolument	Absolutely				
ça dépend	It depends				
ça m'énerve	It annoys me				
ça me fait rire	It makes me laugh				
ça me plaît	It pleased me/ i like it				
ça m'est égal	I am not bothered				
ça ne me dit rien					
ça suffit	enough				
croire	To believe				
espérer	To hope				
étonner	To be surprised				
franchement	Franckly				
(s')intéresser à	To be interested in				
(en avoir) marre	To be fed up of				
(moi) non plus	Me neither				
penser	To think				
peut-être	Maybe				
sembler	To seem				
supporter	To support				
vraiment	Really				

French		First guess	Checked in a dictionary	After learning	Reviewed
affreux/affreuse	awful				
agréable	Pleasant				
amusant(e)	fun				
barbant(e)	Boring				
beau/belle	beautiful				
cher/chère	Expensive/ dear				
chouette	cool				
compliqué(e)	complicated				
content(e)	happy				
désagréable	Unpleasant				
drôle	funny				
embêtant(e)	Annoying				
ennuyeux/ennuyeuse	Boring				
facile	easy				
faible	weak				
formidable	Great/ formidable				
génial(e)	Great				
grave	serious				
habile	Abled				
intéressant(e)	Interesting				

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20

Self-test score:..... /20

Teacher test score: /20

Re-test score: /20

French		First guess	Checked in a dictionary	After learning	Reviewed
inutile	Useless				
incroyable	unbelievable				
inquiet/inquiète	Worried				
joli(e)	beatiful				
laid(e)	ugly				
marrant(e)	funny				
mauvais(e)	bad				
merveilleux/ merveilleuse	marvalous				
mignon/ mignonne	cute				
moche	ugly				
nouveau/ nouvelle	new				
nul/nulle	rubbish				
parfait(e)	perfect				
passionnant(e)	Exciting				
pratique	pratical				
ridicule	ridiculous				
rigolo	funny				
sage	wise				
sensass	Great				
utile	Useful				

Self-test score:..... /20

Teacher test score: /20

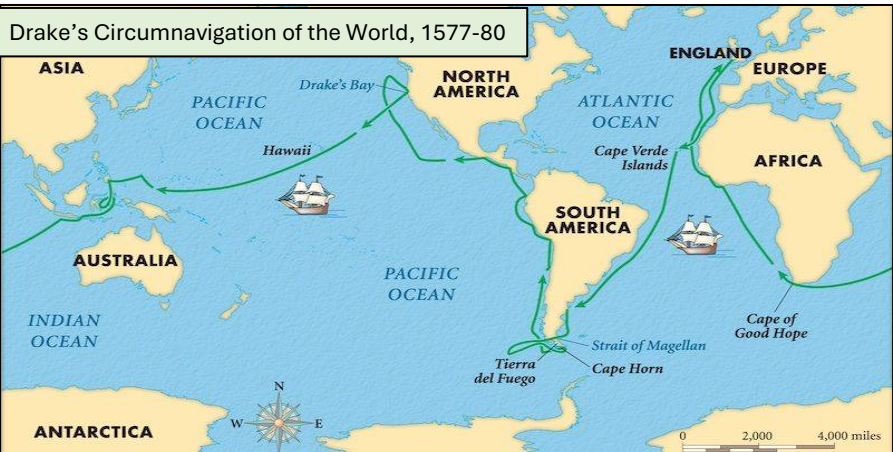
Re-test score: /20

Key Terms			Question types
Sport and Leisure		Parish/petty schools	A place where children aged 4-7 could learn to read and write.
'Fourth sort'	Nickname for the lower classes – the commoners.	Public schools	Elite fee-paying schools for the children of the gentry.
Bear-baiting	An activity where a bear was tied up and made to fight dogs.	Poverty and Vagabondage	
Feast days	Public celebrations, a day off and a chance to feast or dance.	Enclosure	Using land to raise sheep rather than grow crops, to make money.
The Theatre		Rack-renting	When landowners increased rent fees on land rented to farmers.
Minstrels	Travelling singers and entertainers.	Inflation	When goods rise in price, and become harder to afford.
Vagabonds	Often homeless, petty criminals – a social nuisance.	Deserving poor	Those who wanted to work but had good reasons why they couldn't.
Travelling company	A group of actors who travelled to perform their shows.	Idle poor	Those without a good reason not to work.
Groundlings	The poorer people who had standing tickets on the ground.	Exploration	
Playwrights	People who wrote plays, such as Marlowe.	Virginia	A territory on the east coast of America, named for the Virgin Queen.
Master of Revels	The person responsible for ensuring plays were appropriate.	New World	The newly discovered lands of North and South America.
Black comedy	Performances that find humour in serious or sad situations.	Colony	An overseas territory that belonged to another country, i.e. England.
Education		Circumnavigation	Sailing around the whole world– Drake was first captain to do this
Literacy rate	The percentage of the population who could read and write.	Roanoke	A failed settlement in North America.
Grammar schools	Schools where mostly middle classes got a basic education.	Mutiny	An uprising against the leaders by the crew of a boat.
Scholarship	Where particularly talented people had their school fees paid.	Garrison	A small group of soldiers left to protect an area.

'Describe two features of...' [4]
(2 x 2 = 4 marks total)
Identify 2 features and support with evidence.
Useful phrases: "One feature was..."
"For example"

'Explain why...' [12]
3 PEE paragraphs about the reasons for an event/change/threat. The paragraphs must show a link to the question.
Useful phrases: "This shows that...because..."
"Another reason is...this is because..."

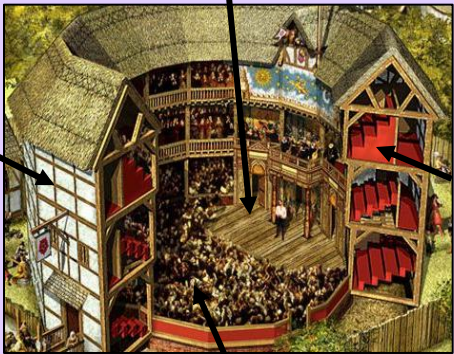
'How far do you agree..' [16]
A balanced answer discussing both sides of the argument with an overall conclusion.
Useful phrases: "It is debatable whether..."
"Some might agree that..."
"This is shown by..."



Sample exam questions
'Describe two features of Elizabethan pastimes'. [4] 'Describe two features of improvements to living standards between 1558 and 1588'. [4] 'Describe two features of theatre in Elizabethan England'. [4] 'Describe two features of Elizabethan grammar schools'. [4] 'Describe two features of Elizabethan universities'. [4] 'Describe two features of Elizabethan vagabondage'. [4] 'Describe two features of actions to deal with poverty in Elizabethan England'. [4] 'Describe two features of Drake's circumnavigation of the globe in 1577-80'. [4] 'Describe two features of Raleigh's Virginia settlement'. [4]
'Explain why theatre increased in popularity in the Elizabethan era'. [12] 'Explain why education became more widespread in Elizabethan England'. [12] 'Explain why poverty increased in the Elizabethan era'. [12] 'Explain why Raleigh's New World colony was unsuccessful'. [12] 'Explain why overseas exploration increased in the Elizabethan era'. [12]
"'The main reason the theatre increased in popularity was the quantity of new plays produced". How far do you agree? [16] "Poor harvests were the main cause of poverty in Elizabethan England." How far do you agree? [16] "Economic factors were the main reason for overseas voyages in the Elizabethan era." How far do you agree? [16] "Poor location was the main reason for the failure of the Roanoke colony." How far do you agree? [16]

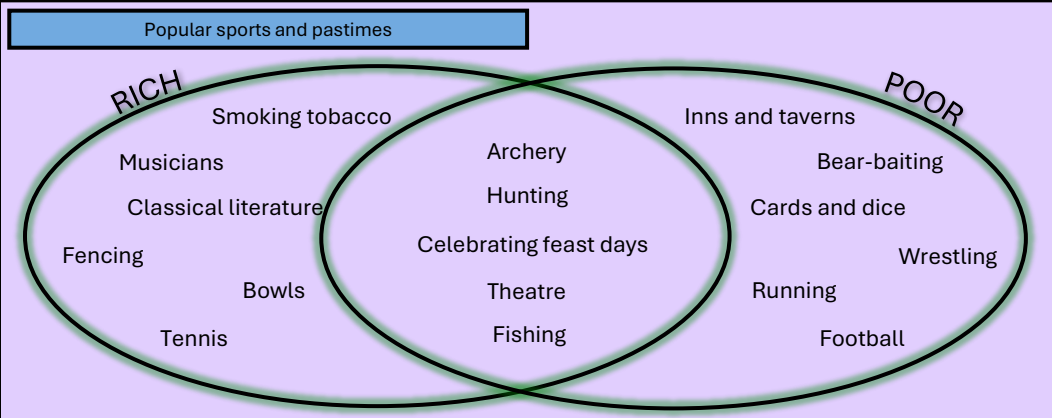
Theatre had not been popular entertainment for a thousand years in England – when Elizabeth became Queen in 1558, there were no theatres in England at all, and actors were seen by some as vagabonds. However, in London, plays slowly became more popular, and the **first theatre ‘the Theatre’ was built in 1576**. It was soon followed by ‘the Curtain’ in 1577 and ‘the Rose’ in 1587. All of these theatres had an **open roof** – you would often get very wet in the pits!

On stage, there were strict rules. Men played all roles, including the women. Companies of actors had to have a royal licence. Plays were censored, and those seen to have critical religious or political messages were banned – each play had to be submitted to the ‘Master of Revels’ for approval.

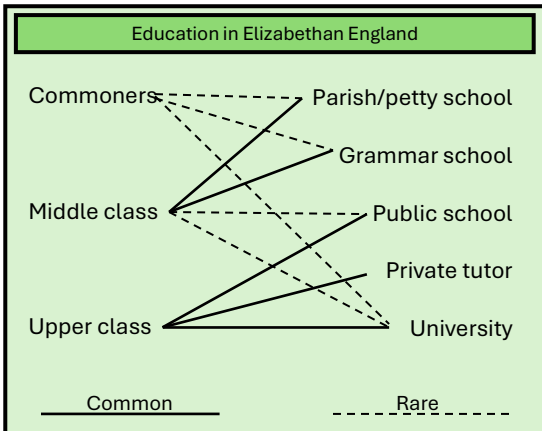


‘Groundlings’ were people who **stood in the pit** around the stage – things were crowded, sweaty, and could get messy, but **tickets only cost a penny** and there was always a new show on – theatres put on **new shows every couple of days**.

Wealthier theatre-goers could buy more luxurious **seats in the galleries for two or three pence**. This kept them away from the rowdy commoners in the pits, and allowed them to enjoy the performance. The upper classes sat in **stools upon the stage**, where they would have the best view. However, the super elite, such as the queen, never visited the theatre – instead having **private performances by travelling companies** in one of her palaces.



Acts dealing with poverty
Vagabonds Act 1572
Act for Relief of the Poor 1576



Voyages of Sir Walter Raleigh

Advantages of a North American colony for England	Attractions of North Carolina / Virginia for settlement	Problems faced by the colony of Roanoke	Could the voyages still be considered successful?
A permanent colony in the New World would give England a base from which to attack Spanish interests in the area.	Fertile land – people had heard that the land of North America was perfect for growing crops.	Lack of food – food supplies did not survive the journey and seeds were planted at the wrong time of year to grow.	Led to further, more successful colonisation of North America over the following century.
It would make it more difficult for future Spanish and French settlements in the area to succeed.	Lots of animals – there were many stories about animals that could be hunted, meaning access to food was plentiful.	Lack of support – the colonists received no support or fresh supplies from England, which they had expected.	Was profitable – raids on Spanish ships had yielded lots of treasure.
It gave the poor in England the opportunity of a fresh start and a better life.	Civilised Native Americans – scouting expeditions suggested positive relationships could be developed with the locals.	Native Americans – the relationship with the Native Americans became strained and led to conflict.	New goods were discovered and brought back to trade, such as the potato.
To exploit the resources and valuable goods available there.	Gold – Native Americans told Ralph Lane, the commander of the 1585 expedition, about gold mines nearby.	Disease – the colonists were weary and close to starvation, making them vulnerable to disease.	Increased knowledge of the continent – plants, animals, landscape, resources and native tribes.
To expand the territory of the Crown and increase the prestige of queen and country.	Convenient location – Chesapeake Bay had a strategic location, providing a passage for boats to the east.	Location – the Roanoke settlement lacked a good natural harbour, meaning it was unsuitable as a long-term base.	The voyages helped increase Elizabeth’s prestige and large areas of land were claimed in her name.



Knowledge Organiser: KT1 Weimar Germany 1919-



29

1. Creation of the Weimar Republic

- **Germany loses WW1** (2 million dead, huge debt & 700,000 civilians starve) People VERY unhappy.
- **Kaiser Wilhelm II abdicates** and Weimar Republic created in Aug 1919.
- **11/11/1918** - Weimar Republic signs **armistice** ending WWI. Germans feel *stabbed in the back* and call Weimar the *November Criminals*.



3. The Treaty of Versailles

Weimar forced to accept Treaty of Versailles and the German people called it a **'Diktat'** and hated it.

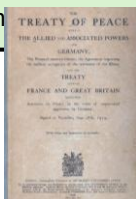
Land - lost 10% of land and 13% population. Ruins economy and rips up Germany, splits up population.

Army - 100,000 men, conscription banned, no air force, 6 battleships.

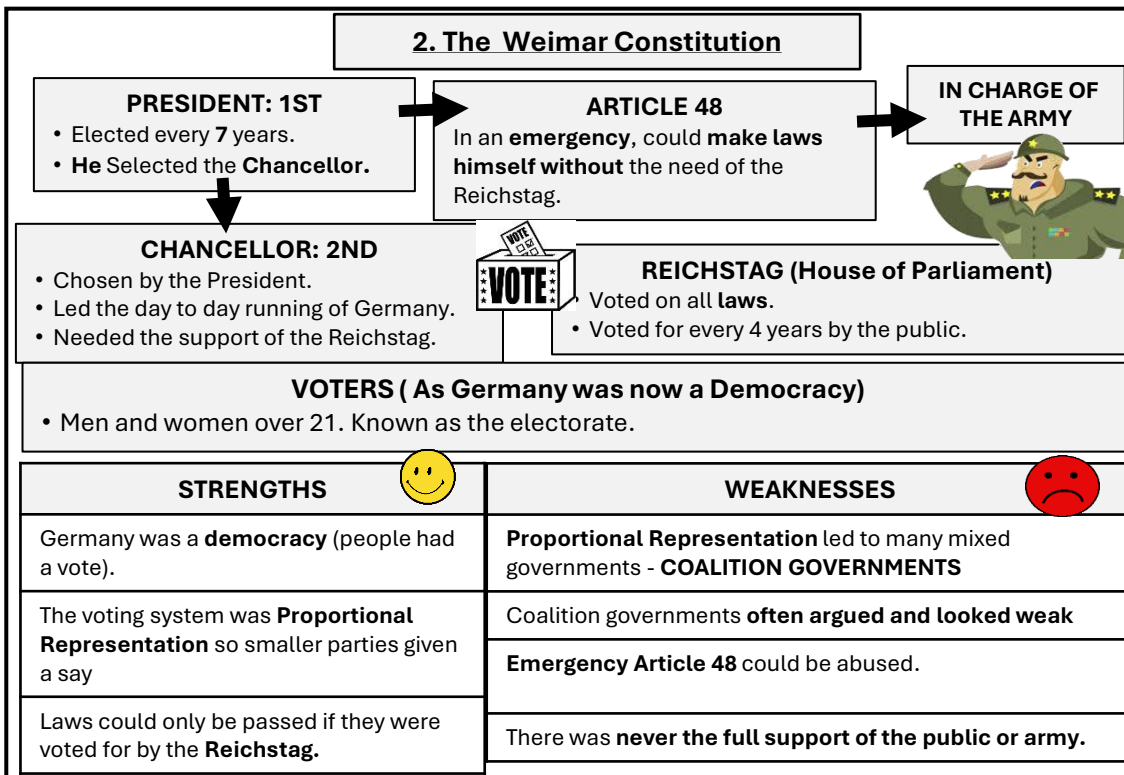
Money - Had to pay £6.6 billion in reparations.

Blame - *Article 231: War Guilt Clause*. Germany had to accept full blame for the war.

Caused intense hatred from Germans as they feel humiliated and believed treaty had destroyed Germ



2. The Weimar Constitution



4. Challenges to the Weimar Republic

The Spartacist Revolt (LEFT WING)

Who? The German Communist Party (KPD) & Spartacist League.

Led by? Rosa Luxemburg (Red Rosa) and Karl Liebknecht.

Strength? They had money & support from Russia, 40,000 members, published 33 daily newspapers.

When? January 1919,

Why did they 'revolt'? Ebert sacked the police chief of Berlin.

What did they do? 100,000 workers protested & went on strike. Took over government newspapers. **How did the Weimar Government react?** Ebert sent in the **Freikorps** to stop the protests. The leaders were arrested and shot.

The Freikorps and Kapp Putsch (RIGHT WING)

Who were the Freikorps? Ex-WW1 soldiers. Ebert organised them into a 'free-army' or Freikorps. 250,000 of them. Leader = Wolfgang Kapp.

So WHY did they challenge the Weimar Republic? Ebert needed them BUT they were getting too powerful - Ebert wanted to reduce their size.

When? March 1920

What did they do? They attempted a **putsch**. They marched on Berlin, took control and the Weimar government fled.

How did Ebert stop the take over? Told the workers of Berlin to go on strike and bring the country to a halt. They did and it proved to Kapp that he did not have enough support.

KEY TERMS:

- CONSTITUTION** - a set of rules about how the country is run.
- REICHSTAG** - An elected group of politicians. Equivalent to the House of Parliament - responsible for deciding on laws.
- COALITION** - More than one political party ruling the country.
- DIKTAT** - A dictated (forced) peace.
- REPARATIONS** - Fines
- EBERT** - Leader of the Weimar Republic.

5. The Ruhr Crisis

The German government was struggling to pay **reparations** to France and were unable to send them the coal from the Ruhr coalfields that had been promised in the TofV. So, the French sent in troops and confiscated the coal from the Ruhr.

How did the Weimar government react?

German workers went on **strike** as the Weimar government did not want any violence. This would stop France from being able to take supplies.

How did this affect Germany?

The French occupation **crippled Germany** as the Ruhr contained **80%** of all German **iron, coal and steel** reserves.

It led to more **debt**.

More Germans **lost jobs**... increasing unemployment.



6. Hyperinflation



Hyperinflation is when prices rise rapidly whilst value of money drops. This leads to prices rising: Bread was 1 mark in 1919, but it cost 200,000 billion marks in 1923.

What were the effects of this?

- 1. Normal living became impossible:** Workers paid twice a day to cope with the amount of money, **theft** increased as Germans could not afford the goods.
- 2. Shortages of food and goods:** Foreign countries did not want to **trade** with Germany so this led to even more shortages of food and other essential goods.
- 3. The rich and middle classes lost the value of their savings:** Those who had saved money found it was worth little.

Did anyone benefit? **Yes**

Foreign visitors could buy a very cheap holiday and buy a huge amount with their foreign money – the Germans hated being taken advantage of like this.

8. Weimar Culture and Society

Women:

- Now enjoyed equal rights in voting, marriage & work.
- Enjoyed social freedoms such as; fashion, smoking and drinking
- Wages were still below that of men.



Standard of living:

- Wages increase by 25% from 1925-1928 and working hours decreased.
- In 1925, the government supported the building of 37,000 new homes. There were 10,000 more homes in Berlin.
- Pensions were now paid to 750,000 war veterans and 400,000 war widows
- The number of students in higher education increased.
- Unemployment was still high, but it was decreasing.



Culture:

- No censorship under Weimar Republic, there was freedom of speech.
- Encouraged new architecture.
- Golden Age of German cinema.



7. Stresemann and German Recovery

Aug 1923, Gustav Stresemann made Chancellor and he engineers the recovery of Germany, known as the '**Golden Age**' or '**Golden Years**'.

How does he help the economy?

- **Dawes Plan, 1924:** Gains \$25 billion in loans for German industries from America.
- **Rentensmark:** Sets up a new bank and a new currency to end Hyperinflation and reset prices. Foreign governments would now trade with Germany again.
- **Young Plan, 1929:** Reduces reparations from £6.6 billion to £2.2 billion.
- **Ruhr Crisis:** ends Ruhr strike, France leaves and German industry starts again, which allows Germany to make reparations payments.



How does he improve international relations?

- **Signs Locarno Treaty 1925** with UK/FR/BL to accept TofV and improved relations.
- Joins **League of Nations** to improve reputation of Germany.
- Signs **Kellogg Briand Pact, 1928**, with 64 countries to work for peace.



Political Stability:

Gets coalitions to work together so decisions can be made, meaning the government can actually worknow. People begin to have more faith in the government.



What were the risks?


Germany VERY reliant on US loans/money, this would cause HUGE problems if something goes wrong (1929, Wall Street Crash!)

Unemployment never went away, Middle Class never recovered from hyperinflation.




Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth	
Key terms	Definitions
Commonwealth	Voluntary association of 53 independent and equal sovereign states
Deindustrialisation	Decline of a country's traditional manufacturing industry
European Union	International organisation of 28 European countries formed to reduce trade barriers and increase cooperation among its members
Globalisation	The process which has created a more connected world
Information technologies	Computer, internet, mobile phone and satellite technologies
North south divide	Economic and cultural differences between Southern and Northern England
Post industrial economy	Economy of many HICs where most employment is in service industries
Science and business parks	Business parks are purpose built areas of offices and warehouses. Science parks are near universities and high tech industry is established here.
Service industries	Economic industries that provide a service (tertiary industries)
Trade	The buying and selling of goods and services between countries

Causes of economic change	
Deindustrialisation and decline of traditional industrial base	<ul style="list-style-type: none"> Less manufacturing, more services and quaternary industries Machines and technology replaced people Lack of investment, high labour costs and outdated machinery means UK goods expensive 1800 : Primary 75%, Secondary 15% and Tertiary 10% Now : Primary 2%, Secondary 16%, Tertiary 73%, Quaternary 9%
Globalisation	<ul style="list-style-type: none"> Made possible by improvements in transport, communications and internet 60, 000 TNCs worldwide UK characteristics : economic growth, cheaper goods and services, foreign investment, high value production, migration, less manufacturing, outsources jobs
Government policies	<ul style="list-style-type: none"> 1945 – 1979 : state run industries propped up by government money 1979 – 2010 : Privatisation and redevelopment of old areas 2010 - : rebalancing of economy – improvement of infrastructure, investment in manufacturing, easier access to finance and encouraging global firms to locate in the UK
Movement to a post industrial economy	
Development of ICT	<ul style="list-style-type: none"> IT manufacture of hardware and design 1.3 million jobs One of world's leading digital economies
Finance	<ul style="list-style-type: none"> Banking, insurance, securities, dealing and finance 10% GDP, 2 million jobs, 29% exports 50.5% based in London
Research	<ul style="list-style-type: none"> Quaternary sector 60,000 jobs and £3 billion income Research in universities, private companies and government bodies
Science and business parks	<ul style="list-style-type: none"> Science park : Group of scientific and knowledge based businesses based on one site e.g. Cambridge Science Park; University of Southampton Science Park (100+ small science and innovation business) More than 100 in the UK providing 75, 000 jobs Business park : Cluster of businesses on the edge of towns e.g. M4 corridor; Cobalt Business Park in Newcastle-upon Tyne (UK's largest)

Changing UK Economy Knowledge Organiser	
Impacts of industry on the physical environment	<ul style="list-style-type: none"> Negative visual impact Air and water pollution Soil degradation Landfill Impacts of roads
EG of how modern industry can be more environmentally sustainable	<p>Torr Quarry, Somerset</p> <ul style="list-style-type: none"> Important source of construction materials Creating wildlife lakes for recreation and water supply. Landscaped to blend in with countryside Regular monitoring of noise, vibration, emission and water quality. Rail transport – less impact on local roads and villages. Deepen the quarry rather than widen <p>CAR INDUSTRY. Jaguar Land Rover, Wolverhampton – maximise natural cooling and natural light to decrease energy use; solar panels produce 30% energy used; most waste recycled</p>
	

Social and economic changes in the rural landscape in	
1 area of population growth	<p>South Cambridgeshire, England</p> <ul style="list-style-type: none"> Farmers sell land for housing development Lack of affordable houses High demand for petrol = high petrol prices Pressure on services from increasing number of poor migrants House prices increase – young move away 80% car ownership = increase traffic and reduces demand for public transport
1 area of population decline	<p>Outer Hebrides, Islands off coast of Scotland</p> <ul style="list-style-type: none"> Decreasing population leaving the eldest Shops and services such as schools shut Young move away – fewer people of working age

Improvements and new developments in transport	
Road	<ul style="list-style-type: none"> 2014 - £15 billion road investment strategy – 100 new roads by 2020, 1300 miles added to roads and extra lanes on motorways, Smart motorways A303 Superhighway - £2 billion road widening converting road to dual carriageway
Rail	<ul style="list-style-type: none"> Electrification of Trans Pennine Express and Midland Mainline HS2 - £50 billion: London to Sheffield, Leeds and Manchester London's crossrail 2018 - £14.8 billion, 32km Channel Tunnel – 346 million people in 20 years, 1.4 million trucks, 2.5 million cars, 58, 500 people a day
Airport capacity	<ul style="list-style-type: none"> 3.6% GDP; 300,000 jobs 750,000 international and 420,000 domestic flights Recommended 3rd runway for Heathrow
Port capacity	<ul style="list-style-type: none"> 2014 – Biggest were Grimsby, Tilbury, Milford Hav, Southampton. Investing : Belfast, Avonmouth, Felixstowe, Harwich 37000 jobs. More through multiplier effect 2013 London Gateway opened for bigger ships closer to London

The North South Divide	
North v South	<p>Cultural and regional differences</p> <ul style="list-style-type: none"> North : deindustrialisation, more unemployment, decreasing / slow growing population. Falling house prices. Lower wages, poorer health, poorer education South : higher standard of living, better quality of life, more income, more congestion, increasing house prices
Strategies used to decrease regional	<ul style="list-style-type: none"> Deindustrialisation in the north meant financial support from the government Foreign investment encouraged in north e.g. Nissan, Mitsubishi EU regional funding to decrease regional disparities In 2011 24 Enterprise zones were established to encourage new businesses with decreasing rates, superfast broadband and simple planning regulations 2015 : Northern Powerhouse strategy aimed to develop economies of major cities in North. Tourism, food and energy to be developed in rural areas Power given to individ spend money
	

Place of the UK in the wider world	
Trade	<ul style="list-style-type: none"> Most with EU. USA important too. Increasing trade with China £250 billion of exports per year
Culture	<ul style="list-style-type: none"> TV and media exports - £1.28 billion (USA 47%, Australia and New Zealand, China 40%) Migrants bought own culture – food, music, fashion, films, festivals
Transport	<ul style="list-style-type: none"> Heathrow one of world's busiest airports Channel Tunnel and ferries to Europe Southampton – cruise hub
Electronic communication	<ul style="list-style-type: none"> Focus on submarine cables – 99% internet traffic uses these Vital part of global economy Arctic Fibre project 2016 : UK to Tokyo – 15000km 90% UK population use internet – emails / social media

Economic and political links	
EU	<ul style="list-style-type: none"> Migration Financial support for farmers Single market (trade) European Structural and Investment funds for disadvantaged regions Laws and controls Pay more to support poorer countries
Commonwealth	<ul style="list-style-type: none"> 53 countries – most former colonies 2.2 billion people – 60% less than 30 years old Advice on human rights, social and economic development and youth empowerment Trading, cultural and sporting links Many UK residents live in Commonwealth countries and vice versa Most use English

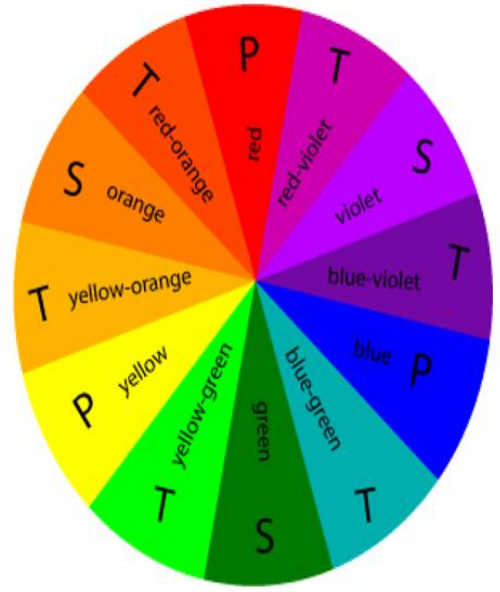
Geog your memory/ Hi-story Lane

Use the LANES to recall key information about a particular topic, from from *History/ Geography*, without looking at the sheets. Once you have added everything you can remember, look at these pages again and using a different colour pen, add in the knowledge that you missed out. This is the knowledge you should now continue to revise. Continue this process until you can remember everything on the page.

Acrylic Painting -Basics:



- Hold and move brush correctly (by the tip and upright).
- Don't over load brush with paint.



- LAYER (when dry\textures go on last).
- BLEND (when wet and with clean dry brush).
- CONSISTENCY (add the right amount of water to create correct thickness of paint for effect required).
- SMOOTH BLENDING (long slow brush strokes).
- PAINTERLY (Brush strokes to create textures\selected artist's style).

- Mix just the right amount of paint needed.
- Use the correct brush for the job (e.g detail brush for small areas or detail\flat brush for blending\ large brush for large areas\dry bristle brush for textures).

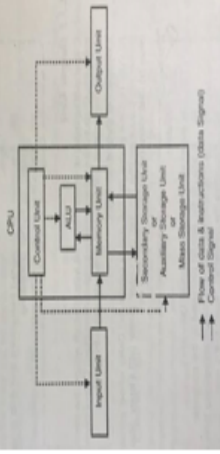
- Use complimentary colours to create shadows (opposite each other on the colour wheel).
- Mix dark brown and dark blue to create a black tone:

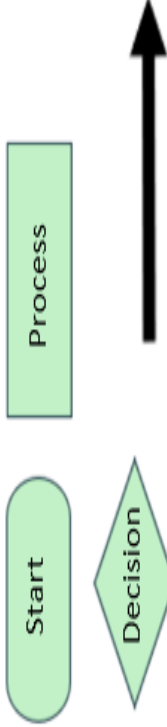


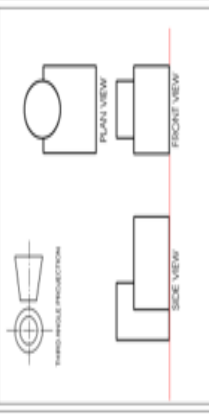
Design Communication

1	Isometric Drawing	Isometric drawings are a type of 3D representation of an object on a 2D surface, where all three axes (length, width, and height) are equally foreshortened.
2	Oblique Drawing	Oblique drawing is a simple type of 2D technical drawing used to represent 3D objects.
3	Orthographic Drawing	An orthographic drawing , also known as an orthographic projection, is a way to represent a 3D object in 2D by using multiple views.
4	Exploded View Drawing	An exploded view drawing is a technical illustration that shows the relationship and order of assembly of components within a product or system. Also known as an assembly drawing .
5	Free hand sketching	Freehand sketching is the art of drawing without relying on tools like rulers or stencils, using only your hand, pencil, and paper. Also known as a concept sketch .
6	Working Drawing	Working drawings are detailed, scaled technical drawings used in construction and manufacturing to guide the building or production process.

Diagram

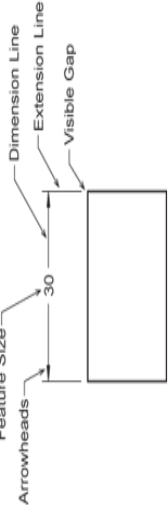
7	Block Diagram	 <p>Diagram that shows in schematic form the general arrangement of the parts or components of a complex system or process, such as an industrial apparatus or electron circuit.</p>
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8	Flow chart Symbols	
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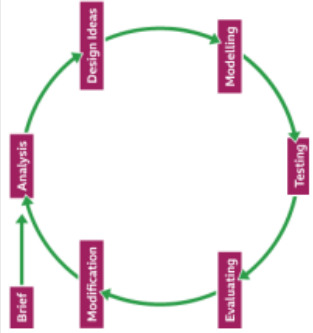
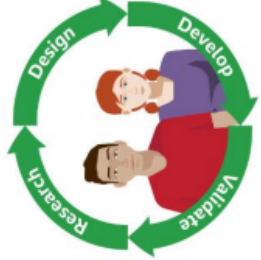

9	3 rd Angle Orthographic orientation	
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Keywords Vocabulary

10	Title Block	<p>Figure 2 Title block in compact form</p> <table border="1" data-bbox="1212 149 1336 1021"> <tr> <td>Responsible dept. ABC 2</td> <td>Technical reference Patricia Johnson</td> <td>Document type Sub-assembly drawing</td> <td>Document status Released</td> </tr> <tr> <td>Legal owner</td> <td>Created by Jane Smith</td> <td>Title, Supplementary title Apparatus plate Complete with brackets</td> <td>AB123 456-7</td> </tr> <tr> <td></td> <td>Approved by David Brown</td> <td></td> <td>Date of issue Rev. A 2002-05-14</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Leaving Sheet 1/5</td> </tr> </table> <p>Figure 3 Title block with person name fields on additional line</p> <table border="1" data-bbox="1357 149 1512 1021"> <tr> <td>Responsible dept. ABC 2</td> <td>Technical reference Patricia Johnson</td> <td>Created by Jane Smith</td> <td>Approved by David Brown</td> </tr> <tr> <td>Legal owner</td> <td>Document type Sub-assembly drawing</td> <td>Title, Supplementary title Apparatus plate Complete with brackets</td> <td>Document status Released</td> </tr> <tr> <td></td> <td></td> <td></td> <td>AB123 456-7</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Date of issue Rev. A 2002-05-14</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Leaving Sheet 1/5</td> </tr> </table>	Responsible dept. ABC 2	Technical reference Patricia Johnson	Document type Sub-assembly drawing	Document status Released	Legal owner	Created by Jane Smith	Title, Supplementary title Apparatus plate Complete with brackets	AB123 456-7		Approved by David Brown		Date of issue Rev. A 2002-05-14				Leaving Sheet 1/5	Responsible dept. ABC 2	Technical reference Patricia Johnson	Created by Jane Smith	Approved by David Brown	Legal owner	Document type Sub-assembly drawing	Title, Supplementary title Apparatus plate Complete with brackets	Document status Released				AB123 456-7				Date of issue Rev. A 2002-05-14				Leaving Sheet 1/5
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11	Dimensions	
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12	CAD- Computer aided Design	<p>Advantages</p> <ul style="list-style-type: none"> Competitively priced packages. Drawings can be produced and amended quickly. Most cad programs have online training to upskill. Range of programs that are available internationally. Files can be shared easily. CAD produces designs that can be rendered and viewed from a 360 degree. <p>Limitations</p> <ul style="list-style-type: none"> Requires high processing capacity so IT needs to be high quality- expensive. Initial training in complex programs is necessary. Can be time consuming to produce initial designs. Computers using the software are susceptible to software changes.
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Designing Processes	
1	<p>Linear design is a process that follows a step-by-step process .</p>
2	<p>Iterative design is a circular design process that models, evaluates and improves designs based on the results of testing.</p>
3	<p>Inclusive design is a design process that aims to create products, services, and environments that are accessible and usable by the widest range of people, including those with disabilities, diverse cultural backgrounds, and varying needs.</p>
4	<p>User-centred design (UCD) is a design philosophy and process that prioritizes the needs, goals, and feedback of the user throughout the entire design and development lifecycle.</p>
5	<p>Sustainable design is an approach to creating products, buildings, and systems that minimize environmental impact and promote social and economic well-being throughout their entire life cycle.</p>
6	<p>The ergonomic design discipline focuses on designing products and environments that are comfortable, efficient, and safe for humans to use.</p>
Diagram	
7	  <p>Iterative design process as a diagram.</p>
8	 <p>Ergonomics</p> <p>When anthropometric data (measurements / statistics) is applied to a product, e.g. measurements of the hand are used to design the shape and size of a handle, this is ergonomics.</p> <ul style="list-style-type: none"> A- Chair Height B- Back Rest Height C- Viewing distance/ angle D- Height of human to table E- Height of chair
9	<p>ACCESS FM</p> <p>A: Aesthetics, what does the product look like. C: Cost, how much does the product cost to buy? C: Customer, who would buy or use the product? E: Environment, where would the product be used or stored? S: Size, how big or small is the product? S: Safety, how safe during normal use? F: Function, how does the product work? M: Material, what is the product made of?</p> <p>ACCESS FM is a design tool used for product analysis and evaluation. It stands for Aesthetics, Cost, Customer, Environment, Size, Safety, Function, and Materials. This framework helps designers and students consider various aspects of a product during the design process.</p>

Keywords Vocabulary

10	Anthropometrics	The study of the human body and its movement, often involving research into measurements relating to people. It also involves collecting statistics or measurements relevant to the human body, called Anthropometric Data.	
11	Design brief	A set of instructions given to a designer by a client .	
12	Design specification	Document containing details of a product's required characteristics, and all the processes, materials and other information needed to design the product.	
13	Market Research	Market research is the process of collecting, collating and analysing data about the market.	
14	Primary Research 1.Postal surveys – these have a high sample size but low response rate, relatively cheap 2. Telephone surveys – more expensive, higher response rate, can explain questions 3.Interviews – smaller sample size, higher response rate, may be interviewer bias 4. Focus groups – provide in-depth analysis, small sample size	Advantages <ul style="list-style-type: none"> • Fitness for purpose ; • Allows to target right segments; • Can explain difficult problems / concepts 	Disadvantages <ul style="list-style-type: none"> • Can be time consuming ; • Expensive ; • Some forms have low ; response rates.
15	Secondary Research 1.Census – provides information on all the households in the UK, updated every 10 years 2. Internet – can provide a wealth of information however need to check validity of data 3. Government statistics 4. Books and journals Company reports 5. MINTEL reports – these are often a good source of market information .	Advantages <ul style="list-style-type: none"> • Quick and easy; • Relatively cheap 	Disadvantages <ul style="list-style-type: none"> • May be out of date; • May not be relevant .
16	Projection Lines	Lines used to extend existing lines on a drawing and used to help create new geometry.	
17	Projections	2D view of an object used to represent it in 3D.	

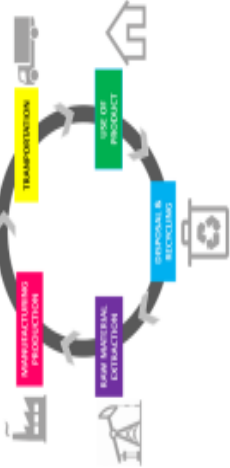



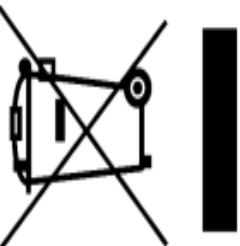

Commercial Production methods

1	Needs and wants	In design, needs represent fundamental requirements for a product or service to function as intended and fulfill a basic purpose, while wants are desires or preferences that enhance the user experience but are not strictly necessary. Needs are about functionality and usability, whereas wants focus on aesthetics, features, and emotional connections.	
2	Quantitative and qualitative criteria	Quantitative criteria rely on numerical data and statistical analysis to measure and quantify variables. Qualitative criteria, on the other hand, focus on descriptive, non-numerical data to understand experiences, perspectives.	
3	Scale of manufacture	One-off; One-off manufacturing, also known as job or bespoke production, involves creating a single, unique product tailored to a specific customer's requirements.	Batch; Batch manufacture, also known as batch production or process manufacturing, is a production method where goods are produced in discrete groups or sets, called batches.
			Mass; Mass manufacture, also known as mass production, involves producing large quantities of standardized goods, often on assembly lines, using specialized machinery and a division of labour.

Types of manufacturing processes:

4	Wasting	Wasting is a process that uses tools to remove material from a workpiece until the required component has been produced: wasting can be achieved by hand tools and machine tools. Examples, drilling, routing, chiselling, turning.	
5	Shaping	Shaping refers to the process that take raw materials and form them into final parts. Examples, casting, moulding, injection moulding and machining processes.	
6	Forming	Forming, pressing or press forming is where a pressing force is applied to a material to cause it to deform. Examples, die pressing, line bending, Vac forming, rolling.	
7	Joining	Joining processes are used to physically join two or more components. Examples, brazing, soldering, adhesives, bolts and rivets.	
8	Finishing	Finishing refers to the process of applying a decorative appearance, protective coating or other treatments to protect a surface material. Examples, painting, spraying, waxing, heat treating, dip coating.	
9	Assembly	Products with two or more components will have been designed to be assembled so they can function.	

Diagram

10	<p>Supply Chains-</p>  <p>THE SUPPLY CHAIN — is a network between a company and its suppliers to produce and distribute a specific product, and the supply chain represents the steps it takes to get the product or service to the customer. Left is an infographic to show the general supply chain of a product getting to market.</p>
11	<p>British Safety Institute</p>  <p>The British Standards Institution (BSI) is the UK's national standards body, dedicated to developing and publishing standards to improve the quality, safety, and reliability of products, services, and systems.</p>
12	<p>European safety symbol</p>  <p>The CE mark is a conformity marking required for many products traded in the European Economic Area (EEA). It indicates that the manufacturer has checked the product meets EU safety, health, and environmental requirements, and it allows the product to be sold freely within the EEA. The CE mark is not a quality mark or a guarantee of origin, but rather a declaration by the manufacturer that the product complies with applicable EU legislation.</p>
13	<p>British Safety Marks</p>  <p>The BSI Kitemark is a UK product and service quality certification mark, owned and operated by the British Standards Institution (BSI). It signifies that a product or service has been.</p> <p>The UKCA (UK Conformity Assessed) marking is a product marking used for goods being placed on the GB (Great Britain) market, replacing the CE marking for many products.</p>
14	<p>WEEE symbol</p>  <p>The WEEE symbol is a crossed-out wheeled bin, indicating that electrical and electronic equipment should not be disposed of with regular household waste. This symbol, mandated by the Waste Electrical and Electronic Equipment (WEEE) Regulations, signifies that the product needs to be recycled separately. The WEEE regulations aim to reduce the amount of electrical waste going to landfills and promote recycling and reused.</p>
15	<p>Aluminium Recycling symbol</p>  <p>The "ALU" symbol, in the context of recycling, represents recyclable aluminium. It typically appears as a circle of arrows with the letters "alu" inside, indicating that the product can be recycled and made into new aluminium items. This symbol is often found on aluminium cans, foil, and other packaging.</p>

Keywords Vocabulary

16	Tooling	Manufacturing equipment needed to produce a component, such as cutting tools, dies, gauges, moulds or patterns.
17	Deburring	Process to remove sharp or raised edges on a material caused by other processes.
18	Labour Costs	Costs associated with employees in a business, including wages, taxes and additional benefits.
19	Overheads	Expenses that need to be paid by the business, not including labour or materials but rent and utilities.
20	Subtractive process	The removal of material from a solid block by a machining process, such as milling, turning or drilling.
21	Consumables	Resources that assist manufacture and are used up during the process- for example, oil and lubricant used in machines.
22	Standard Forms	Made available in large quantities to the same specification- sheet metal, paper, timber sheeting.
23	Geometry	Shape of the object.
24	Automation	Using computer technology to operate equipment, rather than humans.
25	Turning	A machine operation that generates cylindrical and rounded forms with a stationary tool.

6 R's- Sustainable Approaches

26	Rethink	Can the designer rethink the way it is manufactured. Is the material being used the only option?
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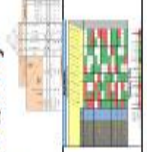

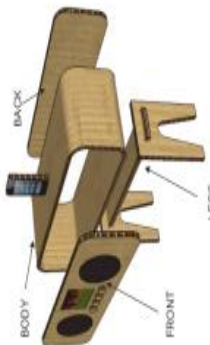


Engineering

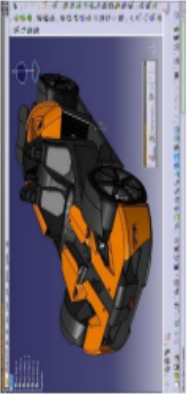



Designing Requirements

Year 10-11

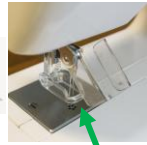
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27	Reuse	Is about reusing what you've already got rather than buying new items straightaway.
28	Recycle	From batteries to bubble wrap, you might be surprised by how much can be recycled.
29	Repair	Taking the time to repair broken items can extend their lifetime and avoid introducing new materials into the cycle.
30	Reduce	Consider how you can reduce your meat and dairy consumption, and buy new clothes only when you really need them by making do with what you've got before replacing them.
31	Refuse	Say no to single-use bags, packaging, cups, straws and so on, and get into the habit of bringing along your own reusable replacement.

Evaluation Models			
1	ACCESS FM	<p>ACCESS FM is a design and technology framework used for analysing and evaluating products. It stands for represent.</p>	
2	House of Quality (HOQ)	<p>The House of Quality (HOQ) is a matrix-based tool used in Quality Function Deployment (QFD) to translate customer needs into technical requirements for product development.</p> 	
3	Pugh Chart	<p>A Pugh chart, also known as a Pugh matrix or decision matrix, is a tool used to compare multiple options against a set of criteria, helping to identify the best choice.</p>	
4	Quality Function Deployment (QFD)	<p>Quality Function Deployment (QFD) is a structured method used to translate customer needs and expectations into specific engineering characteristics and design parameters for products or services</p>	
5	Production Plan	<p>A production plan, also known as production planning, is a comprehensive strategy that outlines how a company will manufacture its products or deliver its services.</p>	
6	Gantt Chart	<p>A chart in which a series of horizontal lines shows the amount of work done or production completed in certain periods of time in relation to the amount planned for those periods.</p>	
7	Evaluation	<p>In production, evaluation is the process of systematically assessing the performance and impact of a product, service, or process to determine its effectiveness, efficiency, and value.</p>	
8	Product Testing	<p>Product testing is the process of evaluating a product's performance, quality, and usability before its release to the market.</p>	
Diagram			
9	Breadboard		<p>A breadboard in electronics is a solderless platform used for prototyping and building temporary electronic circuits. It allows users to easily connect and disconnect components without soldering, making it ideal for experimenting with circuit designs and testing new ideas</p>
10	Card Modelling		<p>Card modelling offers several benefits, including versatility, portability, ease of manipulation, and cost-effectiveness, making it a valuable tool for design exploration and prototyping. It allows designers to quickly and inexpensively create physical representations of their ideas, enabling better visualization, spatial understanding, and communication with stakeholders.</p>
11	3D Printing		<p>3D printing offers numerous benefits, including faster prototyping, design flexibility, cost-effectiveness, and on-demand production. It allows for the creation of complex geometries, customization, and reduced waste compared to traditional manufacturing methods. Furthermore, 3D printing can be more environmentally friendly and accessible.</p>
12	Block Modelling		<p>Blockboard is a great material for creating physical models of design ideas due to its strength, ease of working with, and relatively low cost. It's lightweight, making it easy to transport and handle, and its dimensional stability means models won't easily warp or bend. Additionally, blockboard can be cut, shaped, and joined using common woodworking tools, making it versatile.</p>

13	CAD Modelling	 <p>CAD software offers numerous advantages for modelling ideas, including improved accuracy, faster design iterations, better visualization, enhanced collaboration, and cost reduction. It enables designers to create precise 2D and 3D models, simulate designs, and easily make changes, leading to more efficient design processes and higher quality products.</p>
14	Vernier Callipers	 <p>Source: Mitutoyo</p> <p>Vernier Caliper is a widely used linear measurement instrument with the least count of 0.02 mm. It is used to measure linear dimensions like length, diameter, and depth. It is a basic instrument of measurement, consisting of two types of scale. The main scale and the Vernier scale can slide along the main scale. Two types of measurement we can do, the first one is through the external jaw (measure external dimensions) and another one is the internal jaw (measure internal</p>
14	Micrometer	 <p>External Micrometer is also known as Outside Micrometer or External Micrometer. It is used to check the outside diameter of the circle by the means of the accuracy of 0.01 mm or up to 0.001 mm.</p>
15	Steel rule	 <p>A steel rule is a single piece linear measuring instrument. The steel scale indicates two units that are cm and inches, on cm division on one side and inches, on another side.</p>
Keywords Vocabulary		
16	Subjective Evaluation	Subjective evaluation refers to assessments or judgments based on personal opinions, feelings, interpretations, or preferences, rather than on objective facts or measurable criteria. It involves individual perspectives and can vary from person to person.
17	Objective Evaluation	Objective evaluation refers to assessments that are based on measurable, verifiable facts and data, rather than on personal opinions or biases. It emphasizes impartiality and consistency, aiming for judgments that would be similar regardless of who is making them.
18	Summative Evaluation	Summative evaluation is a method of assessment conducted at the end of a program, course, or project to measure its overall effectiveness and determine the extent to which objectives have been achieved.
19	Ranking matrix	In the context of design, a ranking matrix is a tool used to prioritize or rank different design options or features based on their importance or effectiveness according to specific criteria. It helps designers make informed decisions by systematically comparing and evaluating alternatives.
20	Qualitative data	Qualitative data is non-numerical information that describes characteristics and qualities. It focuses on concepts, opinions, and experiences, rather than numerical measurements or statistics. This type of data is often gathered through interviews, observations, and text-based sources, providing insights into the "why" and "how" behind phenomena.
21	Quantitative data	Quantitative data is numerical information that can be counted or measured, often used for statistical analysis to understand quantities, frequencies, and trends. It differs from qualitative data, which describes characteristics or qualities. Essentially, quantitative data provides numerical values that can be subjected to mathematical calculations and statistical analysis.

Using an Embellishing machine:



Needles Safety guard

Embellishing machine

Embellishing machines work by using needles to push the fibres through to the wrong side of the fabric. There is no thread on an embellishing machine.



GCSE Textiles - AO2
 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO2 – Next steps – design development
 Once you have completed a sample - what do you do next?
Here are some ideas:
 ~~~Cut the sample in half - keep one half as the original and develop the other half with a different technique.  
 ~~~Sketch an initial idea to show how you would use this sample in your work  
 ~~~Evaluate your sample to help you refine your ideas and techniques

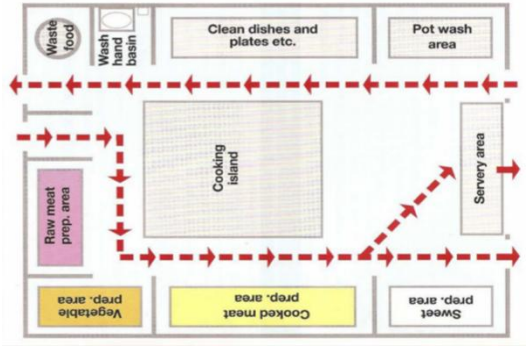
**Patchwork:**



**Design Development – sketchbook pages**



Workflow in the kitchen should follow a logical process by using different areas so that the clean stages in food production never come into contact with the "dirty" stages.



- You need to consider the following key areas in terms of layout...
1. Delivery
  2. Storage
  3. Food preparation
  4. Cooking
  5. Holding
  6. Food service area
  7. Wash up
  8. Waste disposal

### DRESS CODE

A chef's uniform is more than a fashion statement. Each component plays a specific role in protecting from potential dangers common in most kitchens

#### Chef's uniform

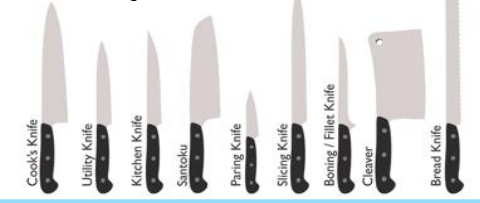
- Chef's jacket
- Chef's pants
- Hat
- Neckerchief
- Apron
- Hand towel
- Slip-resistant shoes

- Some establishments have staff wear the same uniform; this makes them easily identifiable for staff and customers. The uniform may change depending on which area of the establishment they work in.
- Protective clothing as part of a uniform must be paid for by the employer.



### KNIVES

1. Store knives safely so you don't cut yourself accidentally
2. Clean knives after each use. gently scrub the knife, then wash it off with hot water. Dry with a clean cloth
3. Make sure knives are sharp.
4. Use knives for the purpose that they were intended.
5. Cut with a slicing action i.e. forwards and backwards.



### Types of Customer

| Leisure                                                                                                            | Local residents                                                                                                  | Business / corporate                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Customers who visit the establishments in their leisure time e.g. a meal with friends, a family day out, tourists. | Customers who live in the local area who visit the establishment often eg regular Sunday lunch, or get togethers | e.g. business lunches. Use business facilities in establishment for meetings or presentations. Courses and conferences |

| Leisure customers' requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Local customers' requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Business customers' requirements                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Value for money</li> <li>• Good facilities</li> <li>• Families want child menus, play area, child friendly</li> <li>• Tourists want local food, easy to communicate</li> <li>• Older people may want more formal service</li> <li>• Good customer service</li> <li>• Varied choice of menu</li> <li>• Dietary needs eg allergies, intolerances, vegetarian catered for without having to ask for special foods</li> <li>• Facilities for physically impaired customers</li> </ul> | <ul style="list-style-type: none"> <li>• Value for money</li> <li>• good standard of customer service so they return</li> <li>• Catering for local needs (culture, religion)</li> <li>• Consistent dishes served</li> <li>• Loyalty schemes</li> <li>• Recognised by staff- feel welcome</li> <li>• Menu specials</li> <li>• Theme nights</li> <li>• OAP discount day</li> <li>• Child friendly</li> <li>• Entertainment</li> <li>• Mailing list or email for special offers</li> </ul> | <ul style="list-style-type: none"> <li>• Dedicated corporate (business) contact at establishment</li> <li>• Discounted rates</li> <li>• Meeting rooms</li> <li>• Water, juice on tables</li> <li>• Presentation equipment, Tea and coffee for breaks</li> <li>• Lunch or other meals- buffet or restaurant</li> <li>• Accommodation if attendees are from a long distance</li> <li>• Quick service for lunch meetings</li> </ul> |

### STOCK CONTROL

2 types of foods when it comes to stock control:

#### Perishable food

- Fresh fruit, vegetables
- Dairy products
- Meat and fish
- Only buy enough to last a few days because they will not last

#### Staple foods

and supplies that are canned, bottled, dried or frozen. These have a longer shelf life and so do not need to be purchased as frequently. Larger amounts can be bought to get cheaper prices and can be stored.

- Condiments,
- Canned vegetables
- Frozen foods including meat, fish and deserts
- Sauces
- Flour, sugar, fat, oil

### DOCUMENTATION

Why must they be completed?

1. Maintaining organisational procedures
2. Safety of staff and customers
3. Legal requirements
4. Complying with food safety legislation
5. Complying with accounting and taxation practices

#### Stock control

Monitor stock levels for re ordering  
Decide frequency of stock check  
First in First out for items with a shelf life

#### Personnel records

Hours worked  
Personal details  
Wages  
Taxation  
National insurance  
Training  
Accidents  
Staff rotas and timetables

#### Health and safety, hygiene

Fire certificate  
Staff training records  
Accident book  
Food hygiene checks  
Cleaning checks  
**Bookings and reservations**  
Electronic booking system  
Electronic reservations system  
Diary with bookings and reservations  
Feedback forms

#### Purchasing

Food and drink orders  
Packaging orders  
Equipment  
Tables, chairs etc.  
Cutlery and crockery  
Staff uniforms

#### Financial

Income tax  
VAT  
Wages  
Insurance  
Sales and income  
Staff costs  
Heating, lighting

### CUSTOMER REQUIREMENTS

Customer service is what an establishment does in order to meet the expectations of their customers and generate customer satisfaction.

- **So customers return.**- People will not return to a place where they were not satisfied with the service. Repeat business means a successful business.
- **Exceeding expectations**- This makes repeat business more likely
- **Growth of the business**- If customers receive a high standard of service and return, they will spend more money and also tell other people about the business.

Customers are influenced by:

- TV
- Magazines
- Health
- Travel abroad
- Technology
- Ratings and reviews
- Amount of money service is

### Remember

1. FIFO – First In First Out rule.
2. Check use by/best before dates and make sure you stick to these. Do not use something if it is past its use by date.
3. Keep food that can cause an allergic reaction separate from all other food.

### Small Equipment – you will need to know what each piece of equipment is used for.



### Large Equipment – you will need to know what each piece of equipment is used for.



**Deep Fat Fryer**  
Ensure the tray beneath the bars is clean.  
• Avoid spilling any water in the oil.  
• Do not overheat the oil.

**Grill/Salamander**  
Ensure the parts underneath the arm are cleaned  
• Switch off electrical supply and clean the bars thoroughly, as well as the top.  
• Do not clean when hot.

**Free Standing Mixer**  
Ensure the parts underneath the arm are cleaned  
• Switch off electrical supply and clean the blade/whisk thoroughly, as well as the top.  
• Do not clean when moving

**Bain Marie**  
Ensure there is water at all times when the Bain Marie is on.  
• Do not let the water boil vigorously.  
• Refill with clean water

**Hot Plate**  
• Avoid spilling water on surface  
• switch off parts, which are not being used.  
• Cool hot plates before cleaning

# LO3 Understand how hospitality and catering provision meets health and safety requirements

## 3.1 Personal safety responsibilities in the workplace

It is both the employer's and employee's responsibility to make sure they follow health and safety rules at work because:

- They help prevent accidents
- They ensure the business is a safe place to work

| Abbreviation | Full name                                                                                                                                          |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| HASAWA       | Health and safety at work act 1974                                                                                                                 |
| RIDDOR       | Reporting of injuries diseases and dangerous occurrences regulations 2013                                                                          |
| COSHH        | Control of substances hazardous to health regulations 2002                                                                                         |
| PPER         | Personal protective equipment at work regulations 1992 <a href="http://www.hse.gov.uk/pubns/mdg174.pdf">http://www.hse.gov.uk/pubns/mdg174.pdf</a> |
| MHR          | Manual handling operations regulations 1993                                                                                                        |

### HASAWA 1974



#### Employers must ensure that:

- Equipment is tested for safety and correctly maintained
- Chemicals are stored and used correctly by trained staff
- **Risk assessments** are completed
- A **health and safety policy statement** is given to employees
- Safety equipment and clothing are provided
- Health and safety training is given and updated regularly

#### Employees must ensure that they:

- Work in a safe way so they do not put others in danger
- Follow the health and safety rules set by the employer
- Wear safety clothing and equipment provided by the employer
- Report anything that poses a health and safety risk, or something that could be a risk.

**Risk assessments:** a way of identifying things that could cause harm to people in the workplace

**Health and safety policy statement:** a written statement by an employer of its commitment to health and safety for employees and the public

### RIDDOR 2013

This regulation require employers to report certain workplace incidents to the Health and Safety Executive (HSE) such as:

- Death and serious injury (for example serious burns)
- Dangerous occurrences (for example near-miss events such as the collapse of equipment)
- Work-related diseases (for example occupational dermatitis)
- Flammable gas incidents (for example leaking gas)
- Dangerous gas fitting (for example faulty gas cooker)

Employers must also keep a record of any injury, disease or dangerous accident.

An employee must ensure that:

- They tell their line manager or union representative if they see any health and safety issue that concerns them
- Any injury at work are recorded in an accident book

If nothing is done about a health and safety concern that an employee has reported, it can be reported to the HSE.



Unit 1 The Hospitality and Catering Industry  
LO1 Understanding the environment in which hospitality and catering providers operate  
AC 1.1 The structure of the hospitality and catering industry



### COSHH 2002



The control of Substances Hazardous to Health (COSHH) Regulations covers substances that are hazardous to health, for example:

- Chemicals, for example cleaning materials
- Fumes, from machinery and cooking processes
- Dusts, for example from icing sugar and flour
- Vapours from cleaning chemicals, for example oven cleaner
- Gases from cookers

Any substances hazardous to health must be:

- Stored, handled and disposed of according to COSHH Regulations
- Identified on the package or container
- Shown in writing and given a risk rating
- Labelled as toxic, harmful, irritant, corrosive, explosive or oxidising.

An employer should ensure that employee use of and exposure to these substances is kept to a minimum. An employee should ensure that they are trained in the use of these substances. They should take note of the intentional symbols that are used to identify the different types of substances and how they can cause harm

### PPER



**Personal Protective Equipment (PPE)** is clothing or equipment designed to protect the wearer from injury. It is sometimes necessary when cleaning as the chemicals used in the workplace are often stronger than those we may use at home. These regulations require employers to provide suitable high-quality protective clothing and equipment to employees who may be exposed to a risk to their health and safety while at work. This can include:

- **Gloves** to protect hands from cleaning materials and metallic-style gloves to be used when cutting meat
- **Goggles** to prevent eyes being splashed with chemicals
- **Facemasks** to prevent inhalation of any chemicals or powder
- **Long sleeves** to prevent contact with skin on arms
- Waterproof aprons to be worn on top of clothing

Signs to remind employees what PPE to wear and when should also be visible.

Employees are expected to attend training sessions on how to wear PPE and to wear it in the workplace as instructed by the employer



### MHR

The manual Handling Operations Regulations protect employees from injury or accident when they are lifting or moving heavy or awkward shaped boxes. Items that are hot, frozen or sharp may also need to be carried in the hospitality industry-this is also covered by these regulations.

Employers must complete a risk assessment whenever items need to be moved, and provide adequate training. Employees must be trained in correct manual handling techniques and lifting; moving equipment should be provided when appropriate.

#### Lifting

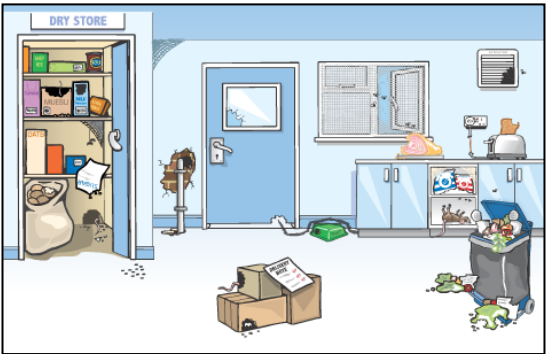
When handling boxes, cartons and trays, there is a correct way to lift:

- Always keep your back straight when lifting
- Bend your knees and use the strength in your arms
- Never reach forward
- Keep the item close to your body and make sure you hold the item firmly
- Use protective clothing if there are sharp edges to boxes or cartons
- Never attempt to carry items that are too heavy-always get help.

## LO3 Understand how hospitality and catering provision meets health and safety requirements

### 3.2 Risks to personal safety in hospitality and catering

Can you spot the 17 hazards in the image below. Write them down in your book



### Potential risks to employees, suppliers and customers

- Risk to employees**  
Stress, fatigue, Using equipment, Trip hazards, Food and drink spillages, Using hazardous chemicals, Inadequate clothing worn, Using electrical appliances, Moving and lifting objects, Fire and explosion, Bullying and harassment, Injuries, Inadequate lighting, Inadequate ventilation, Inadequate signage, Theft, Assault, Undesirable people on the premises
- Risk to suppliers**  
Using equipment, Trip hazards, Food and drink spillages, Inadequate clothing worn, Moving and lifting objects, Fire and explosion, Injuries, Inadequate lighting, Inadequate signage
- Risk to customers**  
Food poisoning, Food allergies, Trip hazards, Food and drink spillages, Fire and explosion, Theft, Assault, Undesirable people on premises.

### Risks to health and personal



### Risks to security



### Levels of risks

A risk assessment should be carried out to identify risks. It is a way of identifying things that could cause harm to people in the workplace. All workplaces must have the necessary risk assessments in place. In business there are five steps to risk assessment:

1. Identify the hazard
2. Decide who might be hard and how
3. Evaluate the risk and decide on **controls** (precautions)
4. Record the findings and implement them.
5. Review the assessment and update if necessary.

### Calculating Risk

It is possible to calculate whether the level of **risk** is high, medium, or low. To do this, the **hazard** severity and the likelihood of it happening are given a score on a scale of one to five. They can then be multiplied together to give a level of risk. The overall aim is to reduce the risk to an acceptable level (as close to 1 as possible)

Scales used to calculate the level of risk:

| Hazard severity | Likelihood of occurrence | Scale |
|-----------------|--------------------------|-------|
| Trivial         | Remote(almost never)     | 1     |
| Minor           | Unlikely (occurs rarely) | 2     |
| Moderate        | Possible (uncommon)      | 3     |
| Serious         | Likely (not frequent)    | 4     |
| Fatal           | Very likely (frequently) | 5     |

Level of risk = hazard severity X likelihood of occurrence

| Low risk 1-8                                                     | Medium risk 9-12                                                                | High risk 15-25                                                                                                     |
|------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Continue to review regularly to ensure controls remain effective | Continue but implement additional controls where possible and monitor regularly | Stop the activity ]Identify new controls Activity must not proceed until risks are reduced to a low or medium level |

LO3 Understand how hospitality and catering provision meets health and safety requirements

3.3 Personal safety control measures for hospitality and catering provision

Control measures for

The control measures outlined in the table can be put in place to help protect employee's personal safety



| Hazard                      | Control                                                                                                                                                                                        |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stress, fatigue             | Employees need to be monitored closely and adequate rest breaks should be allocated                                                                                                            |
| Using equipment             | The instruction manual needs to be followed, with training given if needed                                                                                                                     |
| Trip hazards                | Floors need to be clutter free; exits and entrances need to be clear                                                                                                                           |
| Food and drink spillages    | Clear up spillages immediately and use warning signs                                                                                                                                           |
| Using hazardous chemicals   | Wear protective clothing where necessary; training should be given on use of chemical; chemicals should be stored correctly; COSHH regulations need to be followed                             |
| Inadequate clothing worn    | The correct PPE should be worn at all times; wear aprons that are done up correctly; shoe laces should be tied up.                                                                             |
| Using electrical appliances | The equipment should be maintained and cleaned regularly; training should be given if necessary; it should be given if necessary; it should be PAT tested regularly by a qualified electrician |
| Moving and lifting objects  | Wear correct PPE; training on safe lifting techniques should be given                                                                                                                          |

Control measures for employees cont.

| Hazard                         | Control                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fire and explosion             | Under the Fire Safety Order 2005, employers must ensure there is a low risk of fire and explosion by: <ul style="list-style-type: none"> <li>• Having fire alarms and making sure they are tested regularly</li> <li>• Making sure escape routes are clear and adequately signed</li> <li>• Having suitable equipment such as fire extinguishers available</li> </ul> |
| Bullying and harassment        | Protocols and policies should be in place to ensure that this does not happen; there should be an open culture if anyone needs to report it.                                                                                                                                                                                                                          |
| Injuries                       | Kitchens and restaurants can be dangerous places- there should be a first aid kit and a trained first aider                                                                                                                                                                                                                                                           |
| Inadequate lighting            | Lighting must be bright enough to work safely in; if a light is broken it should be fixed                                                                                                                                                                                                                                                                             |
| Inadequate ventilation         | Good ventilation is needed in a catering kitchen; this is normally provided by extractor fans, which remove steam, heat and smells; the kitchen may be hot so drinking water should be available                                                                                                                                                                      |
| Inadequate signage             | Signs need to be clear and visible; staff need to be made aware of what the signs mean                                                                                                                                                                                                                                                                                |
| Theft                          | A secure area should be available for staff to leave personal belongings                                                                                                                                                                                                                                                                                              |
| Assault                        | Train staff on how to deal with aggressive customers and diffuse volatile situations                                                                                                                                                                                                                                                                                  |
| Undesirable people on premises | Have a security system to monitor who is entering the premises; any suspicious person should be reported; effective signage in and out procedures are                                                                                                                                                                                                                 |

Unit 1 The Hospitality and Catering Industry  
 LO1 Understanding the environment in which hospitality and catering providers operate  
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Control measures for customers

| Hazard                         | Control                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Food poisoning                 | Hazard Analysis and Critical Control Point (HACCP) systems put in place to ensure food prepared, cooked and served is safe to eat     |
| Food allergies                 | Detailed information must be given to customers on any allergens in the dishes                                                        |
| Trip hazards                   | Make sure areas where customers go are well lit and that there are no trailing wires or clutter on the floor                          |
| Food and drink spillages       | Spillages must be cleared up straight away and appropriate signage used                                                               |
| Fire and explosions            | Emergency exits must be well lit and signposted; fire extinguishers should be in place and staff should be trained in how to use them |
| Assault                        | Staff should be ensure the safety of customers if another person is aggressive                                                        |
| Theft/fraud                    | Ensure that card transactions are done in front of the customer; provide a secure place for their belongings                          |
| Undesirable people on premises | Any suspicious person should be challenged and not allowed to mix with customers                                                      |



# A to Z of...

Based on your **OPTION SUBJECT**, recall any key information from the current topic you have been studying.

|   |   |   |   |
|---|---|---|---|
| A | B | C | D |
| E | F | G | H |
| I | J | K | L |
| M | N | O | P |
| Q | R | S | T |
| U | V | W | X |
| Y | Z |   |   |

**By the end of this topic, you should be able to evaluate your own performance in planning and leading a sports activity session...**

### **5.1 Review your leadership of a sports activity session**

#### 5.1.1 Planning

- Positives - What went well
- Negatives – What didn't go well

#### 5.1.2 Leading

- Positives - What went well
- Negatives – What didn't go well

#### 5.1.3 Improvements that could be made

#### 5.1.4 Opportunities to develop leadership skills in the future

**Some issues that may have happened in your session:**

1. You only spent 3 minutes on a drill and when moved on group could not do the next drill.
2. Learners weren't motivated to do the drills.
3. You couldn't see all the group as you were leading the session.

**Consider what you could do differently next time.**

### **Exemplar:**

**My first strength was my creativity within my session plan.** I planned two thoughtful drills which I researched on the internet. This meant that I knew exactly how to set them up and I had all the distances written down so the spacings were realistic which meant that the drills ran smoothly. The teacher that observed me said that my drills were very good and that everyone was motivated.

Once I explained my drill the class engaged in the drill fully and seemed to really enjoy it and they looked like they were trying hard. I made it a competition by saying that pupils had to grab a bib once they had scored and take it back to their team and then the first team back with all their bibs were the winners. This motivated both teams as they could see the other teams getting bibs and were able to see if they were losing so that motivated them to try even harder.

Pupils were demonstrating a good shooting technique and they started to score more baskets as the session went on. I was really pleased with this drill and think that it worked well.

# Year 10 Dance: Musical Theatre

## Research the chosen work

### *This should include:*

- The original author, composer and choreographer and their intentions for the piece;
- Intended mood and genre;
- Themes and ideas of the work;
- What performance space did they use;
- Did the work have a purpose?
- Original target audience compared to your new target audience (using the brief to decide) .

## Reflective log

You need to keep a record of the following for your logbooks:

- Action planning
- Rehearsal preparation away from class e.g. learn lines, improve flexibility, jog to improve stamina etc;
- Responding to direction (what feedback was given, how did you use this?)
- Formations and spacing;
- Refining;
- How did you Follow health and safety.

## Character

Character is an essential element of musical theatre Performances

- Adapt your dance to the correct stylistic qualities required;
- Decide what emotions, opinions, mood is required for your character;
- Use the correct movement and gesture to portray the character;
- Interact with other characters in the scene;
- Use of voice; what accent, tempo, pitch is needed for your character?

## Skills needed for Musical Theatre

- Excellent communication skills;
- Teamwork skills;
- Listening skills so you can follow direction and feedback;
- Good fitness levels to keep up with demands of performance.

## Dance skills required

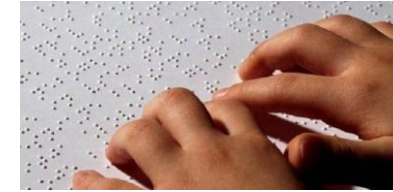
- Master the correct dance style;
- Rhythm is vital for a dancer and the beat in the music gives the timing of the song, listen to the music to know the tempo, climax, dynamics and phrases;
- Control: Strong dance foundation and their own spatial awareness;
- Musicality. How you interpret and dance to the music

## Musical theatre has three discipline areas:

- Singing
- Dancing
- Acting

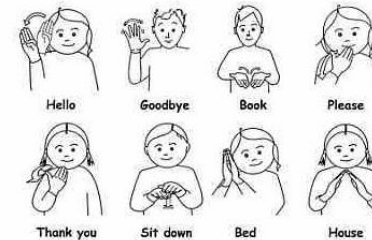
**Specialist types of communication:**

**Braille:** braille is a type of written language for the blind and visually impaired, in which characters are represented by patterns of raised dots that are felt with the fingertips. Example of where used: on lift buttons in care homes/hospitals.



**Interpreters:** an interpreter is a person who converts a thought or expression in a source a language into an expression with a comparable meaning in a target language. A service user would use an interpreter if he/she is from another country so the care worker can understand them.

**Makaton:** is a language programme designed to provide a means of communication to individuals who cannot communicate by speaking. A service user with speech problems would use this so a care worker could understand them and take orders off them.



**Advocate:** an advocate is a person who represents another person's interests, a person who publicly supports them, to add a voice of support to a cause or person. Situations where this would happen would include illness or serious learning disability. An advocate could be a lawyer representing someone in court; a volunteer who helps to communicate a person's needs to others; or someone such as a nursery nurse who speaks to other professionals on behalf of a child and their family.

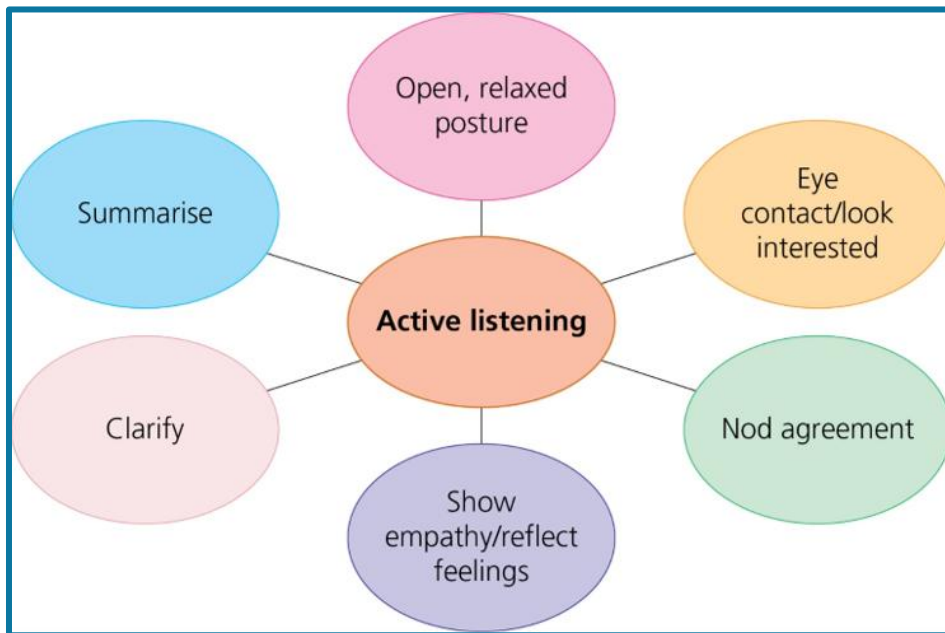
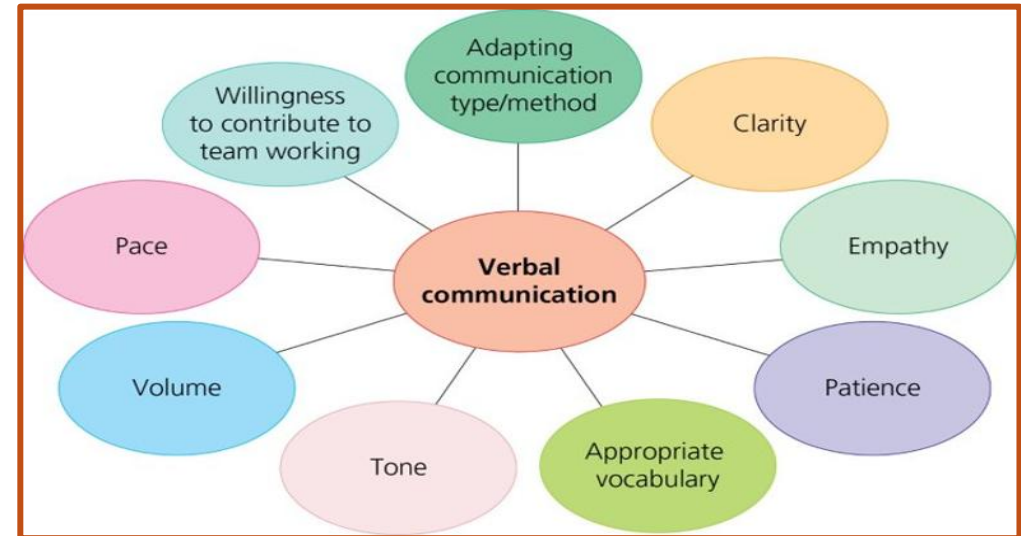
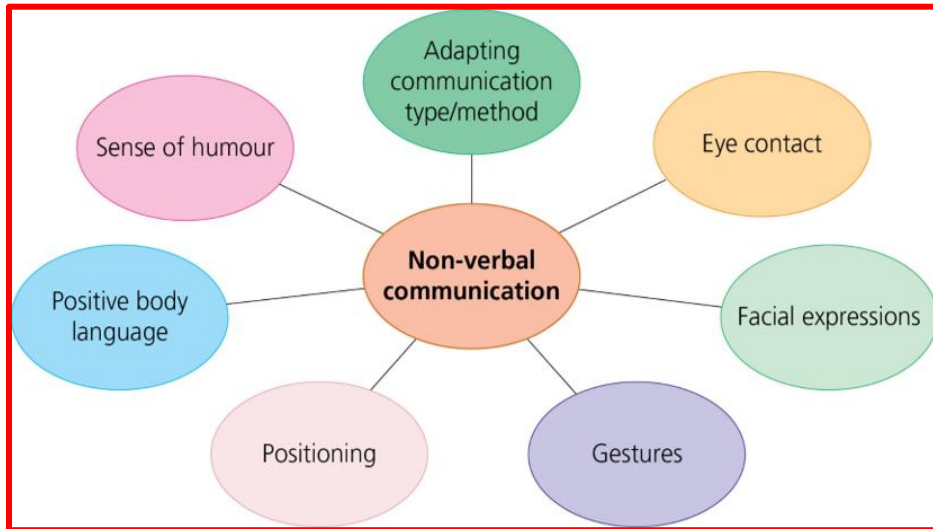
**Voice recognition** is an alternative to typing on a keyboard. Put simply, you talk to the computer and your words appear on the screen. The software has been developed to provide a fast method of writing on a computer and can help people with a variety of disabilities.



**Sign Language:** is a visual means of communicating using gestures, facial expression, and body language. Sign Language is used mainly by people who are Deaf or have hearing impairments.



Topic Area 3: Effective Communication in health and social care settings



Effective communication helps to support the person-centred values and individuals' rights through:

- Empowerment
- Reassurance
- Feeling valued
- Feeling respected
- Trust

It supports the physical, intellectual, emotional, language and social needs (PILES) and protects rights (3CEP).

**Jargon:** words or expressions used by professional that are difficult for others to understand

# Roll-a-dice Revision



Based on your **OPTION SUBJECT**, create questions for each square on the grid. Once you're done, take it in turns to roll two dice and answer the corresponding questions.

|   | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1 |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |

## Functional Areas



**Human Resources function:**  
Responsible for all aspect of managing individuals who work within a business.

**Functions include:**

- Recruitment and selection of employees;
- Training and development of employees;
- Performance management of employees;
- Responsible for health and safety in the workplace;
- Ensuring the compliance with employment legislation.



**Marketing Function:**  
Responsible for identifying the needs and wants of business customers and developing products/services to meet those needs.

- Market research;
- Developing a marketing mix (product, price, place and Promotion).

**Finance Function:**  
Managing the financial resources in a small business and reporting on financial performance:

- Organisation and allocation of financial resources;
- Financial performance reporting;
- Monitoring of cash flow.



**Operations Function:**  
Organising the process that turns inputs into outputs/finished goods that can be sold to customers

- Production planning;
- Producing the product or service;
- Quality control;
- Stock control;
- Logistics.

**Quality Assurance** - This looks at guaranteeing all stages in the production process leading to high quality products.  
The emphasis is on preventing mistake.

**Batch Production**

- Batch production is a method where they produce goods in batches;
- By pre-preparing dishes, it cuts down on cooking and waiting times, so that means that customers are more likely to be satisfied;
- Batch production is quicker than job production and more suited to a fast-food restaurant.

**Quality control** is the process of ensuring that products have standard or uniform quality. It aims to reduce any problems before a product reaches the end of the production cycle.



**Mass Production**

- Mass production lowers cost per unit;
- Large scale producers can employ techniques that are unable to be used by a small scale producer;
- Larger firms can use computers / technology to replace workers on a production line.

**Job Production**

- Job production means that orders are produced one at a time. Job production is suitable for one off products and is usually a more expensive method;
- Skilled labor is often used;
- Employees have to be versatile, and flexible tools and equipment are often used;
- Economies of scale are not possible.

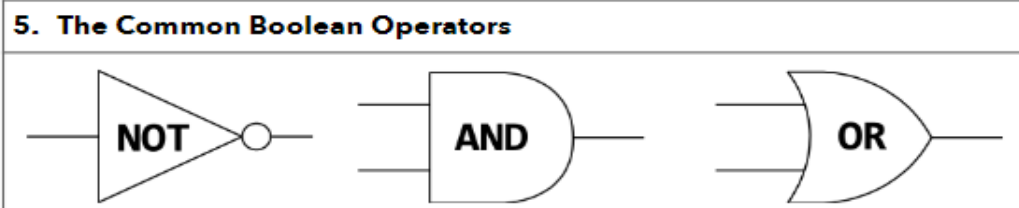
| 1. Key Terms |                                                                                                         |
|--------------|---------------------------------------------------------------------------------------------------------|
| Variable     | A value stored in memory that can change while the program is running                                   |
| Constant     | A value that does not change while the program is running, and is assigned when the program is designed |
| Operator     | A character that represents an action, e.g. "+" is a mathematical Operator                              |
| Assignment   | Giving a variable or constant a value                                                                   |
| Casting      | Converting a variable from one data type to another                                                     |
| Input        | A value that is entered into the program after the program has started running                          |
| Output       | A value that produced by the program and either saved or displayed to the user                          |

| 2. Correct Use of Data Types |                                                                             |
|------------------------------|-----------------------------------------------------------------------------|
| Integer                      | A positive or negative whole number used when arithmetic will be required   |
| Real / Float                 | A positive or negative decimal number                                       |
| Character                    | A single alphanumeric                                                       |
| String                       | Multiple characters joined together [n.b. use this for credit card numbers] |
| Others                       | Some languages have others, e.g. date, picture...                           |

| 3. The Three Basic Programming Constructs |                                                                                                   |
|-------------------------------------------|---------------------------------------------------------------------------------------------------|
| Sequence                                  | Executing one instruction after another                                                           |
| Selection                                 | Program branching depending on a condition                                                        |
| Iteration                                 | sometimes called looping, is repeating sections of code. Condition controlled or count controlled |

| 4. Common Arithmetic Operators |                |
|--------------------------------|----------------|
| +                              | Addition       |
| -                              | Subtraction    |
| *                              | Multiplication |
| /                              | Division       |
| ^                              | Exponentiation |
| MOD                            | Modulus        |

| 5. Common Comparison Operators |                             |
|--------------------------------|-----------------------------|
| ==                             | Is equal to                 |
| !=                             | Is not equal to             |
| <                              | Is lesser than              |
| >                              | Is greater than             |
| <=                             | Is lesser than or equal to  |
| >=                             | Is greater than or equal to |



| 6. Basic String Manipulation (general) |                                                        |
|----------------------------------------|--------------------------------------------------------|
| string.length                          | Obtains the length of the string in characters         |
| string.upper                           | Converts the string to uppercase                       |
| string.lower                           | Converts the string to lowercase                       |
| string.left(n)                         | Gets the left-most n characters of the string          |
| string.right(n)                        | Gets the right-most n characters of the string         |
| string.substring(a,b)                  | Gets b characters of the string starting at position a |
| ASC(char)                              | Returns the numerical ASCII value of char              |

Note : this is NOT the way things are done in any particular programming language. In particular Python does things differently

| 7. Basic File Handling Operations (OCR Reference Language) |                                                                                                                                                  |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| myFile=open("...")                                         | Open a file                                                                                                                                      |
| myFile.close()                                             | Close a file                                                                                                                                     |
| myFile.readLine()                                          | Read a line from a file                                                                                                                          |
| myFile.writeLine()                                         | Write a line to a file                                                                                                                           |
| myFile=("...")                                             | Create a new file                                                                                                                                |
| string.substring(a,b)                                      | Gets b characters of the string starting at position a                                                                                           |
| A Workflow                                                 | <pre>myFile = open ("sample.txt") while NOT myFile.endOfFile()     print (myFile.readLine()) endwhile myFile.write("Hello") myFile.close()</pre> |

Note : this is NOT the way things are done in any particular programming language. In particular Python does things differently

## 1. Storing Data in Records

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In Text Files       | <ul style="list-style-type: none"> <li>Stored on the secondary storage (hard disk/SSD/flash).</li> <li>Used to store data when the application is closed.</li> <li>Useful for small volumes of data. E.g. configuration files.</li> <li>Each entry is stored on a new line or separated with an identifier such as a comma or tab.</li> <li>Can require a linear search to find/read data which is slow (if there is no order to the data or record structure).</li> <li>Structured text files E.g. CSV, XML &amp; JSON are popular for storing and exchanging data between applications</li> </ul> |
| In Arrays and Lists | <ul style="list-style-type: none"> <li>Stored in RAM.</li> <li>Used to store data when a program is running.</li> <li>Useful for small volumes of data an algorithm is using.</li> <li>Can be single or multi-dimensional allowing for tables of data to be stored.</li> <li>Uses indexes to refer to data items.</li> <li>Efficient algorithms or linear searches can be used to find data</li> </ul>                                                                                                                                                                                              |
| In Databases        | <ul style="list-style-type: none"> <li>Often stored on remote servers.</li> <li>Often used to store data shared by many users, e.g. ticket booking system.</li> <li>Data is stored in records and fields.</li> <li>Uses advanced data structures to store data efficiently.</li> <li>Uses very efficient algorithms to search and sort data executed on the servers.</li> <li>More secure than text files.</li> <li>The order of the fields in the database is independent of the code</li> </ul>                                                                                                   |
| Record Structure    | <ul style="list-style-type: none"> <li>A collection of related fields.</li> <li>A field is a variable.</li> <li>Each field in a record can have a different data type.</li> <li>Note the dot syntax when using records: record&lt;dot&gt;Field e.g. car1.Make</li> </ul>                                                                                                                                                                                                                                                                                                                            |

## 2. SQL

|         |                                                                                      |
|---------|--------------------------------------------------------------------------------------|
| SELECT  | which fields to be returned. * can be used to indicate all fields                    |
| FROM    | which table. Databases can have more than one table, each with their own unique name |
| WHERE   | records meet a condition. LIKE and % can be used as a wildcard                       |
| Example | SELECT name, age, iq FROM person WHERE name LIKE 'FIS%'                              |

## 3. Arrays

|            |                                                                                                                                                                                                                                                                                                                                                       |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | An array is a series of memory locations - or 'boxes' - each of which holds a single item of data, but with each box sharing the same name. All data in an array must be of the same data type                                                                                                                                                        |
| Use        | <ul style="list-style-type: none"> <li>Indexes usually start at 0 for the first data item (known zero indexed).</li> <li>Arrays may be single or multiple dimensions.</li> <li>Visualise dimensions as a column (single dimension) or table (two dimension)</li> <li>In Memory two dimensional arrays are still stored in a linear fashion</li> </ul> |

## 4. Sub programs

|              |                                                                                                                                                                                                                                                                                                                                                  |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why Use them | <ul style="list-style-type: none"> <li>Larger programs are developed as a set of sub-programs called subroutines.</li> <li>Structuring code into sub-programs makes the code easier to read and debug.</li> <li>Each sub-program can easily be tested.</li> <li>Sub-programs can be saved into libraries and reused in other programs</li> </ul> |
| Functions    | Functions return values and create reusable program components.                                                                                                                                                                                                                                                                                  |
| Procedures   | Procedures create a modular structure to a program making it easier to read. They do not return values                                                                                                                                                                                                                                           |

## 5. Random Numbers

|                        |                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deterministic          | Programs that run on computer systems are deterministic - with exactly the same inputs they should produce exactly the same outputs.                                                                                                                                                                                                          |
| Real World             | Randomness is easy to produce in the real world - spinning a wheel, rolling a dice and so on are millennia-old techniques but producing the same randomness in a computer program is actually rather tricky                                                                                                                                   |
| Computer               | <ul style="list-style-type: none"> <li>Computers do not produce random numbers at all</li> <li>They use complex mathematical techniques to produce a series of numbers that may appear random but are really only an approximation to randomness (called pseudo-random numbers)</li> <li>We refer to them as random numbers anyway</li> </ul> |
| OCR Reference Language | myVariable = random (1,6) will produce a random number between 1 and 6                                                                                                                                                                                                                                                                        |

**1. Input Validation**

|                           |                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Validation                | Does not ensure that the data entered is correct, just that it is possible and sensible                                                                                                     |
| Type Check                | The input is in the correct data type. E.g. Integer, Real, String                                                                                                                           |
| Range Check               | The input is within a correct range. E.g. Between 1 and 2                                                                                                                                   |
| Presence Check            | Some data has been entered. E.g. Reject blank inputs                                                                                                                                        |
| Format Check              | The input is in the correct format. E.g. dd/mm/yyyy                                                                                                                                         |
| Length Check              | The input has the correct number of characters. E.g. 8 or more chars                                                                                                                        |
| Why use input validation? | <ul style="list-style-type: none"> <li>The program is more robust</li> <li>The program is more user friendly</li> <li>To prevent further errors occurring later in the algorithm</li> </ul> |

**2. Anticipating Misuse**

|                     |                                                                                                                                                                                                                                                                                                   |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Division by Zero    | In mathematics, there is no number which when multiplied by zero returns a non-zero number. Therefore the arithmetic logic unit cannot compute a division by zero.                                                                                                                                |
| Communication Error | Online systems require connections to host servers. If this connection is dropped, unable to be established or the server is overloaded, it could potentially cause a program to crash or hang when loading/saving data.                                                                          |
| Peripheral Error    | Any peripheral may be in an error mode (e.g. paper jam)                                                                                                                                                                                                                                           |
| Disk Error          | Programs that read and write to files must handle <u>exceptions</u> , including: <ul style="list-style-type: none"> <li>The file/folder not being found.</li> <li>The disk being out of space.</li> <li>The data in the file being corrupt.</li> <li>The end of the file being reached</li> </ul> |
| Authentication      | <ul style="list-style-type: none"> <li>Username and password to access systems.</li> <li>Password recovery by e-mailing to an authenticated e-mail address.</li> <li>Encryption of data files.</li> <li>Check for human and not bot attempting access (e.g. reCAPTCHA)</li> </ul>                 |

**6. Refining Algorithms**

|                              |                                                                                                                                                                                                                                                                      |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What do we mean by refining? | <ul style="list-style-type: none"> <li>Code should anticipate all inputs and it should deal with 'bad' data, or missing data, and not crash.</li> <li>It should ensure prompts to the user are helpful and that the input can only be of the correct type</li> </ul> |
| How to refine                | Many languages have exception handling commands                                                                                                                                                                                                                      |

**3. Maintainability**

|                |                                                                                                                                   |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Comments       | These explain the purpose of the program, or a section of code. They may also explain any unusual approaches or temporary 'fixes' |
| White Space    | Make each section of the code stand out. Use spaces so code is not cramped up and hard to read                                    |
| Indentation    | Mandatory in Python but use indentation to show the flow of the program                                                           |
| Variable Names | Use sensible variable names that have some meaning as to what they are being used for                                             |
| Sub Programs   | Use Procedures and functions to structure the code and eliminate duplicating portions of it                                       |
| Constants      | Declare constants at the top of the program                                                                                       |

**4. Testing**

|                          |                                                                                                                                                                                                                                                                                                                               |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reasons for Testing      | <ul style="list-style-type: none"> <li>To ensure there are no errors (bugs) in the code.</li> <li>To check that the program has an acceptable performance and usability.</li> <li>To ensure that unauthorised access is prevented.</li> <li>To check the program meets the requirements</li> </ul>                            |
| Iterative Testing        | <ul style="list-style-type: none"> <li>Each new module is tested as it is written.</li> <li>Program branches are checked for functionality.</li> <li>Checking new modules do not introduce new errors I not existing code.</li> <li>Tests to ensure the program handles erroneous data and exceptional situations.</li> </ul> |
| Final / Terminal Testing | <ul style="list-style-type: none"> <li>Testing that all modules work together (integration testing)</li> <li>Testing the program produces the require results with normal, boundary, invalid and erroneous data.</li> <li>Checking the program meetings the requirements with real data.</li> </ul>                           |

**5. Suitable Test Data**

|                  |                                                                                                                                   |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Normal Inputs    | Data which should be accepted by a program without causing errors                                                                 |
| Boundary Inputs  | Data of correct type on the edge of accepted validation boundaries                                                                |
| Invalid Inputs   | Data of the correct type but outside accepted validation checks                                                                   |
| Erroneous Inputs | Data of the incorrect type which should be rejected by a computer system. This includes no input being given when one is expected |

RSL Music Knowledge Organiser- Unit 204ta

Describe some of the capabilities and limitations of your own instrument voice or technology in terms of its range and characterising timbre.

Describe what types of ensemble your own instrument, voice or technology might be used in.

Describe how your own instrument, voice or technology is used in different genres.

Describe how your own instrument, voice or technology's use is influenced by context and culture.

Describe some of the capabilities and limitations of your own instrument voice or technology in terms of the techniques required to play it and any techniques specific to it.

| Key Word                 | Meaning                                                                                                                                                                                                                                                                                                                                 |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Clef</b>              | A number of musical symbols ( <i>including Treble, Bass, Alto, Tenor/C-clefs</i> ) placed at the left hand side of a musical staff, indicating the pitch of the notes written on it to the performer.                                                                                                                                   |
| <b>Concert Pitch</b>     | Refers to the pitch reference to which a group of musical instruments are tuned for performance. An internationally agreed standard is for the tuning of musical instruments, in which the note A above middle C has a frequency of 440 Hz .                                                                                            |
| <b>Descriptive Music</b> | Also called "Programme Music", descriptive music suggests visual images or "telling a story". The descriptive idea or story-line is known as the "programme". The opposite of descriptive music is "absolute music" which is music that doesn't attempt to describe something particular and is more concerned with form and structure. |
| <b>Elements of Music</b> | A number of different things which have often been called "the building bricks of music" and include: Pitch, Dynamics, Duration, Tempo, Texture, Timbre/Sonority, Attack and Decay and Silence. When a composer creates a piece of music, they use the elements of music to build it, just like a builder uses bricks .                 |
| <b>Ensemble</b>          | A group of musicians who perform together .                                                                                                                                                                                                                                                                                             |

OCR Child Development Ro57

Topic Area 2 – Antenatal care and preparation for birth

**Routine tests:**

- ✓ Weight Check
- ✓ Blood Tests Blood Pressure
- ✓ Urine Tests
- ✓ Examine Uterus
- ✓ Baby’s Heartbeat
- ✓ Ultrasound Scan



**Screening tests**

- ✓ Ultrasound anomaly scan/mid-pregnancy test - (dating and anomaly)
- ✓ Nuchal fold translucency scan
- ✓ Triple test
- ✓ Non-invasive prenatal testing (NIPT) blood test

**Diagnostic tests**

- ✓ Amniocentesis
- ✓ Chorionic villus sampling (CVS)



**Stage One:**

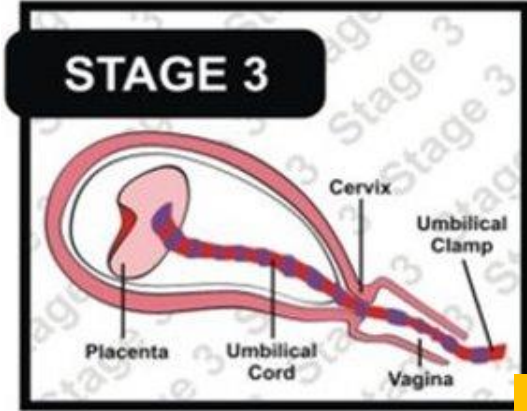
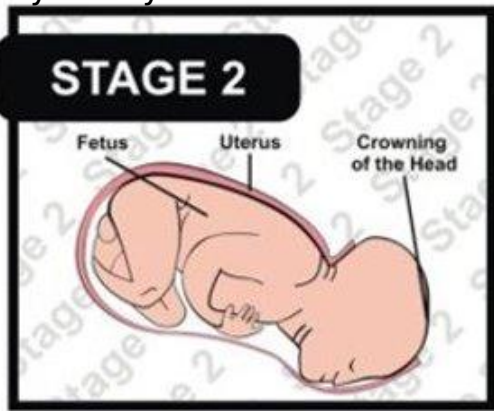
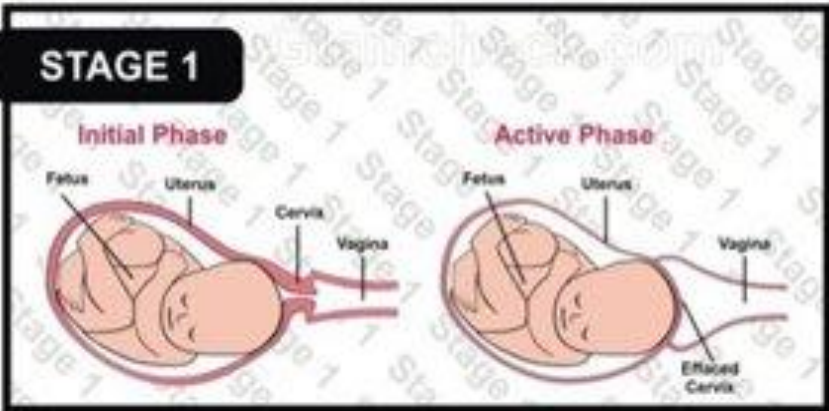
- Contractions start and are roughly 10 minutes apart.
- They become stronger and closer together.
- The waters usually break at this stage.
- A plug of mucus that has sealed off the uterus comes away as the cervix dilates.

**Stage Two:**

- The vagina and cervix open to form the birth canal. The head of the baby moves into this.
- The mother begins to push with the contractions The head is born first and is known as crowning.
- Pushing is stopped to allow the head to be born safely
- The shoulders are born next followed by the rest of the baby’s body

**Stage Three:**

- Contractions begin again and these help push the placenta out.
- An injection of syntocinon can speed up the delivery of the placenta.
- Any tears or cuts will be sewed up on the perineum



| Key Terminology          | Description                                                                                    |
|--------------------------|------------------------------------------------------------------------------------------------|
| <b>Media</b>             | Forms of communication or products that communicate a message to an audience.                  |
| <b>Traditional Media</b> | Any form of mass communication available before the advent of digital media.                   |
| <b>New Media</b>         | Any form of mass communication only ever produced using digital methods.                       |
| <b>Pre-Production</b>    | The process of planning elements involved in a form of media.                                  |
| <b>Post-Production</b>   | The stage after production when editing of visual and audio materials begins.                  |
| <b>CGI</b>               | Computer Generated Imagery – Special visual effects added to a product using computer software |
| <b>Distribution</b>      | The action of sharing a product with others.                                                   |

**Evolution over time**

|                    |                                            |
|--------------------|--------------------------------------------|
| <b>Late 1600s</b>  | Local newspapers were first printed        |
| <b>Early 1700s</b> | First magazines produced                   |
| <b>Late 1800s</b>  | First black and white silent film          |
| <b>1920s</b>       | First public demonstration of radio and TV |

**Scales of media**

|                    |                                                                                                                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Small Scale</b> | Local and national companies that often focus on one type of media product with a small number of staff who perform multiple roles. EG: Coffee Flins, Ustwo Games, American Chordata magazine, the Film music production house. |
| <b>Large Scale</b> | Multinational and global companies that produce many different types of media products. EG: Channel 4, Facebook, EA Games, News Corp, Warner Bros.                                                                              |

| Media Industry Sectors   |                           | Description                                                                                                                  |
|--------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Traditional Media</b> | <b>Television (TV)</b>    | Planning, production, distribution, and broadcasting of programmes on TV.                                                    |
|                          | <b>Radio</b>              | Planning, production and distribution of audio and music programmes to be broadcast on different platforms.                  |
|                          | <b>Film</b>               | Planning, production, and distribution of recorded video material for feature films including animation.                     |
|                          | <b>Print Publishing</b>   | Planning, printing and distribution of printed documents including books, comics, graphic novels, magazines and newspapers.  |
| <b>New Media</b>         | <b>Internet</b>           | Planning, production and use of websites and social media platforms/apps to provide a wide variety of products and services. |
|                          | <b>Computer Games</b>     | Planning, design, development and distribution of games to be played on a variety of digital platforms.                      |
|                          | <b>Interactive Media</b>  | Planning and production of a digital system which combines different types of media to create an interactive visual product. |
|                          | <b>Digital Publishing</b> | Planning, production, distribution of eBooks and digital magazines, journals, newspapers and promotional material.           |

**Production phases**

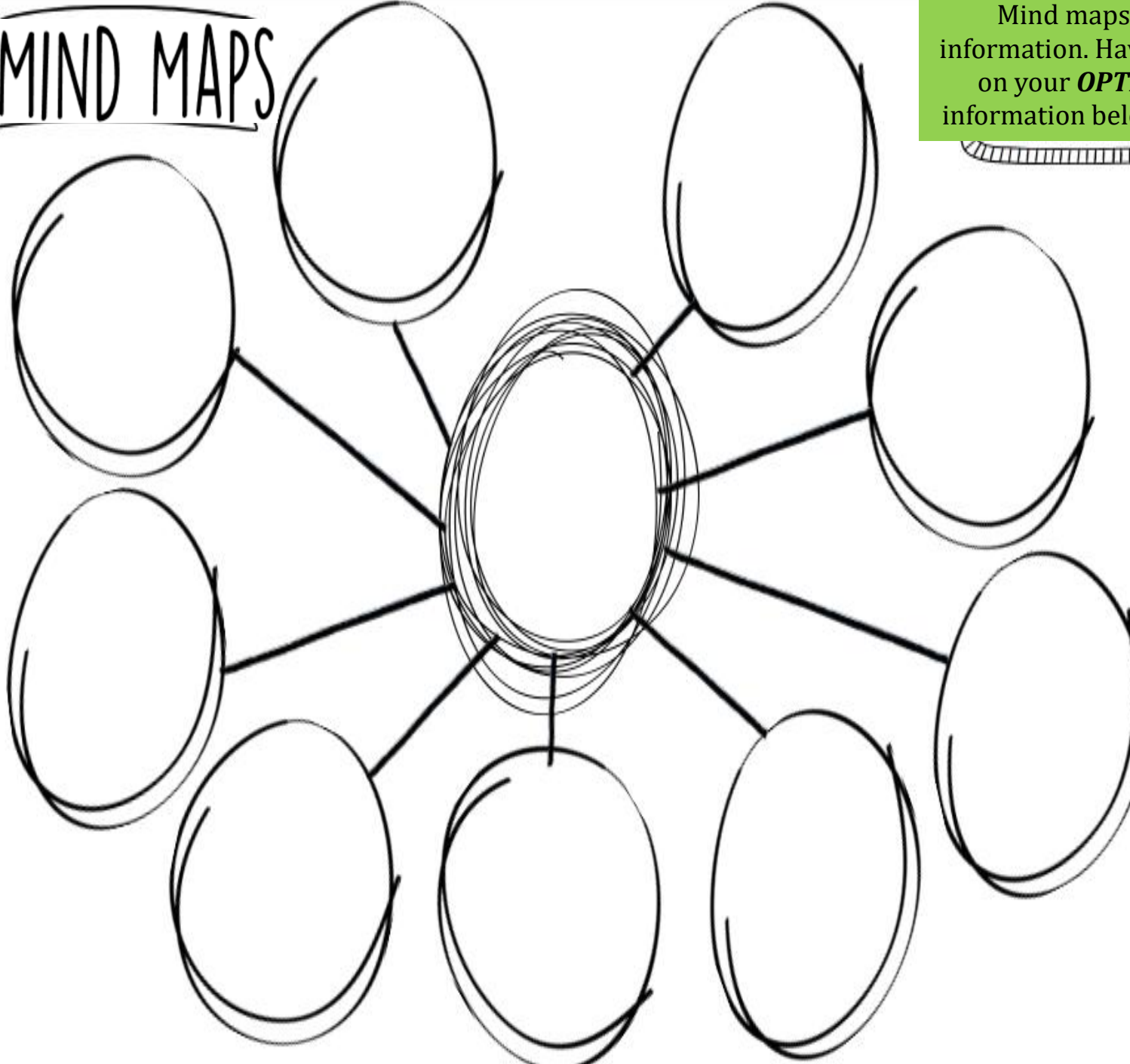
|                           |                                                                                                         |
|---------------------------|---------------------------------------------------------------------------------------------------------|
| <b>1. Pre-production</b>  | - Products are researched<br>- Ideas and concepts are developed, planned, and designed (concept design) |
| <b>2. Production</b>      | - Product parts are created from designs by producers or creatives (workers within organisations)       |
| <b>3. Post-Production</b> | - All parts are brought together<br>- Parts are edited to form a final product                          |
| <b>4. Distribution</b>    | - Products are sent out in different ways for audiences to access on a range of platforms.              |

**Media Industry Products**

| Product                               | Description                                                                                                                        |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Video</b>                          | Recording, editing d production of moving visual images.                                                                           |
| <b>Audio</b>                          | Recording, editing and production of vocal and or other sounds or noises.                                                          |
| <b>Music</b>                          | Recording, arrangement and production of vocal and/or instrumental sounds.                                                         |
| <b>Animation</b>                      | Digital photographing or computer generation of drawings or models to create the illusion of movement.                             |
| <b>Special Effects (SFX)</b>          | An illusion created by props, camerawork, or lighting.                                                                             |
| <b>Visual Effects (VFX)</b>           | Computer-generated imagery to enhance a video recording.                                                                           |
| <b>Digital imaging &amp; graphics</b> | Creation of pictures or designs using digital software, a digital camera or scanner.                                               |
| <b>Social media</b>                   | Digital-based programmes that encourage connections and communication between their users, using the internet and digital devices. |
| <b>Digital games</b>                  | Games that are played using digital technology.                                                                                    |
| <b>Comics and graphic novel</b>       | Stories that are told using pictures in panels, along with text and speech bubbles.                                                |
| <b>Websites</b>                       | Collections of webpages containing text, images and interactive elements.                                                          |
| <b>Multimedia</b>                     | Combines different types of media into one form of communication.                                                                  |
| <b>eBooks</b>                         | Digital versions of printed books that can be read on a device such as a tablet.                                                   |
| <b>Augmented Reality (AR)</b>         | When computer-generated images on screen are combined with a real-world environment                                                |
| <b>Virtual Reality (VR)</b>           | Computer Generated sounds and images that are not part of the users real-world environment                                         |

| Traditional Media      | New Media                                              | Examples                                                                     |
|------------------------|--------------------------------------------------------|------------------------------------------------------------------------------|
| Film, TV               | Games, interactive media, internet                     | Film, TV Programme, advert, trailer.                                         |
| Film, TV, radio        | Internet, games, Interactive media, eBooks.            | Radio, podcast, advert, audiobook.                                           |
| Film, TV, radio        | Internet, games, interactive media                     | Jingle, soundtrack, music video, TV intro/outro                              |
| Film, TV               | Internet, games, interactive media                     | Advert, film, TV programme, phone app                                        |
| Film, TV               | Games                                                  | Models, pyrotechnics, green screen, text overlays                            |
| Film, TV, print        | Internet, games, digital publishing                    | Book covers, billboards, logos, album artwork                                |
| Film, TV, radio        | Internet, games, interactive media                     | Facebook, Instagram, TikTok, Twitter                                         |
| Print                  | Internet, games, interactive media                     | For web, mobile and tablet, PC, console                                      |
| Film, TV, radio, print | Digital publishing, internet                           | Manga comics, superhero graphics, comics                                     |
| Film                   | Digital publishing, internet, computer games           | Informational, blogs, e-commerce, promotional presentations, DVD extras      |
| Film                   | Computer games, internet, interactive media            | Informational kiosks, presentations, DVD extras                              |
| Film                   | Internet, digital publishing, games, interactive media | Fiction, instruction booklets, guides                                        |
| Film                   | Games, interactive media                               | Video games, YouTube videos, Google Search, immersive education, simulation. |

# MIND MAPS



Mind maps are a great way to revise key information. Have a read through the information on your **OPTION SUBJECT** and then use the information below to help you create mind maps.

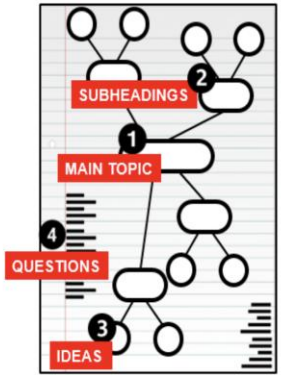
## HOW TO TAKE NOTES MIND MAPPING AND BRAINSTORMING

- ABOUT**
- Mind Mapping and Brainstorming is a highly visual method of representing information
- ✔ Establishes links and relationships between ideas and concepts
  - ✔ Can be used to take notes as part of the Cornell Method
  - ✔ Effective when working from textbooks or written notes

**HOW**

- This works far better on paper than as a digital method
- Make sure you start in the centre of the page

- 1 TOPIC
- 2 SUBHEADINGS
- 3 IDEAS
- 4 QUESTIONS



- 1 Determine the overall topic or theme  
Write this in the centre of your page and circle it  
If the main focus of your mind map changes – create an additional mind map – do not add the new focus to the mind map that you are already working on.
- 2 You will need to add major facts (subheadings) that relate to your main topic
- 3 Each subheading will have at least one idea related to it  
Make sure that your ideas are visually distinct from your subheadings
- 4 Use the edges of your document to write questions  
These should relate to the ideas in your mind map  
You could also use these areas to expand on points that need additional clarification on the main mind map

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Fancy some additional Class Charts points? Impress your teachers with any of these BHAmazing pieces of vocabulary, and they will award you extra CC points.  
 Challenge: Can you use them in any sentences and show a member of the Senior Leadership Team?

| Word List 1                                                           | Word List 2                                                                                      | Word List 3                                                                    | Word List 4                                                                      | Word List 5                                                                 | Word List 6                                                                                                                      | Word List 7                                             |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>Myriad</b> (adjective) – many                                      | <b>Caustic</b> (adjective) – mean / harsh                                                        | <b>Tension</b> (noun) – feeling of anxiety or nervousness                      | <b>Omniscient</b> (adjective) – all-knowing                                      | <b>Sentimental</b> (adjective) – emotional                                  | <b>Oppressed</b> (adjective) – subjected to cruel mistreatment                                                                   | <b>Metamorphosis</b> (noun) – a change / transformation |
| <b>Assert</b> (verb) – state a fact confidently or forcefully         | <b>Elucidate</b> (verb) – to make clear                                                          | <b>Oblivious</b> (adjective) – unaware                                         | <b>Gullible</b> (adjective) – believes things easily                             | <b>Bawdy</b> (adjective) – rude or vulgar                                   | <b>Subservient</b> (adjective) – obedient / submissive                                                                           | <b>Abhorrent</b> (adjective) – repulsive                |
| <b>Egregious</b> (adjective) – outstandingly bad                      | <b>Esoteric</b> (adjective) – likely to only be understood by a small number of people / obscure | <b>Naïve</b> (adjective) – Inexperienced / unaware                             | <b>Supercilious</b> (adjective) – arrogant                                       | <b>Hypermasculine</b> (adjective) – overly masculine                        | <b>Exploit</b> (verb) – to use someone for your own good                                                                         | <b>Abhor</b> (verb) – to hate                           |
| <b>Erroneous</b> (adjective) – wrong                                  | <b>Tenuous</b> (adjective) – weak or fragile                                                     | <b>Pretentious</b> (adjective) – arrogant                                      | <b>Tyrannical</b> (adjective) – a cruel dictator                                 | <b>Atavistic</b> (adjective) – has characteristics of an earlier generation | <b>Epiphany</b> (noun) – a sudden realization                                                                                    | <b>Abhor</b> (verb) – to hate                           |
| <b>Engender</b> (verb) – to cause                                     | <b>Perfunctory</b> (adjective) – carried out with minimal effort                                 | <b>Pompous</b> (adjective) – arrogant                                          | <b>Brazen</b> (adjective) – bold, shameless                                      | <b>Troglodytic</b> (adjective) – like a caveman                             | <b>Façade</b> (noun) – a front (to ‘wear a façade’ means you wear a metaphorical mask, covering your true emotions or character) | <b>Fate</b> (adjective) – destiny                       |
| <b>Employ</b> (verb) – to make use of                                 | <b>Moral</b> (noun) – a lesson                                                                   | <b>Privileged</b> (adjective) – having an advantage over other, usually wealth | <b>Elusive</b> (adjective) – mysterious                                          | <b>Apathetic</b> (adjective) – indifferent / lazy                           | <b>Segregated</b> (adjective) – separated                                                                                        | <b>Integral</b> (adjective) – important                 |
| <b>Salient</b> (adjective) – most noticeable and important            | <b>Autonomy</b> (noun) – independence                                                            | <b>Compassionate</b> (adjective) – sympathetic                                 | <b>Chauvinistic</b> (adjective) – has an attitude of superiority to opposite sex | <b>Misogynistic</b> (adjective) – hateful towards women                     | <b>Microcosm</b> (noun) – a smaller community which represents a larger one                                                      | <b>Demise</b> (noun) – a person’s downfall or death     |
| <b>Advantageous</b> (adjective) – providing an advantage / beneficial | <b>Assertive</b> (adjective) – confidence                                                        | <b>Vindictive</b> (adjective) – spiteful, cruel                                | <b>Materialistic</b> (adjective) – cares for objects and commodities             | <b>Choleric</b> (adjective) – quick-tempered, angry                         | <b>Ridicule</b> (verb) – to make fun of                                                                                          | <b>Deride</b> (verb) – to mock                          |
| <b>Galvanize</b> (verb) – to shock or excite someone into action      | <b>Conceited</b> (adjective) – excessively proud / vain                                          | <b>Duplicious</b> (adjective) – having two sides                               | <b>Prophetic</b> (adjective) – able to accurately predict                        | <b>Secular</b> (adjective) – not religious                                  | <b>Contempt</b> (noun) – hate                                                                                                    | <b>Hysterical</b> (adjective) – uncontrolled emotion    |
| <b>Substantiate</b> (verb) – to provide evidence                      | <b>Superior</b> (adjective) – better than                                                        | <b>Narcissistic</b> (adjective) – self-obsessed                                | <b>Impulsive</b> (adjective) – rash / careless                                   | <b>Aloof</b> (adjective) – stand-offish                                     | <b>Degenerate</b> (adjective) – disgusting                                                                                       |                                                         |
|                                                                       |                                                                                                  |                                                                                |                                                                                  |                                                                             | <b>Depraved</b> (adjective) – immoral / evil                                                                                     |                                                         |
|                                                                       |                                                                                                  |                                                                                |                                                                                  |                                                                             | <b>Feral</b> (adjective) – wild                                                                                                  |                                                         |

## My BHAmazing vocabulary, written in sentences:

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