



Huish Episcopi Academy
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Knowledge Organisers

Year 11

Spring Term B

Name:

Tutor Group:

Respect

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Ambition

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Resilience

Huish Episcopi Academy Year 11 English Literature Knowledge Organiser – A Christmas Carol

Context			Authorial Intent	
1	Author	Charles Dickens	1	To encourage... ...his Victorian readers to acknowledge the suffering and the plights of the poor.
2	Published	December 1843	2	To expose... ...his readers to the injustices of the class system.
3	Era	Victorian	3	To refute... ...traditional, Malthusian attitudes towards the poor and expose the dangers of ignorance and want.
4	Genre	Allegorical; ghost story; polemic; political & social commentary	4	To warn... ...his readers of the terrifying consequences of forsaking philanthropy.
5	Setting	Victorian London (& rural Britain)	5	To present... ...a scathing social commentary on Victorian society and criticise the misanthropic views of his wealthy reader.
6	Structure	Five stave cyclical novella	6	To celebrate... ...the contentment of close family relationships and the joys of the festive season: a time for kindness, peace and charity.
			Themes	
7	Dickens' construction of secular Christmas values	• Secular means 'non-religious' • Until the mid 1800s, Christmas was solely a religious festival • Dickens popularised the cultural elements we associate with Christmas today: food, decorations, music, games • Celebrates the values of goodwill, benevolence and forgiveness	1	Poverty • Dickens felt strongly that Victorian society ignored the poverty of the working class and underclass. • While the rich enjoyed excess and comfort, the poor were forced to live in dreadful conditions of destitution.
8	Malthusian Theory	• Thomas Malthus was a controversial economist upon which Malthusian Theory is named • In response to concerns about over-population, Malthus suggested that the 'surplus population' (the poor) should be left to starve	2	Greed • Dickens suggests greed is the cause of poverty. • If the avaricious rich would acknowledge the plight of the poor, the cycle of poverty could be broken.
9	The Poor Law	• 1834 • Passed by the government to deter poor people from claiming financial help • Forced poor people who could not depend on themselves into workhouses	3	Charity & Philanthropy • Dickens perceived charity as a social & moral obligation and duty, particularly for the rich. • Sharing wealth could end the suffering of the poor and bring about a happier and more content society for all.
10	The Supernatural	• Refers to things that are above or beyond what is natural; otherworldly • Victorian society was fascinated by ghosts and spirituality	4	Christmas Spirit • Dickens associates Christmas Spirit with generosity, compassion and kindness. • Characters such as the Ghost of Christmas Present & Fezziwig embody the ideals of Christmas Spirit
			5	Family & Relationships • Dickens attaches the values of Christmas Spirit with family and uses it to show the contentment that comes from relationships that allow you to demonstrate these values.
			6	Redemption • The idea of being saved from evil or sin. • The moral message of the story is that all can be redeemed, even the most misanthropic in society.



Huish Episcopi Academy Year 11 English Literature Knowledge Organiser – A Christmas Carol

Key Terminology and Vocabulary		
1	Stave	Chapters in the novella, but we normally associate staves with music, as if the book is a Christmas carol, and each chapter is part of the song.
2	Symbolism	The use of symbols to represent ideas or qualities.
3	Intrusive narrator	A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic.
4	Circular structure	Circular narratives cycle through the story one event at a time to end back where the story originated.
5	Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.
6	Allegorical figures	An allegorical figure is a character that serves two purposes: first, they are an important person in the story in their own right, and, second, they represent abstract meanings or ideas.
7	Foreshadowing	Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.
8	Didactic	A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.
9	Polemic	A strong verbal or written attack on someone or something.
10	Malthusian	Population growth will outstrip agricultural growth, leading to economic disaster.
11	Purgatory	A place or state of suffering inhabited by the souls of sinners.
12	Misanthropic	Having or showing a dislike of other people; unsociable.
13	Philanthropic	Seeking to promote the welfare of others; generous and benevolent.
14	Avaricious	Having or showing an extreme greed for wealth or material gain.
15	Benevolent	Well-meaning and kindly.
16	Solitude	The state or situation of being alone.
17	Resolute	Admirably purposeful, determined, and unwavering.
18	Remorse	Deep regret or guilt for a wrong committed.
19	Redemption	Being saved or saving someone from evil, sin or suffering.
20	Capitalism	An economic, political, and social system in which property, business, and industry are privately owned. The system is directed towards making the greatest possible profits for the owners of production.
21	Inequality	The difference in social status, wealth, or opportunity between people or groups.
22	Injustice	A situation in which there is no fairness, justice, or equality in the treatment of a person or persons.

Characters & Plot		
1	Ebenezer Scrooge	- The novella's protagonist - A cold, isolated miser whose experience with the ghosts result in his redemption
2	The Cratchit Family	- Bob Cratchit is Scrooge's only employee: a poor clerk, treated cruelly by Scrooge but content with the love of his family - Tiny Tim is Bob's disabled son who rises above his own suffering to think of others
3	Fred	- Scrooge's nephew (his sister Fan's son). - The antithesis to Scrooge: excitable, generous, forgiving
5	Marley (& Ghost of)	- Scrooge's dead business partner - Appears to warn Scrooge of the errors of his ways that Marley is now in purgatory for
6	The Ghost of Christmas Past	- Allegorical of memory - Shows Scrooge is past Christmases - Symbolic of hope and enlightenment
7	Fezziwig	- Scrooge's old employer (deceased) - The antithesis to Scrooge: generous, kind employer, community man
8	Belle	- Scrooge's ex-fiancée - She broke off their engagement because of Scrooge's greed and obsession with money
9	The Ghost of Christmas Present	- Symbolises Christmas Spirit - Embodies and models generosity and kindness - Gives to those 'most in need'
10	Ignorance & Want	- Two emaciated and animalistic children - They personify the concept of ignorance & Want - They humanise the plight of the poor
11	The Ghost of Christmas Yet to Come	- The most ominous of the spirits, sent to frighten Scrooge - This 'phantom' does not speak and is faceless to symbolise the uncertainty of the future

1. Context		
Playwright: Shakespeare (April 23rd 1564- April 23rd 1616) Dates: written around 1606 Published: in 'the First Folio', 1623 Era: Jacobean Genre: Tragedy = <i>A play ending with the suffering and death of the main character.</i> Set: Scotland, Structure: Five Act Play	Macbeth. The plot is partly based on fact. Macbeth was a real 11th Century king who reigned Scotland from 1040-1057. The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.	
The Divine Right of Kings says that a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God. It implies that only God can judge an unjust king. Any attempt to depose, dethrone or restrict his powers is against God. The action of killing a king is called regicide and is considered a terrible crime.	King James I of England (and VI of Scotland) came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage. King James was convinced about the reality of witchcraft and its great danger to him leading to witch trials.	
Shakespearean Tragedy. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.	The Great Chain of Being was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God. The chain starts from God and progresses downward (angels, demons, stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals)	
Conventions of a Shakespearean Tragedy		
A tragic hero who falls from greatness through a flaw of their own character.	Hamartia – the flaw in the tragic hero that destroys them.	A hero of status – the central characters are people of importance, with power and status to lose.
External conflict – his tragedies feature conflict between characters, and always lead to death.	Internal conflict – there are frequent moments of self-doubt or internal torment.	Supernatural elements – Many of Shakespeare's tragedies feature supernatural influences.



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Year 11 English Lit MACBETH Knowledge Organiser

2. Key Characters	
Macbeth. The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V.	
Lady Macbeth: A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide.	
The Witches / Weird Sisters: Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient.	
Banquo: Macbeth's close friend and ally is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and mistrustful of the supernatural witches.	
Duncan: King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2.	
Macduff: A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born".	
Malcolm: Duncan's son and next in line to the throne. He is described as a good man in the play.	
3. Central Themes	
Ambition	The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death.
Kingship and Tyranny	The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan.
Order and Disorder	The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done.
Appearance and Reality	Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted, Lady Macbeth seeks to manipulate Macbeth.

4. Key Vocabulary	
Ambition	A desire to achieve something e.g. Macbeth and kingship
Hubris	Having excessive pride or self-confidence
Tyrant	A ruler who rules through fear and violence
Corrupt	Acting dishonestly <i>OR</i> being in a state of decay
Patriarchal	A society where power is in the hands of men
Duplicitous	Lying and being false. Two-faced. Deceitful
Façade	A false front; mask or illusion. Hiding one's true feelings
Prescient	Having knowledge of things before they happen – the witches
Nihilistic	The belief that everything is meaningless
Courageous	Being very brave
Supernatural	Things that are not a part of the natural world
Fate	Events being already decided and out of a person's control
Treachery	Betraying someone's trust
Regicide	The killing of a king

5. Key Terminology, Symbols and Devices	
Motif	A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood.
Soliloquy	When a character is alone on stage and speaks their thoughts aloud to themselves.
Iambic Pentameter	A line of a play or poem that has ten syllables organised into five pairs of syllables, where the second in each pair is emphasised. e.g.: "When <i>you</i> durst <i>do</i> it <i>then</i> <i>you</i> were a <i>man</i> "
Foreshadowing	When a hint or warning is given about a later event.
Dramatic Irony	When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words.
Symbolism	When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.
Aside	When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.

The Big Ideas	Notes	The Methods	Notes
1. Shakespeare uses the play to demonstrate the terrible consequences of disrupting the natural order . His rule is unnatural and brings only disorder and sickness. His death restores balance.		1. Shakespeare uses blood as a metaphor for guilt through the play. As the guilt increases, the volume of blood increases.	
2. Shakespeare uses the play to demonstrate the consequences of engaging with the supernatural .		2. Shakespeare uses apparitions to present the consequences of ungodly behaviour and is ambiguous about whether they are real or imagined.	
3. Shakespeare uses Macbeth's role as a tragic hero to highlight how vulnerable people are to the destructive temptation of power .		3. Shakespeare's characterisation of Macbeth and Lady Macbeth establishes the idea that ungodly deeds do not go unpunished.	

Year 11 Religious Education – Life and Death Knowledge Organiser

4. THE SOUL	
Dualism	The belief that we are made up of a spiritual soul & physical body
Christianity	
God-given	God breathed first soul into Adam through the “breath of life”
Immortal	Unlike our current bodies, our soul will live forever.
Judgement	We will be judged on the content of our souls, not our bodies.
Islam	
Ruh	The Arabic word for soul.
Allah-given	Allah breathed a “ruh” into Adam’s nostrils
Fitrah	Our souls have inner knowledge of Allah & good/evil.
Humanism	
Materialism	The belief that only the physical/empirical world is all there is.
No soul	As there is no scientific evidence for a soul, Humanists deny its existence.
Bertrand Russell	A Humanist philosopher- “When I die, my body shall rot. No part of shall survive.”

5. JUDGEMENT AND AFTERLIFE			
Christianity			
Bodily Resurrection	On Judgement Day we will be raised with new, immortal bodies.		<i>“The body is sown perishable and raised imperishable”</i>
Parable of Sheep & Goats	Jesus will judge everybody and those who have helped others will go to Heaven.		<i>“When I was hungry, you fed me”- Jesus</i>
	Traditional View: Physical place	Contemporary view: Spiritual	
Heaven	➤ Rapture- Christians believe physically ascend to Heaven (as Jesus did) ➤ God created the “Heavens and the Earth” ➤ God’s dwelling, angels, a new “tree of life.”	➤ A feeling of closeness to God and comfort ➤ <i>“Heaven is within you”</i> ➤ Universalism- All souls will eventually experience Heaven.	
Hell	➤ An eternal place of torture- darkness and fire. ➤ <i>“Weeping and gnashing of teeth”</i>	➤ Sinners will simply not be resurrected. ➤ <i>“Sinners will not reach eternal life”</i>	
Islam			
Azrail	The angel of death is commanded to take our soul as <i>“the term of every life is fixed by Allah”</i>		
Barzakh	A cold sleep our soul waits in after death.		
Judgement	Angels Raqib and Atid present your book of deeds to Allah.		
As-Sirat	Bridge over Jahannam into Jannah which is <i>“thin as a hair and sharp as a sword”</i>		
Jannah	➤ Paradise, described as a garden with <i>“rivers of milk & honey”</i> ➤ 7 stages- the prophets are already in Jannah.		
Jahannam	➤ A place of torture where people wear <i>“garments of fire”</i> ➤ 7 stages- the 7 th stage is for hypocrites.		
Humanism			
No afterlife	- There is no immortal part to us- only our legacy. - The concept of a ‘judgement’ is illogical and unfair.	Bertrand Russell- <i>“the things we care for will continue”</i>	



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Year 11 Religious Education – Life and Death Knowledge Organiser

6. FUNERALS	
Christianity	
Prayers/Hymns	Passages from the Bible are read to comfort mourners
Light Candles	To represent Jesus as the light of the world as he represents a path to heaven
Church	Funeral held in a Church and led by a Priest, in the presence of God
Islam	
White shroud	The deceased are all wrapped in a white shroud, to show they are equal in death
Burial	All Muslims are buried facing Mecca, to increase their chances of reaching Jannah
Shahadah	"There is no God but Allah and Muhammed is his messenger" is whispered into the deceased's ear as they are returning to Allah
Humanism	
Celebrant	A Humanist Celebrant conducts the service
Music/eulogy	Music with meaning and messages from relatives may be shared but with no reference to God or faith

Year 11 Religious Education – Good and Evil Knowledge Organiser

Key Terms

Morality	Free Will	Good	Evil	Sin	Suffering	Justice	Punishment	Forgiveness
Standards that determine right from wrong (e.g. absolute)	To make decisions freely	Actions that are <u>beneficial</u> and morally right.	Actions that are morally wrong (e.g. murder).	A deliberate wrong action that violates a religious law.	Pain or distress caused by injury, illness, or loss.	Where people are treated fairly and equally in a society.	A penalty given to someone for a crime or wrong they have done.	To give up the desire for revenge.

1. WHAT IS GOOD AND EVIL?

Christianity	
10 Commandments	10 Rules given to Moses on Mt Sinai.
Bible	Holy book 40 authors
Jesus' Example	Jesus preached agape
Conscience	An internal voice guiding moral decisions.
Virtues	Christian character traits
Evil	Evil are actions that go against God's will e.g. disregarding agape love. Humans are born 'sinful'.
Islam	
Qur'an	Literal word of Allah revealed to Prophet Muhammad.
Fitrah	Inner sense of right and wrong.
Evil	Evil results from Shaytan's temptations

2. THE PROBLEM OF EVIL

Problem of Evil	"If God is omniscient and omnibenevolent, why does suffering exist? - EPICURUS"
Christianity	
Theodicy of Job	- God permitted Satan to test Job's faith. - His wife tells him to "Curse God and die." - God asks Job impossible questions about universe- God's wisdom is beyond us. - Job never discovers why he suffered but wealth is restored, 10 children, 140 years.
Adam & Eve	Moral evil caused by humans (free will). - Adam and Eve ate from the Tree of Knowledge of Good and Evil. Caused sin
Soul-making Argument	Evil helps to develop our souls to become worthy of heaven (Irenaeus) - We are made Imago Dei but not perfect
Al-Qadr	Al-Qadr= Allah's divine plan ("most-wise")

3. CRIME AND PUNISHMENT

Causes of crime	Difficult finances, upbringing, addiction, mental health.
Aims of punishment	
Reform	To improve a criminal's moral character e.g.. education, counselling (Norway 20%)
Retribution	Revenge on behalf of victim e.g. fine for stealing
Deterrent	Prevention - To discourage people from committing crimes e.g. death penalty
Protection	To protect society from the criminal e.g. 'Whole life order' - Wayne Couzens (police officer who murdered Sarah Everard)



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Year 11 Religious Education – Good and Evil Knowledge Organiser

4. TREATMENT OF PRISONERS	
Prison Chaplains	• Provide pastoral care e.g. emotional counselling • Perform religious services e.g. prayers. • Conduct readings from holy books (Bible, Qur'an)
Prison reformers	• People who campaign to reform the prison system e.g. more access to education, less overcrowding. • Elizabeth Fry was a Quaker who wrote a book to improve prisons e.g. women's prisons/ships. Set up sewing classes/ 'prison schools'
	Reform
"Love your enemies and pray for those who persecute you"	
"Eye for an eye, life for a life"	Retribution/Deterrent
"Protect the ummah"	Protection/ Reform
"Let harm be met by equal harm."	Retribution/Deterrent

5. CAPITAL PUNISHMENT	
Christianity	
In Favour	Fundamentalist- acceptable as deterrent/retribution
Against	Liberal- Reform is more important as human life is sacred.
Islam	
In Favour	Acceptable to "protect the ummah" as long as there is "just cause".
Against	Death penalty is inhumane.
	"Just cause" debated e.g. murder, adultery, homosexuality.
	"Allah is most merciful" 99 names

6. FORGIVENESS	
Christianity	
Mercy	The merciful will achieve salvation. <i>"Blessed are the merciful for they shall be shown mercy"</i>
Forgiveness	Jesus forgave us <i>"Forgive them Father"</i> - inspired Gee Walker.
Islam	
Allah	Allah set the perfect example. <i>Most merciful" 99 names</i>
Prophet Muhammad	Prophet Muhammad forgave the man who murdered his uncle in Battle of Uhud.



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Huish Episcopi Academy Year 11 History Knowledge Organiser – Challenges to Elizabeth at home and abroad 1569-1588

Key Terms	
1	Circumnavigate To travel all the way around the world
2	Privateer Merchants or explorers with their own armed ships that capture other ships with the authorisation of their government
3	Armada Spanish word meaning a naval fleet or fleet of warships
4	Apprentice Someone learning a skill or a trade
5	Real tennis An indoor game of bouncing balls off of a wall played by upper class men
6	Secular Non-religious
7	Vagabond Homeless people without jobs who wandered from place-to-place committing crimes and begging
8	Subsistence farming Growing just enough to feed you family but not to sell
9	Poverty The state of being extremely poor
10	Idle/Undeserving poor The able bodied poor, including vable-bodieds and vagabonds
11	Impotent/Deserving poor People unable to work due to illness, disability or age
12	Astrolabe An instrument used by sailors to help with navigation at sea
13	Colonist Someone who has taken control of or is influencing a land other than their own
14	Algonquin Native American Indian tribe indigenous to Roanoke Island

Key Individuals and Key Dates

15	1558	Elizabeth crowned Queen of England
16	1563	Statute of Artificers
17	1567	The first purpose-built theatre, the Red Lion, opens in London
18	1572	Vagabonds Act
19	1576	Poor Relief Act
20	1577-80	Francis Drake circumnavigates the globe
21	1580	Francis Drake is knighted
22	1585	First colony in Virginia established
23	1586	Surviving colonists abandon Virginia
24	1587	Colony established in Roanoke
25	Christopher Marlowe	One of the greatest playwrights of the Elizabethan era.
26	Richard Grenville	Famous for tragedies Expedition commander of the first attempted settlement of Virginia
27	Ralph Lane	Governor of Virginia
28	Chief Wingina	A local Algonquin tribe leader, organised an attack against the English settlers in which he was killed
29	Sir Francis Drake	Privateer (pirate) & explorer – worked for Elizabeth
30	Sir Walter Raleigh	Explorer in charge of colonising the New World
31	John White	Put in overall charge of the second attempted settlement after surviving the first attempt

Huish Episcopi Academy Year 11 Geography Knowledge Organiser Unit 6 Resource management

1. Distribution of resources	
1	Resources
2	Food
3	Water
4	Energy
5	Food security
6	Food deficit
7	Water surplus
8	Water deficit
9	Energy insecurity

Things that people use. Food, water and energy

People cannot live without **food**. The average person needs to consume between 2,000 and 2,500 *calories* per day

People cannot live without water. We need it for our body to function

Energy heats homes and offices, cooks our food and powers transport. Much of the energy that is used is in the form of electricity.

When people have enough nutritious and affordable food to eat.

Poorer countries have a **food deficit**. They struggle to grow enough to feed people and cannot afford to subsidise farming or import more food.

Places have more water than they need

Places to not have enough water to meet demand

Countries consume energy more than they produce

2. Resources in the UK	
1	Organic food
2	Agribusiness
3	Water transfer scheme
4	Energy mix
5	Renewable energy
6	Fossil fuels

foods are grown without using any chemicals

Large scale farming which uses chemicals, but creates high yields

Systems in place to transport water from areas of surplus to areas of deficit.

The mixture of primary energy sources used

Wind and solar

Oil, gas and coal

3. Global energy supply and demand	
1	Consumption
2	Political factors
3	Physical factors
4	Example of a fossil fuel project
5	Example of a sustainable energy scheme
6	Energy conservation

How much energy a country uses, this is rising due to population growth, economic development and technology

Decision a government makes regarding what sources of energy they use

This determines the location of fossil fuels

Camisa project in Peru

Chambamontera micro hydro scheme in Peru

Ways that we can consume less energy e.g loft insulation

Huish Episcopi Academy Year 11 Knowledge Organiser Term 4 Module 8

UNIT 4. Intensifiers		
1	muy	very
2	bastante	quite
3	demasiado	too
4	no...ni...	neither...nor...
5	un poco	a bit
6	algo	somewhat

UNIT 5. Agreeing or disagreeing		
1	(No) estoy de acuerdo contigo	I (don't) agree with you
2	¡Claro! (Que sí /no)	Of course (yes/no)
3	¡Por supuesto!	Of course (more emphatic)
4	No estoy seguro/a	I am not sure
5	Por un lado...por otro lado...	On the one hand...on the other hand...
6	Creo que	I think (believe) that
7	Opino que	I think that
8	Soy de la opinion que	I am of the opinion that

UNIT 6. Los Problemas Sociales		
1	los sin techo	The homeless
2	los sin hogar	The homeless
3	el paro	unemployment
4	estar de huelga	To be on strike
5	un proyecto solidario	A charitable project
6	una o.n.g.	A charity
7	una tienda de segunda mano	A second hand shop
8	un año sabático	A gap year
9	juntarse a	To join
10	inscribirse a	To sign up for
11	ayudar a	To help
12	echar una mano	To give a helping hand
13	nos une	It unites us
14	te da un sentido de	It gives you a feeling of
15	orgullo (nacional)	(national) pride
16	comunidad	community
17	solidaridad	solidarity

Huish Episcopi Academy Year 11 Knowledge Organiser Term 4 Module 8

UNIT 4. Connectives		
1	además	moreover/in addition
2	sin embargo	however
3	así que	therefore
4	aún así	even still
5	por eso	because of that
6	asimismo	in the same way

UNIT 5. Expressing Personal Opinion		
1	en mi opinión	In my opinion
2	desde mi punto de vista	From my point of view
3	a mi ver	The way I see it
4	a mi parecer	The way it seems to me
5	me parece que	It seems to me that
6	(no) estoy de acuerdo (con)	I (don't agree) with
7	creo que sí/no	I (don't) think so
8	no soy partidario de	I am not in favour of

UNIT 6. El Medio Ambiente The environment		
1	el cambio climático	climate change
2	las selvas tropicales	tropical jungles
3	los bosques	forests
4	contaminación	contamination
5	malgastar	to waste
6	ahorrar	to save
7	apagar	to switch off
8	los recursos naturales	natural resources
9	evitar	to avoid
10	(no) se debe	we must (not)
11	hay que	you have to
12	se debería	you ought to
13	hacer todo lo posible para	to do everything possible to...
14	un terremoto	an earthquake
15	una inundación	a flood
16	la hambruna	famine
17	la sequía	drought

Huish Episcopi Academy Year 11 French Knowledge Organiser – Speaking and writing key concepts and expressions

Speaking and writing strategy to use at ALL times	
1	Je fais du bénévolat avec ma soeur à T. tous les jours <i>What/with who/where/when</i>
2	Parce que je le trouve utile <i>Why/OP</i>
3	Si je pouvais, j'aimerais.... <i>If I could...I would...</i>
4	Après avoir lu des articles sur la pollution, j'ai décidé de.... <i>After having....I decided to...</i>
5	Si un produit est bon marché, je ne l'achètes pas. <i>If sentence</i>
6	Quand j'étais plus jeune, je ne pensais pas à tous ces problèmes. <i>When I was younger...</i>
7	Quand je serai plus âgé(e), je m'engagerai plus concrètement. <i>When I am older...</i>
8	Ca me permet de mieux comprendre. <i>It allows me to...</i>
9	Ce que je n'aime pas, ce sont les personnes qui.... <i>What I don't like is..</i>
10	1. Avant je ne faisais rien mais maintenant j'aide avec.... <i>1. Before I used to...but now I...</i>
11	2. Hier par exemple, j'ai aidé avec.... <i>2. Yesterday for example I....</i>
12	3. Et le week-end prochain, je vais.... <i>3. And next week-end, I am going to...</i>

Complex sentences unavoidable	
1	On devrait boycotter les grandes marques qui ne respectent pas les travailleurs. <i>We should boycott big brands that do not respect workers.</i>
2	C'est ce que je fais. <i>That's what I do.</i>
3	Ce qui me préoccupe, c'est la pauvreté dans le monde. <i>What worries me is poverty in the world.</i>
4	C'est ce que j'aime faire. <i>That's what I like doing</i>

Comparatives and superlatives best	
1	C'est mieux de payer un peu plus pour avoir quelque chose de qualité. <i>It is better to pay a bit more to have something of quality.</i>
2	On devrait utiliser les transports en communs plus souvent que la voiture. <i>We should use public transport more often than the car.</i>
3	Le droit d'avoir une éducation est le plus important. <i>The right to have an education is the most important.</i>
4	Le droit de s'exprimer est moins important que le droit d'avoir une identité. <i>The right to express oneself is less important than the right to have an identity.</i>
5	C'est mieux de participer que de regarder. <i>It is better to participate than the watch.</i>

Speaking question examples	
1	Quelle est votre opinion sur....? <i>What is your opinion about...?</i>
2	Et vous, qu'en pensez-vous? <i>And you, what do you think?</i>
3	Etes-vous d'accord avec moi? <i>Do you agree with me?</i>
4	Quelle est votre réaction à ce sujet? <i>What is your reaction with regards to this topic?</i>
5	Pensez-vous que c'est vrai? <i>Do you think it is true?</i>

Huish Episcopi Academy Year 11 French Knowledge Organiser – Speaking and writing key concepts and expressions

Pronouns galore!		
1	car je le trouve intéressant	...because I find it interesting.
2	Ca me permet d'élargir mes compétences.	It allows me to widen my skills.
3	Ca me donne le sentiment d'être utile	It makes me feel useful.
4	Ca me donne plus confiance en moi.	It gives me more self-confidence.
5	J' en suis très fier (e)!	I am really proud about it.
6	Ca t' ouvre les portes et c'est important pour l'avenir.	It opens doors for you and it is important for the future.
7	Ca m' aide à décompresser et à oublier mes soucis.	It helps me unwind and forget my worries.
8	J' y vais tous les samedis.	I go there every Saturday.

Flashy opinions		
1	C'est important de participer à la vie en société	It is important to participate to life in society.
2	On a la responsabilité d'aider les autres	We have the responsibility to help others.
3	On devrait prendre une douche au lieu de prendre un bain.	We should shower instead of taking baths.
4	On est en train de détruire la planète!	We are in the process of destroying the planet
5	Ce que je n'aime pas, c'est l'injustice.	What is don't like is injustice.
6	Un inconvénient, c'est que....	One drawback is that....
7	Un avantage, c'est que....	One advantage is that...

Ce qui/que sentences		
1	Ce qui me préoccupe, c'est l'environnement.	What preoccupies me is the environment
2	Ce qui m'inquiète, ce sont les sans-abris.	What worries me are the homeless
3	Ce qui est important, c'est d'agir.	What is important is to act
4	C'est ce que j'aime faire	That's what I like doing

Key sentences speaking		
1	Sur la photo, il y a 4 personnes.	P. – eople
2	Elles parlent. Elles marchent. Elles sourient.	A. - ction They talk / they walk /they smile
3	L'action se passe dans un restaurant/dans la rue/dans une salle.	L.- ocation In a restaurant / in the street / in a room
4	Elles sont heureuses, tristes, concentrées./C'est coloré.	M. – ood They are happy/sad/focussed. It's colored.
5	Au premier plan, il y a / à l'arrière-plan il y a ...	A. – dd details. On the foreground/in the background
6	Tu préfères surfer sur internet ou... ?	Do you prefer browse the net or... ?
7	Est-ce que tu utilises beaucoup la technologie?	Do you use technologie a lot?
8	A ton avis, quel sera le plus grand danger?	According to you, what will be the biggest danger?

Idiomatic sentences		
1	Autant que je sache...	As far as I know
2	Quoiqu'il en soit...	No matter what...
3	Il y a du pour et du contre.	There's good and bad...
4	Si seulement je pouvais....	If only I could



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Huish Episcopi Academy Year 11 BTEC Music Knowledge Organiser - Component 3 Key Terms

Key terms for use in Component 3	
Revisiting musical styles	
1	Baroque Western Classical music composed between 1600 – 1750; much use of the harpsichord, early string instruments and voices
2	Classical Typically refers to the time between approximately 1750 and 1820; emphasis on clarity, balance and elegance.
3	Romantic Western Classical music composed from 1810 to 1910, focus on intense emotion, expanded musical forms and orchestral size
4	Orchestral Refers to music performed by an orchestra in any number of styles or formats
5	Minimalism 20th century composing style, built and developed from short musical cells
6	Serialism 20th century method of composition which uses systems and rows rather than conventional tonal and harmonic writing
7	Samba Percussive music and dance style from Brazil
8	African Drumming Musical tradition from Sub-Saharan regions that plays a central role in culture and communication
9	Bhangra A folk music and dance originating from the Punjab region of the Indian subcontinent.
10	Gamelan Indonesian ensemble music from Bali and Java, primarily featuring percussive instruments like gongs and metallophones
11	World Fusion A genre of music that combines traditional and folk music from various cultures with modern western styles
12	Leitmotif A short recurring musical phrase to represent a character, place or idea. Used in both film and Western Classical music genres.
13	Soundscape Atmospheric music without strict attention to pulse or traditional melody
14	Theme tunes Original music written for film / tv / game
15	Jingles Short catchy tune / song written for an advert

Huish Episcopi Academy Year 11 BTEC Music Knowledge Organiser - Component 3 Key Terms

Key terms for use in Component 3		
Revisiting musical styles		
16	Diegetic Music	Music which can be heard by both the audience, and characters on screen
17	Non-Diegetic	Music which can only be heard by the audience
18	Foley	The addition of recorded sound effects after the shooting of a film
19	Ambient	A genre that emphasizes tone and atmosphere over traditional musical structures like rhythm and melody
20	Blues	Precursor to Jazz, combining European and American music with West African music
21	Jazz	20th Century style, characterised by improvisation, syncopation and a unique blend of African and European traditions.
22	50s-60s	e.g. Rock 'n' roll, British invasion, folk revival, Motown and soul, psychedelic
23	70-80s	e.g. heavy metal, prog, punk, disco, reggae, synth pop, hip-hop, post punk, hardcore
24	90s on	e.g. grunge, Britpop, rave, techno, house/techno, drum and bass, nu-metal, pop punk, dubstep, reggaeton, grime, trap.
Other useful terms:		
25	Performance	The act of singing or playing music on an instrument
26	Production	Use of music technology to record, create, manipulate and mix music
27	Brief	A document that outlines the creative vision, objectives, and practical requirements for a project
28	Target Audience	People identified as likely customers; likely a similar demographic to the people creating from the brief.

Huish Episcopi Academy – Year 11 Drama GCSE Knowledge Organiser – Spring Term

Section A: Costume & Sound Terminology

1	Fit	How the costume fits the actor, eg tight, oversized
2	Condition	Conveys info about a character's circumstances eg, scruffy=poor
3	Fabric	What a costume is made of. Can indicate social status, eg a wealthy character=silk dress
4	Accessory	Something you wear or have in addition to clothing because it is decorative or useful
5	SFX	Acronym for Special Effect used for Make-up/Lighting etc
6	Diagetic	Sound expected as part of the story
7	Non-Diagetic	Sound that doesn't exist within the world of the play
8	Volume	How loud or quietly the sounds are played/performed
9	Recorded	Pre-made sound effects produced digitally
10	Live	Sounds made either on stage or off stage by actors

Section B: Performance Skills

1	Projection	How loud or quiet your voice is
2	Pitch	How high or low (deep) your voice is
3	Pace	The speed an actor delivers their lines or performs actions
4	Emphasis	The stress placed on certain words or phrases in dialogue
5	Tone	The emotion heard in your voice
6	Gesture	Movements of the hands/arms that express ideas/emotions
7	Eye Contact	Looking direct into another character's eyes or avoiding this
8	Facial Expression	Movement of facial muscles to convey emotions/reactions
9	Posture	The way an actor holds and positions their body
10	Body Language	Non-verbal communication conveyed through movement

Huish Episcopi Academy Year 11 GCSE Physical Education Knowledge Organiser 2.3 Health, Fitness and Well-being

Key Terms	
1	Definition of a balanced diet A diet that contains the correct proportions of carbohydrates, fats, proteins, vitamins, minerals and water necessary to maintain good health.
2	Composition of a balanced diet 50% carbohydrate: 30-35% fat: 15-20% protein
3	Energy balance Energy input = energy expenditure. This equation must balance for your weight to remain constant.

Diet and exercise	
1	Carbo-loading Depleting stores of glycogen by cutting down on carbohydrates and keeping to a diet of protein for a few days. Light training and then a high carbohydrate diet for 3 days before the event. Shown to increase the stores of glycogen and helps to offset fatigue.
2	Fluids Those that exercise can lose up to 1 litre of water per hour during exercise. Must drink plenty of water to ensure full hydration and prevent dehydration. Small amounts are often best.
3	Vitamins and mineral supplements Body requires more if you exercise regularly. More vitamins above what you require can be bad for your health.

Components of a balanced diet	
1	Carbohydrates Primarily involved in energy production. Simple and complex
2	Proteins Building blocks for body tissue and are essential for repair.
3	Fats Important role in insulating the body. Saturated fats Unsaturated fats
4	Minerals Essential for health and chemical reactions in the body. Macro minerals Trace elements
5	Vitamins Vital for the functioning of our metabolism and the prevention of disease.
6	Fibre This helps the digestive system work effectively. It also reduces cholesterol.
7	Water Essential for good health and hydration. Carries nutrients in the body and helps with the removal of waste products. Helps to regulate body temperature.



Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 3 C1: requirements for each of the following fitness training methods

UNIT NUMBER C1: Warm Up		
	How	Why
1	Pulse Raiser	Prevents injury
2	Mobility stretching	Increase body temperature
3	Dynamic stretching	Prepare psychologically

UNIT NUMBER C1: Cool Down		
	How	Why
4	Light aerobic exercise	Gradually decrease pulse rate
5	Static stretching	Repay oxygen debt
		Remove lactic acid

UNIT NUMBER C1: Apply FITT Principle to Training			
	Principle	Definition	Why
6	Frequency	How often	Ensures that progressive overload takes place Fitness will improve gradually over time.
7	Intensity	How demanding	
8	Time	How long is the session	
9	Type	What training method	

UNIT NUMBER C1: Considering the Intensity of Training			
	Principle	Formula	Why
10	Aerobic training threshold	65-85% Max HR	The intensity of training will match fitness goals. Fitness goals will be specific to a sport or position within a sport.
11	Anaerobic training threshold	85-95% of Max HR	

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1 C3: Supporting Participants During a Warm-Up

UNIT NUMBER 1.7: Observing Participants	
1	Watching for correct technique and posture.
2	Identifying participants who may need additional support.
3	Reinforcing key points throughout the warm-up.

UNIT NUMBER 1.10: Providing Feedback	
1	Offering positive reinforcement to build confidence.
2	Giving constructive corrections to improve technique.
3	Encouraging self-assessment and peer feedback where appropriate.

UNIT NUMBER 1.8: Providing Teaching Points	
1	Highlighting important aspects of movement technique.
2	Explaining the purpose of each exercise.
3	Using prompts and cues to encourage correct execution.

UNIT NUMBER 1.9: Instructions	
1	Giving clear, concise, and easy-to-follow directions.
2	Using language suitable for the audience (age, ability level).
3	Reinforcing key points throughout the warm-up.

Huish Episcopi Academy GCSE Design & technology Knowledge Organiser Core knowledge

1. New and emerging technologies		
1	Automation	Involves the use of automatic equipment in manufacturing
2	Robotics	Robots can be programmed to carry out automated tasks.
3	Advantages of automation and robotics	Disadvantages of automation and robotics
	- Increased efficiency and productivity - Fewer errors and greater accuracy - Reduced labour costs	- Expensive to set up and maintain - Replaces human labour - Requires highly skilled workers to operate equipment
3	CAM	Computer aided manufacture, CAM machines manufacture designs, for example an embroidery machine
4	CAD	Computer aided design, allows users to draw designs and model products.
5	Advantages of CAD and CAM	Disadvantages of CAD and CAM
	- More accuracy - Offers views of 3D models from all angles - Increase speed and efficiency	- Can be difficult to learn - Expensive software and equipment - Requires maintenance
5	Flexible manufacturing systems	(FMS) consists of CNC machines that work alongside a production line that can be programmed to perform different tasks depending on manufacture requirements.
6	Lean manufacturing	Minimises waste in the manufacturing process, saving money and resources.
7	Just in time production	(JIT) a process where stock arrives just in time for manufacture reducing the need for warehouse storage.
	Advantages of JIT	Disadvantages of JIT
	- Minimises stock levels and the need for warehouse space - Stock is less likely to go out of date - Reduces the risk of losing money through stolen or damaged stock	- Lack of stock if the supplier delays - Increased transport costs due to more frequent deliveries - Little room for production mistakes



2. Scales of production	
1	Scales of production
2	One off production
3	Batch production
4	Mass production
5	Continuous production

3. Production aids and QC	
1	Reference points
2	Templates, jigs and patterns
3	Quality control
4	Quality assurance
5	Tolerance
6	Tailors chalk
7	Pattern master



Huish Episcopi Academy GCSE – Design & Technology – KO - Core Knowledge – Natural & Manufactured Timbers –

1. Hardwoods				
1	Hardwoods	This wood comes from trees that lose their leaves during autumn.		
2	Hardwood	Trees are slow-growing and therefore less amounts are available, which makes it more expensive		
	Material	Appearance	Properties	Uses
3	Oak	Moderate brown colour with close, straight grain.	Oak is a tough and durable hardwood, it polishes well.	High quality furniture, doors, skirting and staircases.
4	Beech	Is pink-tinted, closely grained.	Is a very tough and durable material and is smooth to finish.	It is popular with products that require a hardwearing and robust material.
5	Mahogany	Is a dark red/ brown with very close grain.	It cuts and polishes easily and gives a deep finish.	Popular for furniture and cabinet making.
6	Ash	Light coloured, smooth-grained.	Durable, flexible and attractive timber.	Ideal for tool handles. It is also makes good oars, flooring, hockey sticks and rackets.
7	Balsa	White to oatmeal in colour with high silky lustre.	It is buoyant and provides very efficient insulation against heat and sound.	Used in crafts such as model aircraft.

2. Softwoods				
1	Softwoods	Come from evergreen trees, possibly bearing pinecones and needles, not leaves.		
2	Softwoods	Grow quicker and in more locations. They are readily available and less expensive.		
	Material	Appearance	Properties	Uses
3	Pine	Is a pale-yellow coloured wood with darker brown grain.	It is lightweight, easy to work.	For construction and furniture products.
4	Larch	Is a darker shade with brown grain.	It is water resistant and durable.	Used for exterior cladding and boats.
5	Spruce	Light, yellowish-white to reddish-white.	It is flexible and durable.	Used for sounding boards in pianos and construction.

3. Natural timber availability		
1	Stock forms	Hardwoods and softwoods are available in a variety of forms including plank, board, strip, square and dowel.
2	Sawing and seasoning	Natural timbers need to be cut at the sawmill and seasoned before use. Many are planed and cut to standard sizes ready for sale.

4. Finishes for hardwoods and softwoods		
1	Surface finishes	can be aesthetic and functional. High-traffic areas like floors might require a hard-wearing and sealing finish like polyurethane, which can be oil or water based, and matt, semigloss or high gloss finish.
2	Enhancement finishes	Waxes and oils are popular to provide enhancement of the natural grain in the wood.
3	Preservative finishes	Stains and varnishes help to add colour to natural wood, and even change colours to match colour schemes. Preservatives are sometimes used to provide protection and ensure the wood is long-lasting

5. Manufactured board				
1	Man-made	Like MDF, plywood and chipboard are all manufactured boards		
2	Man-made boards	Are made from wood fibres, normally collected from recycled wooden materials, bonded together with resins to form sheets.		
	Material	Appearance	Properties	Uses
3	MDF	Light brown, it has no grain.	MDF is easy to work.	It is popular for interior DIY furniture.
4	Chipboard	Is made from small 'chips' of timber bonded together	It is a strong material which will withstand pressure	Kitchen worktops can be made using chipboard with an additional veneer applied
5	Plywood	Plywood has a variety of facing layers so its appearance changes	It is made from layers of wood, bonded together at an angle of 90 degrees to increase strength and rigidity.	Sometimes, the facing layers can be high quality, e.g. birch, to provide a better aesthetic finish.

6. Finishes for manufactured boards			
1	Veneers	Man-made boards like plywood are often finished depending on the visibility of the veneers.	
2	Stains / Paints	MDF can be stained to match other natural woods, or it can be painted.	
3	Veneers	Chipboard can look unattractive and is normally finished with a veneer e.g. a melamine layer.	
4	Sprays / Varnishes	Face veneers / MDF can be finished using a spray-on lacquer or a paint-on varnish.	

Huish Episcopi Academy Year 11 - Food Preparation and Nutrition – NEA

1. NEA	
1	NEA In year 11 students in Food preparation and nutrition undertake two coursework tasks set by the exam board which are worth 50% of the final grade awarded. NEA 1 – 20% of grade. NEA 2 – 30% of grade. Each student is issued either a digital or hard copy (or both) of the coursework guide. All the homework's set will link to the coursework – a schedule of where students should be can also be found on the google classroom. The tasks set will take approximately 1 hour.

Business GCSE 2.1 Growing the business			
Competing Internationally	Finding a way to succeed against rival businesses located overseas.	Merger	Where two businesses of equal size are joined together
External growth (Inorganic growth)	Where a business increases its market share by taking over or merging with another business.	Multinational	These are businesses that produce goods and services in more than one country.
Globalisation	When businesses operate on an international scale and gain international influence or power.	Public limited company	The kind of limited company whose shares can be bought on a recognised stock exchange
Imports	A good or service that is made overseas and sold in another country.	Shareholder	Individuals or institutions owning shares (partial ownership) in a private (Ltd) or public limited company (PLC)
Internal Growth (Organic growth)	Where a business increases its market share through the use of its resources (such as improvements to the marketing mix).	Stock market flotation	Listing company shares on the stock market, allowing anyone to buy the shares. This means the price can float freely (up and down).
Limited liability	The protection enjoyed by shareholders who can only lose the money they have put into the	Takeover	Where one business acquires more than 50% of the shares in another business, allowing it to gain overall control.
Logistics	The process of ensuring the right supplies will be ordered and delivered on time.	Tariff	A tax on imports that increases their price and allows home businesses an advantage
Market conditions	The current situation in the economy and whether it is improving or worsening	Trade blocs	A group of countries that have agreed to have free trade within external tariff walls.

Huish Episcopi Academy Year 11 Psychology Knowledge Organiser – Language Thought and Communication + command words

Language Thought and Communication Terms	
1	Adaptive When an individual's physical or psychological characteristics are able to change in order to fit different situations and environments. This increases chances of survival and successful reproduction.
2	Body Language Conscious and unconscious postures, gestures and movements that express thoughts, attitudes and feelings. Non-verbal communication.
3	Communication The sending or receiving of information between people (or animals).
4	Cultural norms The types of customs, beliefs and behaviours that members of a particular community of people are likely to hold or use.
5	Cultural Variation Different communities of people will have differences in customs, beliefs and behaviours.
6	Evolve To change slowly over a number of generations into a different form or state.
7	Cultural The way of life, especially the customs, beliefs and behaviours of a particular community of people at a particular time
8	Eye contact When two people are looking at each other's eyes at the same time.
9	Language A system of communication used by a specific group of people, unique to humans.

10	Open posture	Adopting a position in which the arms are not folded across the body and legs are not crossed. May indicate being relaxed, being confident or being in agreement.
11	Postural echo	Mirroring or having a similar body position to another person. May indicate being in agreement or friendliness.
12	Inference	Reaching a conclusion based on the information you have before you and your past experiences. Our inferences are not always correct as we may not have the 'whole picture'.
13	Posture	The positioning of the body when standing or sitting.
14	Survival	Continued existence.
15	Territory	An area defended against others by individuals or groups of animals or humans.
16	Thought	The cognitive activity of thinking is a mental process (activity) which includes reasoning, considering, developing ideas and forming opinions.
17	Touch	Physical contact between people (and animals). Can be understood as a form of non-verbal communication.
18	Verbal communication	Sending and receiving messages using words.

19	Criticise	Another way of asking you to evaluate (identify strengths and limitations / weaknesses)
20	Define	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
21	Describe	Give an account in words of something; this may be an object an event, a feature, a pattern, a distribution or a process.
22	Discuss	Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.
23	Evaluate	Explain the strengths and limitations (weaknesses) of something. This could be a theory (idea) or a study (experiment), a particular research method (E.g. correlations / case studies). Almost EVERYTHING in Psychology can be evaluated.
24	Explain... Why... Suggest reasons for...	Set out the causes or links of a thing. E.g explain
25	Outline	Provide a brief account of relevant information.

Huish Episcopi Academy Year 11 GCSE Computer Science Knowledge Organiser – Spring 2

Section 1 – The CPU	
1	Purpose of the CPU The CPU (Central Processing Unit) is the brain of the computer, responsible for executing instructions through the fetch-execute cycle.
2	Fetch-Execute Cycle The fetch-execute cycle is the process by which the CPU retrieves an instruction from memory, decodes it, and then executes it.
3	Arithmetic Logic Unit (ALU) The ALU performs arithmetic and logical operations within the CPU.
4	Control Unit (CU) The Control Unit directs the operation of the processor, telling the ALU, memory, and input/output devices how to respond to instructions.
5	Cache Cache is small, fast memory located close to the CPU that stores frequently accessed data to speed up processing.
6	Registers Registers are small, fast storage locations within the CPU used to hold data temporarily during processing.

Section 3 – Factors that affect CPU performance

1	Clock Speed Clock speed is the rate at which a CPU executes instructions, measured in Hertz (Hz).
2	Cache Size Cache size refers to the amount of cache memory available in the CPU, affecting how much data can be stored for quick access.
3	Number of Cores The number of cores in a CPU determines how many instructions can be processed simultaneously.

Section 4 – Embedded systems

1	Embedded Systems Embedded systems are specialized computing systems that perform dedicated functions within larger systems, like in appliances or vehicles.
2	Characteristics of Embedded Systems Embedded systems are typically designed for specific tasks, have limited resources, and are optimised for efficiency and reliability.
3	Examples of Embedded Systems Examples include microwave ovens, washing machines, and car engine control systems.

Section 2 – Von Neumann Architecture	
1	Von Neumann Architecture Von Neumann architecture is a computer design model that uses a single storage structure to hold both instructions and data.
2	Memory Address Register (MAR) The MAR holds the memory location of data that needs to be accessed.
3	Memory Data Register (MDR) The MDR holds the data that is being transferred to or from memory.
4	Program Counter (PC) The Program Counter keeps track of the address of the next instruction to be executed.
5	Accumulator The Accumulator is a register that stores intermediate results of calculations.
6	Buses Buses are communication systems that transfer data between components inside a computer.
7	Address Bus The address bus carries memory addresses from the CPU to other components.
8	Data Bus The data bus carries actual data between the CPU and other components.
9	Control Bus The control bus carries control signals from the CPU to other components.

Section 5 – Types of Memory and storage

1	Primary Storage (Memory) Primary storage is the computer's main memory, including RAM and ROM, used to store data and instructions that are currently in use.
2	RAM (Random Access Memory) RAM is a type of volatile memory that temporarily stores data and instructions that the CPU needs while a computer is running.
3	ROM (Read-Only Memory) ROM is a type of non-volatile memory that permanently stores essential data and instructions needed for the computer to boot up.
4	Virtual Memory Virtual memory is a section of a hard drive used as an extension of RAM when the actual RAM is full, allowing more programs to run simultaneously.
5	Secondary Storage Secondary storage refers to non-volatile storage devices like hard drives, SSDs, and optical discs used to store data permanently.

Huish Episcopi Academy Year 11 Health and Social Care

Knowledge Organiser Spring One Component Three

A Component 3 Factors affecting health and wellbeing		D Component 3 Factors affecting health and wellbeing		
1	needs	Essential requirements or necessities that a person must have to maintain well-being or function effectively.	1 language barriers	inability to communicate due to different languages or low literacy.
2	wishes	Desires or hopes for something that are not strictly necessary; often reflect personal preferences or aspirations.	2 speech impairment barriers	difficulties in verbal communication that limit interaction.
3	circumstances	The specific conditions or facts affecting a person or situation at a particular time.	3 geographical barriers	distance or location that makes access difficult.
4	compassion	The sympathetic concern for another's suffering combined with a desire to help or alleviate that suffering.	4 resource barriers	shortages of services, staff, equipment, or materials.
5	empathy	The ability to understand and share the feelings or perspectives of another person, often by imagining oneself in their situation.	5 financial barriers	lack of money or economic resources limiting access.
B Component 3 Factors affecting health and wellbeing		E Component 3 Factors affecting health and wellbeing		
1	recommendations	Suggested courses of action or advice provided by someone with expertise or experience to improve a situation or reach a goal.	1 emotional obstacles	Feelings or internal reactions that interfere with motivation, decision-making, or the ability to complete tasks.
2	treatment	Interventions, therapies, or medical/social services provided to address a health, psychological, or social need.	2 motivation	Internal or external reasons that drive a person to act, pursue goals, or persist despite difficulties.
3	support	Assistance, encouragement, or resources offered to help someone cope, achieve goals, or overcome challenges.	3 psychological obstacles	Mental patterns or conditions that limit thinking, learning, or willingness to take on challenges.
4	advice	Guidance or counsel offered to help someone make decisions or solve problems; can be formal (professional) or informal (peer/family).	4 self-esteem	A person's overall sense of their own worth or value; influences confidence, resilience, and behaviour.
5	skills	Abilities or proficiencies that a person develops to perform tasks effectively.	5 time constraints	Limits on the amount of time available to complete tasks or achieve goals; deadlines and schedules that shape planning and priorities.
C Component 3 Factors affecting health and wellbeing		F Component 3 Factors affecting health and wellbeing		
1	physical barriers	environmental or structural obstacles that limit mobility.	1 financial obstacles	Money-related barriers that prevent access to opportunities, materials, or services needed to reach goals.
2	attributes	Inherent or developed personal qualities and characteristics	2 resource obstacles	Shortages or limitations of tools, materials, time, information that hinder progress.
3	values	Deeply held beliefs or principles that guide choices, priorities, and behaviour.	3 unachievable targets	Goals or objectives that are unrealistic given current resources, abilities, or constraints, which can lead to frustration or demotivation.
4	social barriers	prejudices, stigma, or exclusion from groups.	4 timescales	The planned or required lengths of time for tasks or projects.
5	cultural barriers	differing beliefs, norms, or practices that prevent understanding or access.	5 lack of support	absence or insufficiency of help, guidance, encouragement, or mentorship from others