Huish Episcopi Academy
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Part of United Learning

Knowledge Organisers
Year 11
Autumn Term 1

Name:

Tutor Group:

What are knowledge organisers? How will they help me?

Your knowledge organisers contain all the critical knowledge you must know. This will help you revisit and revise knowledge you have learned in lessons, so that you can remember it in the long term. Research has shown that students remember 50% more when they test themselves after learning; this is why we set homework using the self-quizzing ('look, cover, write, check)' method. We have set all our knowledge organisers out into sections, so that you can see how topics are ordered. Every knowledge organiser is set out in the same format, to reduce distractions and so that you know what to expect. We have used tables to make it easier to self-quiz, with concise definitions so that they are easier to learn.

Please note:
1. You must have your knowledge organiser booklet with you every day, for every lesson.
2. You must keep your knowledge organiser booklet, even after you have finished the topic or year.

You will need…

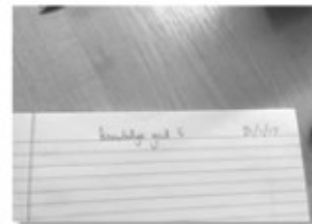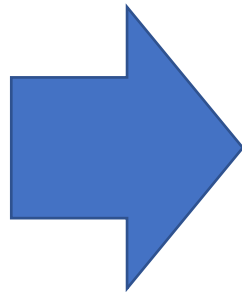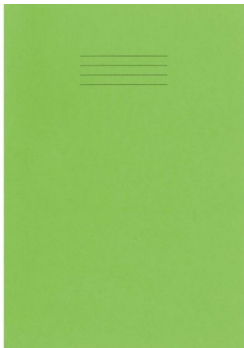Huish Episcopi Academy
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Knowledge Organisers
Year 7
Spring Term 2

Name:
Tutor Group:

Respect • Ambition • Resilience

1) Write today's date and the **title** from the knowledge organiser and underline with a ruler

2) Write out the **keywords** leaving two lines between each word

3) Cover the definitions apart from the first: **read it, cover it, say it in your head, check it**

4) If you got it right, move on and **quiz yourself** on the rest in your head, one by one

5) Cover up **all** the definitions and write them out **from memory**

6) Check your answers using green pen
- **Tick** any definitions which are correct
- **Correct** any definitions not completely correct

Year 11 English Literature Knowledge Organiser – Power and Conflict Poetry

Ozymandias

Themes:	Power of Nature Decay Pride
Context:	Shelley was a Romantic poet
Form/structure:	Unconventional sonnet (14 lines) First 8 lines - describes statue Final 2 lines - huge and everlasting (infinite) desert
Images/language:	'sneer' 'cold command' 'lone and level sands'

Prelude

Themes:	Power of Nature Fear Childhood
Context:	Romantic poet Autobiographical
Form/structure:	First person narrative Regular rhythm 3 sections: 1 – confident 2 - dark and fearful 3 - reflective
Images/language:	'troubled pleasure' 'huge peak, black and huge'

Kamikaze

Themes:	Conflict, power, patriotism, nature
Context:	Cowardice or surrender brought shame in Japan
Form/structure:	Narrative 3rd person speaker First 5 stanza – he leaves for mission Final 2 stanzas - consequences
Images/language:	'fish flashing silver' 'As if he no longer existed' 'no longer the father we loved'

My Last Duchess

Themes:	Power Pride Control/Status/Jealousy
Context:	Inspired by Italian duke Wife died suspiciously
Form/structure:	Dramatic monologue Sounds like a conversation Enjambment - rambling
Images/language:	'As if she was alive' 'I gave commands, all smiles stopped'

London

Themes:	Power, Inequality, Loss, Anger
Context:	Time of poverty Questioned church and government
Form/structure:	Dramatic monologue Simple ABAB rhyme scheme First 2 stanzas - focus on people 3rd stanza - institutions
Images/language:	'Marks of weakness, marks of woe' 'Blood down palace walls'

Remains

Themes:	Conflict, suffering, reality of war
Context:	Poems of survivors Increased awareness of PTSD
Form/structure:	Monologue First 4 stanzas – in Iraq Last 3 stanzas - aftermath at home Repetition of 'probably armed, possibly not'
Images/language:	'his bloody life in my bloody hands' 'dug in behind enemy lines'

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1. Context

Playwright: John Boynton Priestley (1894-1984)

Dates: Written in 1945

First performed: In Moscow, Russia, in 1945

Era: Edwardian

Genre: Drama

Set: Fictional town Brumley 'an industrial city in the north Midlands' in 1912

Structure: Three Act Play

Biography of Priestley
- Born in Yorkshire in 1894.
- Fought in the first world war and became politicised by the suffering of it
- Became concerned with the effects of social inequality in Britain in 1930s
- Set up a new political party in 1942, The Commonwealth Party. It merged with the labour Party and was integral in developing the welfare state

Pre and Post War – Before the first world war there was deemed to be a general air of complacency regarding the prospect of any war taking pace. There were strong distinctions between upper and lower classes, society was deeply patriarchal. After the second word war ended in 1945, class distinctions had been greatly reduced by the two wars and women had earned a more valued place in society After 1945 there was a desire for more sweeping social change.

Socialism – Socialism is an approach to economic and social systems that is characterised by social ownership, democratic control and high levels of equality. Socialism is generally concerned with ensuring that disparities between wealth and social status are erased from society. After the two World Wars British society was far more open to socialist ideas. In *An Inspector Calls*, the Inspector harbors socialist attitudes.

Social and Moral Responsibility – Attitudes towards social and moral responsibility changed rapidly in the tine between when the play was set (1912) and the time the play was written (1945). In 1912 the general attitude of those with social status and wealth was towards looking after one's own. By the mid-1940s however, the Labour party under Attlee won a landslide election reflecting a wave of enthusiasm towards communal responsibility for everyone in society.

The Titanic – RMS Titanic was a British passenger liner that sank in the North Atlantic ocean in the morning hours of 15th April 1912, killing around 1500. The Titanic was designed to be the pinnacle of both safety and comfort, and due to its enormous size and quality was frequently labeled 'unsinkable'. In *An Inspector Calls* Birling claims this, thus immediately losing the respect of the audience. It can serve as a symbol of the hubris and arrogance of man.

FORM – The play fits into three possible forms:

Well-Made Play	Morality Play	Crime Thriller
• A popular type of drama from the 19th century • The events build to a climax • Primarily concerned with events that happened before the play • Plot is intricate and complex	• Most popular during 15th and 16th centuries • They taught the audience lessons that focused on the seven deadly sins • Characters who committed those sins were punished	• A gripping tale based around a crime • The audience receives clues and must guess what has happened before the end • All is revealed by the climax

2. Key Characters

Inspector Goole: An enigmatic (mysterious) figure who serves as Priestley's mouthpiece and advocates social justice. He serves as the Birling's conscience and exposes their sins.

Mr Arthur Birling: A capitalist and business owner who opposes social change and greater equality. He is a self-made man and lacks the refined manners of the upper classes. Made a fool by Priestley to highlight the arrogance and absurdity of his views.

Mrs Sybil Birling: Her husband's social superior, Mrs Birling is involved in charity work but contradictorily believes in personal responsibility and looking after one's-self. Fails to understand her own children.

Shelia Birling: Young and initially enthusiastic, Sheila grows and changes throughout the play, embracing the views of the Inspector and challenging the social indifference of her parents. She becomes wiser and more cautious in her relationship with Gerald.

Eric Birling: In his early twenties, he drinks too much and forces himself upon Eva Smith. Whilst she is pregnant with his child, he steals from his father to attempt to support her. Grows and changes, realises his own wrongs along with everyone else's. Critical of parents.

Gerald Croft: A businessman engaged to Sheila, Gerald a relationship with Daisy Renton (Eva Smith). Even though he sits between he two generations he is politically closest to Birling and fails to embrace the Inspector's message, instead seeking to prove he wasn't real.

Eva Smith: Doesn't appear in the play, but her suffering and abuse represents that of all the working classes. She also calls herself both Daisy Renton and Mrs Birling. The older characters begin to question whether she really is one person.

3. Central Themes

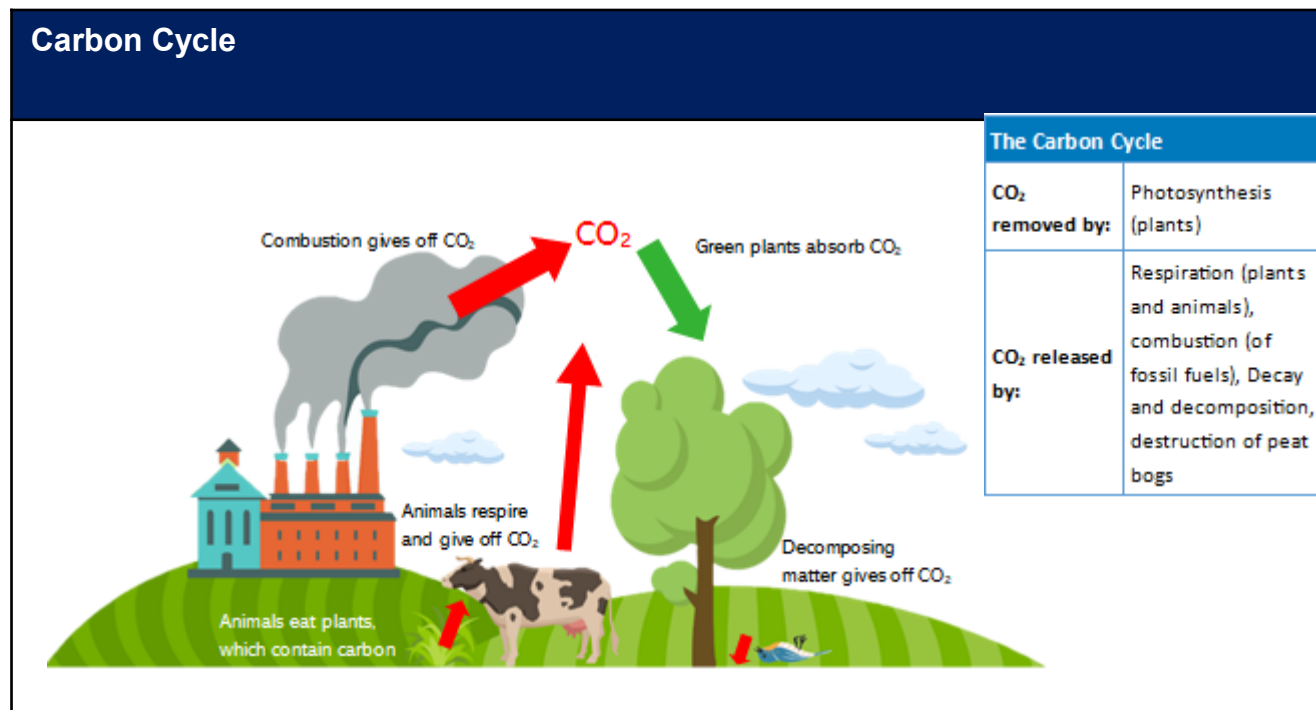|	
Social Responsibility	Priestley advocates a socialist message of collective responsibility for one another. The Inspector serves as his voice in conveying this ideology, but the younger generation also come to embrace it. The suffering of Eva Smith highlights the powerlessness of the working classes and the need for a society that protects is most vulnerable.
Age and the Generational Divide	Priestley presents a view that there is hope for change and that it lies with the younger generation. Both Sheila and Eric change for the better, maturing and becoming more empathetic as they come to embrace the Inspector's message. They also become vocal critics of their parents' indifference to Eva's suffering.
Class and Power	Priestley highlights the immense power that business owners wielded over their workers and presents them as arrogant and lacking in empathy. He demonstrates Edwardian society's preoccupation with wealth and status at the cost of the individual as a way of promoting change in post-WW2 Britain.
Gender	At the time the play was first performed, women had just played a pivotal role in World War 2 and were empowered by the freedom work provided them. In the 1912 setting, we see Sheila's growing independence vs her mother. However, the play still highlights the awful vulnerability of women and the outdated stereotyping of them.

4. Key Vocabulary

Capitalist	Believing in private wealth and business aimed at making profit for business owners. Independent and self-reliant.
Socialist	Believing in shared ownership, collective responsibility for one another and social equality for all.
Ideology	A political viewpoint or set of beliefs, for example socialism.
Responsibility	Being accountable or to blame for something, or having a duty to deal with something.
Hierarchy	A ranking of status or power e.g. the strict class hierarchy of Edwardian England.
Patriarchy	A society in which power lies with men.
Prejudice	An opposition to or opinion about something/someone based upon what they are e.g. working class, female etc.
Morality	The belief that some behaviour is right and some is wrong.
Proletariat	The working class.
Bourgeoisie	The capitalist class in possession of the means of acquiring wealth.
Aristocracy	The highest class in society and often holding titles passed from father to son, for example Lord and Lady Croft.
Façade	A false front or surface-level illusion, for example the façade of family happiness in the opening scene of the play.
Catalyst	Someone or something that speeds up or triggers an event.
Antithesis	When something is the opposite of something else.

5. Key Terminology, Symbols and Devices

Dramatic Irony	When the audience is aware of something that a character is not aware of, for example Birling believing war won't happen.
Plot Twist	When a story suddenly departs from its expected path and something very unexpected happens. The final phone call.
Cliffhanger	Each act ends on a particularly dramatic, revealing moment that creates a sense of tension and anticipation.
Stage Directions	When the playwright instructs actors/director to perform in a particular way. Priestley's are unusually detailed.
Entrances/Exits	Characters frequently leave or enter the stage at dramatic moments. Some characters miss important events.
Lighting	Priestley uses stage directions to indicate how the stage should be lit. Changes to 'brighter and harder' for Inspector.
Props	Physical objects used in the play. The photograph plays a key role in identifying Eva. The doorbell interrupts Birling.
Contrast and Juxtaposition	Deliberately placing two very different things along side one another to draw comparisons e.g. Birling and the Inspector.

The Big Ideas	Notes	The Methods	Notes
Priestley promotes a socialist ideology in which he **argues for collective social responsibility.**		1. Priestley uses **contrasts** in character, setting and language to emphasise the different conflicts at work in society.	
Priestley suggests that change is possible, and that **hope lies with the younger generation.**		2. Priestley uses the **characterisation** of the Inspector and the family as a means of highlighting his view of different groups in society.	
Priestley **challenges existing social hierarchies** of class and gender.		3. Priestley uses **entrances, exits, beginnings and endings** as a means of building and maintaining dramatic tension.	

Unit 1. Ecosystems

|		
1	Habitat	The area in which an organism lives
2	Individual	Single organism
3	Population	Collection of organisms of the same species in a habitat
4	Community	Collection of populations in a habitat
5	Ecosystem	The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of the environment
6	Competition	Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory
7	Interdependence	Within a community each species depends on other species for food, shelter, pollination etc
8	Adaptations	A feature an organism has that allows it to survive in its ecosystem
9	Biotic factors	Availability of food, new predators, new pathogens, other species outcompeting each other
10	Abiotic factors	Light intensity, temperature, moisture levels, oxygen levels, wind intensity, carbon dioxide levels, soil pH

Unit 2.

1	Biodiversity	The variety of all the different species of organisms in an ecosystem
2	Factors that reduce biodiversity	Destruction of peat bogs, destroying habitats, releasing carbon dioxide into atmosphere (global warming), pollution, deforestation
3	Maintaining biodiversity	Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill

Unit 3. Sampling technique

	Random quadrat sampling	Transect line
Use	• · Used to count total number of organisms in an area	• Used to see pattern of organisms e.g. through a forest/across a river
Method	• Randomly place quadrat (to avoid bias) and count number of organisms. • Repeat 10 times and calculate a mean. • Work out area of field and area of quadrat. • Calculate total organisms by multiplying mean by number of quadrats that could fit in field	• Place a transect line using a 30m tape measure • Place the quadrat at 0m and count organisms. Record distance and organism number in table • Move quadrat to 5m and repeat, moving 5m each time • Plot a graph to see pattern of results

Carbon Cycle

The Carbon Cycle	
CO₂ removed by:	Photosynthesis (plants)
CO₂ released by:	Respiration (plants and animals), combustion (of fossil fuels), Decay and decomposition, destruction of peat bogs

Combustion gives off CO₂

CO₂

Green plants absorb CO₂

Animals respire and give off CO₂

Decomposing matter gives off CO₂

Animals eat plants, which contain carbon

Unit 1.

1	**Rate of reaction**	mass/volume of product formed or used up per unit time.
2	**The rate of reaction depends on (particle model)**	1. frequency of collisions between reacting particles 2. energy transferred during collisions 3. activation energy – the minimum energy that particles must have to successfully collide and form bonds
3	**Mean rate of reaction**	Quantity of reactant used/time taken OR Quantity of product formed/time taken
4	**Factors affecting rate of reaction**	1) concentrations of reactants in solution 2) pressure of reacting gases 3) surface area of solid reactants 4) temperature of the reactants 5) presence of catalysts

Effect of catalysts on rate of reaction
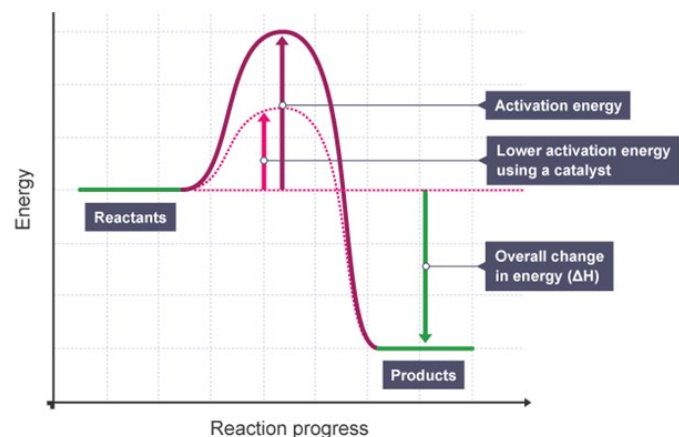
Unit 2.

1	Catalysts	Increase the rate of reaction by providing an easier pathway for the reaction that has a lower activation energy
2	Activation energy	Minimum amount of energy needed to start a reaction
3	Dynamic equilibrium	When the forward and backward reactions of a reversible reaction are occurring at the same rate

Unit 3. Methods

1	**Measure the volume of gas produced.** e.g. magnesium metal & dilute hydrochloric acid produces hydrogen gas	
2	**Timing the formation of product**, e.g. sodium thiosulfate & hydrochloric acid makes a cloudy yellow solution	
3	**Measure the change in mass** e.g. calcium carbonate in dilute acid will release CO_2 into air	

UNIT 1. Describing Waves

| 1	Amplitude	Height from centre line
2	Wavelength	The distance from peak to peak
3	Frequency	The number of waves passing a point each second
4	Period	The time for one wave to pass a given point
5	Oscillation	Movement back and forth
6	Wave	Transfer of energy with no transfer of particles
7	Transverse wave	Oscillations perpendicular to direction of energy transfer (e.g. EM wave, ripples on water)
8	Longitudinal wave	Oscillations are parallel to direction of energy transfer (e.g. sound). Show areas of compression and rarefaction (spread out)

UNIT 2. Uses and Risks of EM Radiation

	Wave	Use	Why it is suitable
1	Radio Waves	Television and radio	Reflected by ionosphere so can broadcast over long distances
2	Microwaves	Satellite communications, cooking food	Able to pass through the atmosphere to satellites. Has a heating effect
3	Infrared	Electrical heaters, cooking food, infrared cameras	Has a heating effect. Emitted by objects so can be detected
4	Visible Light	Fibre optic communications	Able to pass along a cable by total internal reflection
5	Ultraviolet	Energy efficient lamps, sun tanning	Increases amount of melanin (brown pigment) in skin
6	X-Rays	Medical imaging and treatments	Absorbed by bone but transmitted through soft tissue
7	Gamma Rays	Medical imaging and treatments	Able to pass out of body and be detected by gamma cameras. Can kill cancerous cells

UNIT 3. Properties of EM Waves and Sound waves

Property	EM wave	Sound wave
Medium it can travel through	Can travel through anything, even a vacuum (space)	Solids, liquids, gases
Type of wave	Transverse	Longitudinal
Risk	UV, x-rays and gamma rays are ionising (damage cells)	No danger
Speed	300,000,000 m/s	330 m/s

Wave diagrams
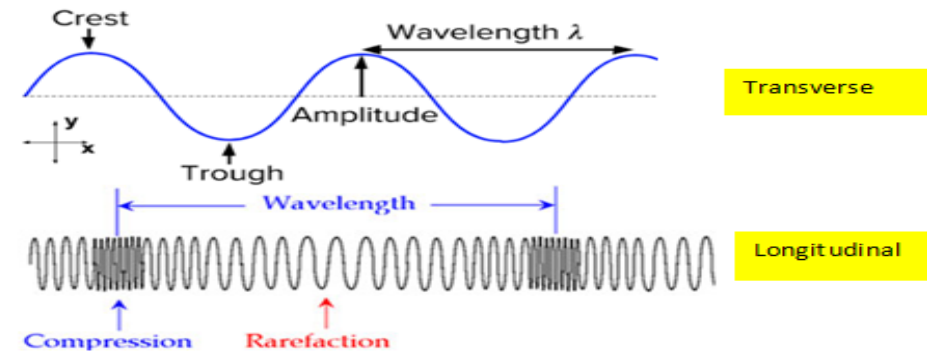
Electromagnetic Spectrum (EM)
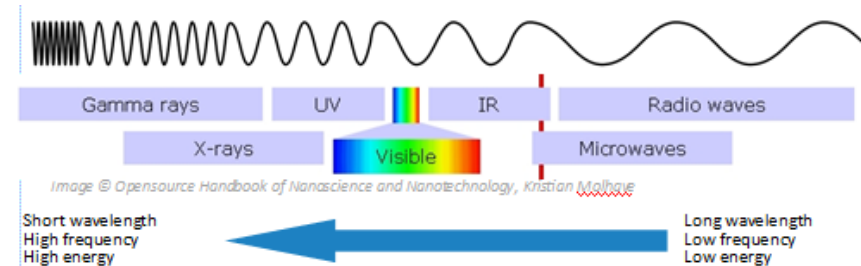
1. Key Vocabulary/terms

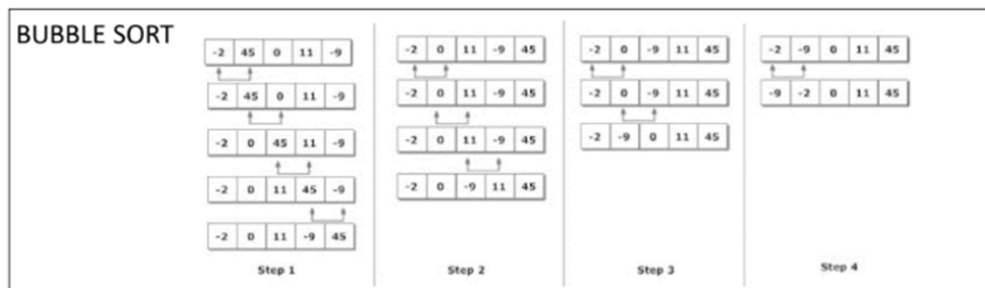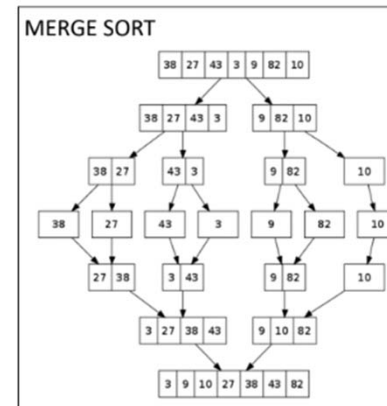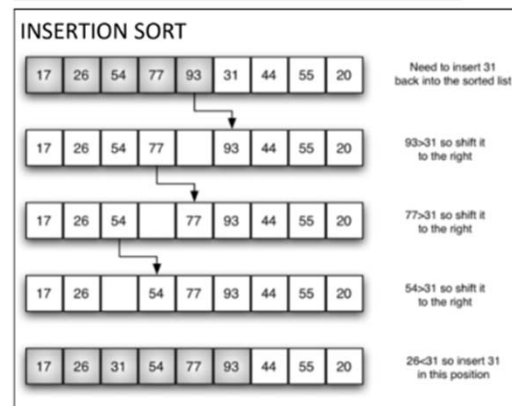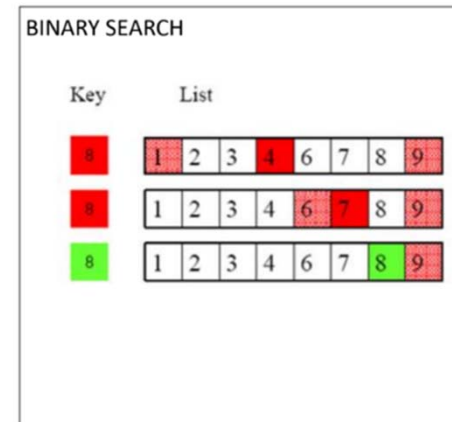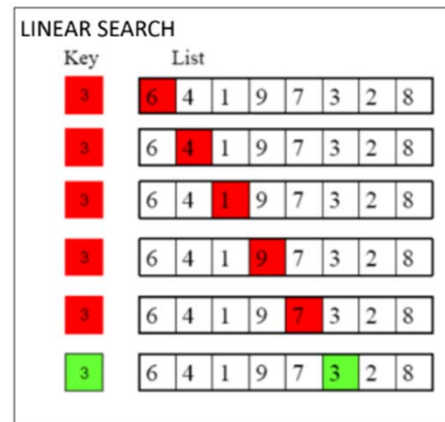|	
Atonement	Belief that Jesus' death on the cross healed the rift between humans and God.
Ascension	Jesus left this world to return to the father in heaven.
Eschatology	Refers to beliefs about the 'last things': death, judgement, heaven and hell.
Evangelism	Preaching the Christian Gospel with the intention of converting others to the Christian faith.
Evolution	
Heaven	To be in the presence of God for eternity.
Hell	To be without God.
Incarnation	God became flesh/human in the person of Jesus Christ.
Just	Bringing about what is right and fair.
Omnipotent	All powerful.
Omniscient	All knowing.
Omnibenevolent	All loving; all good.
Resurrection	To rise from the dead (spirit returning to same body).
Salvation	To be saved from sin.
Sin	A thought or action that separates humans from God.
Theodicy	An argument put forward to defend God.
Transcendent	Outside of time and space.
Trinity	The belief that the one God can be experienced though the Father, the Son and the Holy Spirit.
The Word	Another term for God the Son or Jesus. The Word existed from the beginning and was involved in creation.

2. Interpretations

Literal	Things happen or have happened exactly as described.
Modern/progressive	A willingness to question tradition and interpret Biblical teachings through a current lens. Interpretation is required to understand old teachings.

3. Quotations

Monotheism	"We believe in one God" Nicene Creed
Creation	"In the beginning, God created the heavens and the earth" Genesis "In the beginning was the Word, and the Word was with God, and the Word was God". John
Incarnation	"She was found to be pregnant through the Holy Spitit" Matthew "The Word became flesh and made his dwelling among us"
Crucifixion	"father into your hands I commit my spirit".
Resurrection	"and if Christ has not been raised, our preaching is useless" St Paul. "While he was blessing them, he left them and was taken up into heaven " Luke "He ascended into heaven and is seated at the right hand of the Father" Apostles Creed.
Judgement	" For I was hungry and you gave me something to eat" Matthew "I am the way, the truth and the life. No one comes to the Father except through me" John
Salvation	"It is by grace you have been saved" St Paul "Faith by itself, if it is not accompanied by action, is dead" James

Year **11 GCSE Computer Science** Knowledge Organiser

KEY VOCABULARY	
Algorithm	An abstracted program which completes a given task, whatever the data provided
Search	Searching is looking through data, making comparisons with a search term, until the algorithm either finds the data, or identifies that it is not present.
Sort	Putting given sets of data into specified order – usually ascending (alphabetical) or descending (reverse alphabetical)
Linear Search	A type of search where the computer checks every variable, in order, until it finds the search term. Potentially very slow.
Binary Search	A search type based on repeatedly halving the searchable data, until the search term is found
Bubble Sort	A method of sorting data which looks at pairs of variable, and swaps them around if out of order. This continues until there are no more swaps to be made
Merge Sort	Splits the data into increasingly small segments, until single data points are reached, then reassembles the data structure one item at a time.
Insertion Sort	Checks through the data until finding the first incorrectly places item. The algorithm then checks all the previous places to see where the data fits, before inserting it into this slot.

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LINEAR SEARCH

BINARY SEARCH

INSERTION SORT

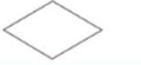MERGE SORT

BUBBLE SORT

2.1
Algorithms

Year **11 GCSE Computer Science** Knowledge Organiser

KEY VOCABULARY	
Algorithm	An abstracted program which completes a given task, whatever the data provided
Abstraction	Abstraction is moving a problem out of the specific in order to create a general solution that would work in similar scenarios. Ignoring the gritty details to focus on the problem
Decomposition	Breaking a problem down into smaller, computational solvable chunks
Pseudo Code	A structured way of planning code, which is 'computational' in style (uses Boolean logic, variables, comparisons and arithmetic for example) but is not tied to a strict high-level language's syntax
Flow Diagram	A diagram, made using specific shaped boxes, that mocks up the flow of a program through various stages, processes and decisions.
Program Control	Using Boolean logic to guide the computer through a program based on decisions
Comparison Operators	The symbols used to look at a variable or piece of data in relation to is similarity to another piece of data or variable
Arithmetic Operators	The symbols used to show the mathematics to be carried out on a piece of data

Flow charts

Flow charts like pseudocode are informal but the most common flow chart shapes are:

→	Line	An arrow represents control passing between the connected shapes.
▭	Process	This shape represents something being performed or done.
▭	Sub Routine	This shape represents a subroutine call that will relate to a separate, non-linked flow chart
▱	Input/Output	This shape represents the input or output of something into or out of the flow chart.
◇	Decision	This shape represents a decision (Yes/No or True/False) that results in two lines representing the different possible outcomes.
⬭	Terminal	This shape represents the "Start" and "End" of the process.

Comparison operators

==	Equal to
!=	Not equal to
<	Less than
<=	Less than or equal to
>	Greater than
>=	Greater than or equal to

Arithmetic operators

+	Addition e.g. x=6+5 gives 11
−	Subtraction e.g. x=6−5 gives 1
*	Multiplication e.g. x=12*2 gives 24
/	Division e.g. x=12/2 gives 6
MOD	Modulus e.g. 12MOD5 gives 2
DIV	Quotient e.g. 17DIV5 gives 3
^	Exponentiation e.g. 3^4 gives 81

KEY VOCABULARY	
Variable	A piece of stored data, used in a computer program, which can be changed or altered by the program
Constant	A piece of stored data which cannot be changed by the program or user
Operator	An operator is a mathematical symbol, used to work with data in a program
Input	Data, entered into a program, by the user
Output	The returned result of an algorithm
Algorithm	A set of instructions to carry out a process or problem-solving operation, especially by a computer
program control	Selection of code to be executed, based on the results of prior operations in a program, or user input
Loop	A piece of repeating code
Iteration	A type of **LOOP** which repeats a series of steps with a finite number of variable changes
Sentinel	A type of **LOOP** that watches a variable for a logical (T to F, or F to T) and repeats until that change occurs
Conditional	A method of controlling the information flow through branching steps – the code checks if something is True, then carries out one set of instructions if it is, and a different set of instructions if it is False.
Sequence	A series of coded instructions for a computer to follow, step by step
String	A character, or characters, stored as a list, within " ".
Integer	A whole numbers, stored as its value
Real	A decimal number, stored as its value
Boolean	True or False. Stored as 1 or 0.

KEY VOCABULARY	
Declaration	Assigning a value to a variable
Typecasting	Casting a variable as and integer, Bool, Float or String
Data Arrays	'Lists' of data, stored in an indexable table format
2D Arrays	A data structure which has more than 1 'row' of data. 2D arrays use 2 indexes to identify data IMPORTANT!!! 2D arrays use the Y axis first in the co-ordinates, then the X axis. This is the opposite way around to most other co-ordinates!

2.2 Programming techniques

Huish Episcopi Academy Year 11 - Food Preparation and Nutrition – NEA 1

1. NEA Overview

1	NEA 1 - Overview	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.
2	NEA 1 - Overview	NEA 1 – 15% of grade. NEA 2 – 35% of grade.
3	NEA 1 - Overview	Each student is issued either a digital or hard copy (or both) of the coursework guide.
4	NEA 1 - Overview	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.

2. NEA 1 Breakdown

1	NEA 1 - Breakdown	Candidates are required to **investigate** and **evaluate** the **working characteristics, functional and chemical properties of ingredients** identified in the set tasks.
2	NEA 1 - Breakdown	Candidates are required to produce a **written report of 1500–2000 words.**
3	NEA 1 - Breakdown	**Photographs and/or visual recordings** must be provided that support a candidate's investigation.
4	NEA 1 - Breakdown	The **total number** of marks available for this task is **30 (15% of entire GCSE grade)**

3. Research (6 marks)

1	NEA 1 – Research	Relevant, detailed and concise research into how ingredients work and the reasons why.
2	NEA 1 – Research	Detailed explanation shows a high level of understanding of how the research has been used to inform the practical investigation.
3	NEA 1 – Research	Planned and justified a detailed investigation, related to the research with a clear and focused hypothesis or prediction.

4. Investigation (15 marks)

1	NEA 1 – Investigation	Practical investigations show detailed and high level knowledge and understanding of how ingredients work and why with a clear link to the hypothesis or prediction.
2	NEA 1 – Investigation	A wide range of testing has been carried out to formulate the results.
3	NEA 1 – Investigation	Practical investigations are recorded and meticulously explained using methods such as: graphs, tables, charts, sensory analysis methods, labelled diagrams, annotated photographic evidence.

5. Analysis & Evaluation (9 marks)

1	NEA 1 – Analysis & Evaluation	Detailed, accurate interpretation and analysis of the results with justified conclusions for all aspects of the hypothesis/investigation.
2	NEA 1 – Analysis & Evaluation	The report demonstrates an in-depth and specialist understanding of how ingredients work and why.
3	NEA 1 – Analysis & Evaluation	Detailed explanation/reflection of how the results can be applied when preparing and cooking food.
4	NEA 1 – Analysis & Evaluation	The report is communicated in a structured and coherent manner with accurate use of technical language.

1. Food Preparation Skills

1	Knife Skills	Bridge hold and claw grip are two techniques for holding and cutting fruit and vegetables when chopping and slicing.
2	Vegetables cuts	Julienne, Brunoise, Macedoine, Jardimiere – other examples see image below.
3	Aesthetics	The art of making food look good or attractive, for example by using garnishes on savoury dishes or decorations on sweet dishes.
4	Chopping Boards	Different coloured chopping boards are used for different preparation task

1. Food and Preparation Skills

1	Food Spoilage	Is when food loses quality and becomes inedible.
2	Water Based methods using the hob	Boiling, steaming, poaching, simmering, blanching.
3	Dry heat and fat based methods using the hob	Dry-frying, shallow frying, stir frying,
4	Using the oven	Baking, Roasting, Casseroles and tagines, Braising,
5	Using the grill	Grilling under heat, grilling over heat, barbecuing
6	Skewer	Is a long metal or wooden pin used to secure food on during cooking. It is used to hold together pieces of food.
7	Starch based sauce stages.	Take note of what happens at each temperature. Diagram C.

Diagram A - Vegetable Cuts

Julienne(fine)   Julienne   Jardinière   Batonnet   Baton

Diagram B – Prevent Cross Contamination

Prevent Cross Contamination
Use correct colour coded chopping boards and knives at all times
RAW MEAT
RAW FISH
COOKED MEATS
SALADS & FRUITS
VEGETABLES
DAIRY PRODUCTS
ALLERGENS

Diagram C - Vegetable Cuts

Heat starch granules in liquid — Getting warm
Starch granules become swollen — I'm swelling up — 60 °C
Starch granules burst — I'm Bursting!! — 80 °C
The liquid thickens and gelatinizes — Didn't we do well — 100 °C
Starch gelatinizes when heated in a liquid, producing a thickened liquid

Huish Episcopi Academy Year 11 D&T – NEA – Research / Design Brief & Specification

1. NEA – Overview

1	Overview	In year 11 students in Product Design & Textiles undertake a coursework task set by the exam board which is worth 50% of the final grade awarded.
2	Overview	Each student is issued either a digital or hard copy (or both) of the coursework guide.
3	Overview	All the homework's set will link to the coursework – 1 page per week
4	Overview	The tasks set will take approximately 1 hour per week.
5	Overview	The NEA is worth 100 marks & will be approx. 20 pages

2. NEA – Research (10 marks)

1	Research	Design possibilities identified and thoroughly explored, directly linked to a contextual challenge demonstrating excellent understanding of the problems/opportunities.
2	Research	A user/client has been clearly identified and is entirely relevant in all aspects to the contextual challenge and student has undertaken a comprehensive investigation of their needs and wants, with a clear explanation and justification of all aspects of these.
3	Research	Comprehensive investigation into the work of others that clearly informs ideas.
4	Research	Excellent design focus and full understanding of the impact on society including; economic and social effects.
5	Research	Extensive evidence that investigation of design possibilities has taken place throughout the project with excellent justification and understanding of possibilities identified.

3. NEA – Design Brief & Specification (10 marks)

1	DB & Specification	Comprehensive design brief which clearly justifies how they have considered their user/client's needs and wants and links directly to the context selected.
2	DB & Specification	Comprehensive design specification with very high level of justification linking to the needs and wants of the client/user. Fully informs subsequent design stages.

Diagram A - ACCESSFM

A is for **Aesthetics**
C is for **Cost**
C is for **Customer**
E is for **Environment**
S is for **Size**
S is for **Safety**
F is for **Function**
M is for **Material**

Huish Episcopi Academy GCSE – Product Design – 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.

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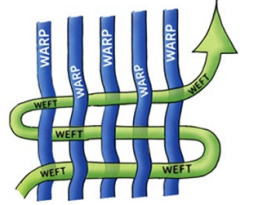# Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 1
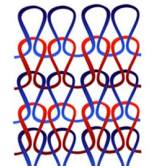
1. Fibres and fabrics

1	Fibres and fabrics	Textiles are also called **fabrics** and can be **natural or synthetic** There are three main ways of turning fibres into fabrics
2	Weaving	Fabric made of **warp & weft yarns** going under & over each other to create a non-stretchy fabric
3	Knitted	Fabric made of **yarn looped together** to create a stretchy fabric
4	Non-Woven	**Non-woven fabrics** are made from **webs of fibres** held together e.g. by heat, glue or by tangling the fibres under pressure
5	Blended Fabrics	**Blended fabrics** are made by spinning different fibres together to make a new yarn which can give you better properties. **Cotton and polyester** is one of the most common blended fibre, it has the advantages of cotton e.g. strong, durable, soft & comfortable and the polyester means it has the added properties of drying more quickly and be more resistant to creases.

Woven fabric

Knitted fabric
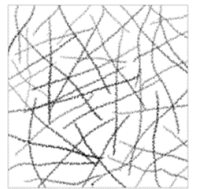
2. Natural fibres

1	Natural fibres	Natural fibres come from plants and animals and are renewable and biodegradable		
	Fibre	**Appearance**	**Properties**	**Used in these fabrics**	**Uses**
2	Cotton	Smooth	Strong, durable, absorbent, cool to wear, creases, shrinks easily, flammable, withstands high temperatures	Denim, corduroy , calico	T.shirts, underwear, pyjamas, shirts, socks, towels, jeans
3	Wool	Soft or coarse	Warm, absorbent, crease resistant, low flammability, can shrink when washed, slow drying	Knitted fabrics, Tweed, felt	Jumpers, carpets, blankets, coats, suits, upholstery
4	Silk	Very smooth and glossy	Smooth, lightweight, lustrous surface, weak when wet, creases easily	Organza, chiffon, satin	Dresses, ties, underwear, upholstery, furnishings

Non woven fabric

3. Synthetic Fibres

1	Synthetic Fibres	Synthetic fibres are made from fossil fuels and chemicals and aren't biodegradable or from sustainable sources		
	Fibre	**Appearance**	**Properties**	**Used in these fabrics**	**Uses**
2	Elastane	Soft	Smooth, strong, very stretchy, springs back into shape, crease resistant, flammable	Lycra	Blended with other fibres for use in swimwear, sportswear, leggings, underwear
3	Polyester	Smooth	Strong, durable, crease resistant, low flammability, not absorbent	Fleece	Sportswear, clothing, bedding, raincoats, medical textiles
4	Polyamide	Can have many different finishes	Strong, hard wearing, crease resistant, not absorbent, easily damaged by sun	Nylon	Clothing, rope, swimwear, sportswear, tights

4. Textiles- tools and equipment

1	Fabric shears	Have long sharp blades to cut fabric more easily and neatly
2	Pinking shears	To cut fabric with a zig zag edge, help to prevent fabric fraying
3	Pins	Used to hold fabric together before stitching
4	Needles	Used for hand stitching, available in many different sizes for different types of fabrics and thread.
5	Measuring and marking	Pattern masters and flexible tape measures help to measure. Tailors chalk is used to mark fabric
6	Irons	Heat, pressure, and steam are used to press out creases in fabric and seams
7	Sewing machine	Speeds up sewing and produces neat, even stiches for a high-quality finish
8	Overlocker	Use to finish the edges of fabric to stop them from fraying, by trimming and closing the edge of the fabric with a casing
9	CAM – Computer aided manufacture	CAM has lots of different uses in the textiles industry, from embroidery, knitting, cutting and automated machines
10	Stock form	Stock form – Fabric is sold in standard widths e.g. 90cm/ 115cm and 150cm

5. Components and fastenings

1	Zips	Zips can be plastic or metal; some zips are fixed, and some are open-ended e.g. on jackets
2	Velcro	Comes in two half's, one with loops and on with hooks, Its hardwearing and safe on children's products
3	Toggles and buttons	Can be made from plastic, metal or wood. They are sewn on and require a buttonhole or loop to fasten
4	Press studs / poppers	Used to fasten an item that can needs to be opened and closed quickly. e.g. baby grow

6. Seams

1	Seams are held together with stitches they need to hold fabric securely and be strong enough to stand up to the strains of the product. The common seams are Plain seam, French seam and a Flat fell seam.

7. Joining and shaping fabric

1	Piping	Piping can be used on seams to add decoration or to strengthen a product, it stands out from the seam adding definition
2	Quilting	Quilting uses wadding between two layers of fabric which is then stitched in a pattern. Quilting adds warmth to a product e.g. bodywarmer.
3	Gathering and pleating	Gathering and pleating use excess material to create detail, a better fit or shape to a product

Plain (flat) seam
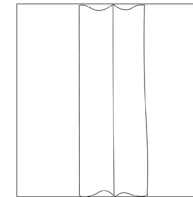
French seam
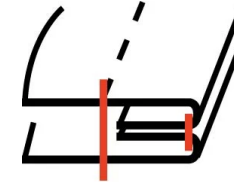
Flat fell seam
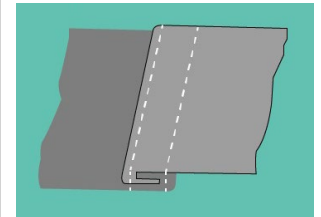
Piping

Quilting

Gathering and Pleating
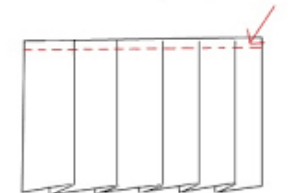
UNIT 1: Introduction to Drama – Section A

Section A	Lighting Design Terminology	
1	Wash	A broad spread of light covering a large area of the stage
2	Floodlight	The light that provides a wide, even spread of light
3	Blackout	A sudden or gradual complete extinguishing of all stage lights
4	Cue	A signal for a lighting change, often timed with specific moments in the performance
5	Gobo	A stencil placed in front of a light source to control the shape of the emitted light
6	Gel	A coloured plastic film placed in front of a light to change the colour of the beam
7	Crossfade	A transition where one set of lights gradually dims while another set simultaneously brightens
8	Fade	A gradual increase or decrease in the intensity of light
9	Profile Spot	A type of spotlight that produces a sharp, focused beam of light
10	Follow Spot	A powerful, movable spotlight that "follows" an actor as they move around the stage
Section B	Performance Skills	
1	Projection	How loud or quiet your voice is
2	Pitch	How high or low your voice is
3	Pace	The speed at which an actor delivers their lines or performs their actions
4	Emphasis	The stress or importance placed on certain words or phrases in dialogue
5	Tone	The emotion shown in your voice
6	Gesture	Movements of the hands, arms, or body that express ideas or emotions
7	Eye Contact	Looking directly into another character's eyes, or avoiding this
8	Facial Expression	Movements of the facial muscles to convey emotions and reactions
9	Posture	The way an actor holds and positions their body
10	Body Language	The non-verbal communication conveyed through an actor's movements

Vive le sport! -

1	S'intégrer	To integrate, to fit in
2	or	gold
3	rencontrer	To meet
4	Équipe (f)	team
5	Joueur (m), joueuse (f)	player
6	Natation (f)	swimming
7	seul	Alone, lonely, only
8	au/à la/à l'/aux	at the, to the, in the, on the (pl)
9	du/de la/de l'/des	some (of the) (m)
10	Aider à	To help
11	gagner	To win
12	Tous les jours	Every day

On doit gagner! – We have to win!

1	Tout me monde mérite de gagner dans une compétition(f)	Everyone deserves to win in a competition
2	L'important c'est de participer	What matters is to participate
3	Un joueur(m) en fauteuil(m) roulant	A player in a wheelchair
4	On reste en forme	We stay in shape
5	Les joueurs handicapés sont très forts	Disabled players are really strong
6	Les épreuves mondiales sont compétitives	World events are competitive
7	Le succès est important	Success is important
8	La pression de la médaille d'or	The pressure of the Gold medal
9	L'équipe est vraiment professionnelle	The team is really professional

Les influenceurs: modeles ou dangers? – Influencers: models or dangers?

1	Malsain	Unhealthy, toxic
2	Partager	To share
3	Lien(m)	link
4	Chaine(f)	channel
5	Nuire	To harm
6	Sécurité	safety
7	Harcèlement(m)	harassment
8	Modèle(m)	Role model
9	En ligne	online
10	Autres	others
11	Santé (f) mentale	Mental health
12	Cybercriminalité(f)	Cyber crime
13	Commentaire(m)	comment
14	Limiter	To limit

Negatives

1	Ne…pas	Not
2	Ne…jamais	never
3	Ne…rien	nothing
4	Ne…personne	noone
5	Ne…plus	Not anymore
6	Ne…que	Only, nothing but

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Portable, télé et tablette – mobile, TV and tablet

1	Abonnement (m)	subscription
2	Charger	To charge
3	Commander	To order
4	Tendance	Fashionable, trendy
5	Eviter	To avoid
6	On doit	One has to
7	On peut	One can
8	Appareil (m)	Device
9	Étranger	foreign
10	Soit…soit…	Either…or…
11	Émission(f)	Tv programme
12	Avant de regarder la télé, je vais sur le net	Before watching TV, I go on the net
13	De temps en temps, je décide de couper la télé(f)	From time to time, I turn the TV off
14	Je veux participer à une émission de télé-réalité	I want to participate in a tv reality show
15	Ce que j'aime, c'est…	What I like is….

Pour ou contre le cinema? – for or against cinema?

1	Perte (f) de temps	Waste of time
2	D'un coté…d'un autre coté	I speak with friends (verb second)
3	Ca vaut la peine de + INF	It's worth + verb
4	Meilleur que	Better than

Perfect tense

1	J'ai dansé toute la nuit (f)	I danced all night
2	J'ai vu un nouveau groupe (m)	I saw a new band
3	Je n'ai pas chanté	I did not sing
4	J'ai fait la fête (f)	I partied
5	Je suis allé(e) au spectacle (m)	I went to the show
6	Il y avait une grande foule(f)	There was a big crowd
7	C'était gratuit	It was free

Future tense

1	Je vais aller acheter des écouteurs (mpl)	I am going to go and buy earphones
2	Nous allons voir un concours de chant(m)	We are going to go and a song contest
3	Ce soir, après avoir mangé, je télécharge un film(m)	Tonight, after having eaten, I download a film
4	Ca va être génial	It's going to be great
5	Qu'est-ce que tu vas faire?	What are you going to do?
6	Ils vont acheter des écouteurs (mpl)	They are going to buy earbuds
7	Je vais changer de portable	I am going to change mobile phone
8	Je vais sur les réseaux sociaux tous les jours	I go on social networks every day

Je suis fan de musique classie – I am mad about classical music

1	Ca me rend + adj	It make me + adj
2	Ca me donne envie de	It makes me want to
3	Ce n'est pas mon truc	It's not my thing
4	Je crois que/je pense que	I believe that/ I think that

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Huish Episcopi Academy Year 11 Film Studies Knowledge Organiser Component 1 Section A Rebel Without a Cause

1. GENRE

Director	• Nicholas Ray
Year of release	1955
Studio	Warner Brothers
Star marketing	James Dean and Natalie Wood

2. NARRATIVE

1. Narrative	The method and means by which you construct the events of a story into a plot
2. Narrative structure	Follows a five act structure
3. Narrative viewpoint	Teen POV. A mistrust of authority figures, parents are overtly criticized for being too weak, or too dominant, they can't win at all. But this message clearly appeals to the target audience
4. Binary Oppositions	Create conflict – key oppositions are children vs. their parents and teenagers vs. adults

3. Key Film Form

Mise-en-scene – Use of the colour red in costumes	Judy's dress and lipstick symbolise at the start her desire to stand out and be noticed.
	Jim's red jacket creates a connection to this idea and also comes to symbolise danger.
	Plato later wears the red jacket. It foreshadows his death. All three central characters wear red. Teenagers standing out

4. CONTEXT

1. Setting	Set in a suburb of Los Angeles in the early 1950s
2. 1950s	Considered the birth of the teenager
3. Teens	Young people had more money (a disposable income); products such as music, film and fashion were targeted at this group. They were powerful consumers and therefore a powerful 'voice' in consumerist America.
4. Opportunities	Better education, which led them to question the world.
5. Politics	It was a time of peace, so young men were not at war, a confusing era for young men who could not identify with their war time fathers or have a war to fight and prove themselves.
6. Society	This new social group was considered by some as threatening, unruly and out of control, the film reflected and responded to this concern.
7. Representation	This film offers a sympathetic representation of teenagers, blaming the parents for their delinquency.
8. Rights	More people were speaking out against inequality and civil rights in this time. The film demonstrated the desire for young people to do the right thing. Jim wants to confess and desires justice, it is the older generation that get in the way of this, and they do not listen

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Huish Episcopi Academy Year 11 Film Studies Knowledge Organiser Component 1 Section B Film Technology Timeline

1895	First moving images (Lumière brothers)
1895-1927	Development of silent cinema from early short films to full-length feature films, during which period the foundations of filmmaking were established – e.g. cinematography, the principles of lighting and continuity editing and an extensive range of mise-en-scène, including location shooting
1920s	Gradual emergence of a vertically integrated Hollywood film industry, established by 1930 into five major studios (Paramount, Warner Bros, Loew's/MGM, Fox [Twentieth Century Fox in 1935] and Radio Keith Orpheum [RKO]) and three minor studios (Columbia, Universal and United Artists) – the so-called Big 5 and Little 3
1927	Alan Crosland's, The Jazz Singer, starring Al Jolson - the first feature film with a soundtrack
1935	Rouben Mamoulian's Becky Sharp, the Technicolor Corporation's first feature length, 'three strip' colour film
1948	Paramount court case which prevented studios from owning all phases of the production, distribution and exhibition process ('vertical integration') which led, in the 1950s, to the emergence of independent film production and agents producing films for the Hollywood studios to distribute and exhibit
1950s	Emergence of widescreen and 3D technologies as a response to the growth of television and the corresponding decline in cinema attendance
Late 1950s	Although not the first examples, lightweight, portable cameras were produced suitable for hand-held use (which had an immediate impact on documentary filmmaking and were used by a new generation of directors in France – French 'new wave' directors)

1970s	Steadicam technology developed by cinematographer Garrett Brown (a stabilising device for hand-held cameras to keep image 'steady' whilst retaining fluid movement). First introduced, 1975
1990s	More widespread use of computer-generated imagery resulted in a move away from filmed 'special effects' to visual effects created digitally in post-production to the computer-generated imaging (CGI) of characters in films
1995	First CG (computer generated) feature length cartoon – Toy Story directed by Jon Lasseter for Pixar Animation Studios
2000s	Technology available to ordinary people makes significant strides due to developments with lightweight cameras and mobile phone technology, seeing a rise in 'citizen film-making'
2007	Netflix – the first legal streaming service for film and TV is launched
2010s	Successful feature length films shot entirely on I-phones now released – notable releases include Tangerine (Baker, 2015) and Unsane (Soderberg, 2018)
2017	Film and TV streaming and download sites such as Netflix, Sky, Amazon and Apple overtake DVD sales for the first time increasing by 23% in one year
2018	Avengers: Infinity War becomes the first Hollywood film to ever be shot entirely with IMAX cameras

Berufe - Jobs

1	Als Kind wollte ich (…) werden	As a child, I wanted to be a (…)
2	Ich möchte (als Manager[in]) arbeiten	I would like to work (as a manger)
3	im Ausland	abroad
4	bei einer internationalen Firma	For an international company
5	eine Lehre machen	To do an apprenticeship
6	der Anwalt, die Anwältin	lawyer
7	der/die Apotheker(in)	chemist
8	der/die Bankangestellte	Bank clerk
9	der/die Beamte/Beamtin	Civil servant
10	der/die Chef(in)	The boss
11	der/die Dolmetscher(in)	Interpreter
12	der/die Feuerwehrmann/-frau	Firefighter
13	der/die Frisseur/Friseuse	hairdresser
14	der/die Klempner(in)	plumber
15	der/die Koch/Köchin	cook
16	der/die Kraftfahrer(in)	Lorry driver
17	der Krankenpfleger, die Krankenschwester	nurse
18	der/die Metzger(in)	butcher
19	der/die Schauspieler(in)	actor
20	der/die Tierartzt, Tierärtztin	vet
21	der/die Verkäufer	Sales assistant
22	freiwillig arbeiten	To do voluntary work
23	eine hohe Gehalt verdienen	To earn a high salary
24	gute Aufstiegsmöglichkeiten	Good opportunities for promotion

Praktikum – Work experience placement

1	Beim Arbeitzpraktimum musste ich	For my work experience I had to...
2	Glücklicherweise musste ich keine	Fortunately I didn't have to...
3	Telefonanrufe machen	They wear, they are wearing
4	Akten/Dokumenten abheften	File files/documents
5	Formulare ausfüllen	Fill in forms
6	Gäste bedienen	To serve guests
7	Ich habe (…) gearbeitet	I worked (…)
8	in einem Geschäft/Laden	In a shop
9	in einem Altenheim	In an old people's home
10	in einem Krankenhaus	In a hospital
11	in einem Büro	In an office
12	in einem Autowerkstatt	In a garage
13	auf einer Baustelle	On a building site

Bewerbungen (1) - Applications

1	(f) Schulausbildung	School education
2	(m) Schulabschluss	School leaving qualification
3	(f) Schulleistung	School achievement
4	(m) Lebenslauf	CV
5	(m) Hochschulabschluss	degree
6	(f) Berufserfahrung	Professional/working experience

Bewerbungen (2) - Applications (2)

1	Ich bin in (Mathe) begabt	I'm good at/gifted in (Maths)
2	ich bin verantwortungsbewusst	I am responsible
3	geduldig und pünktlich	I flew (to Germany)
4	sehr fleißig und hilfbereit	Very hard-working and helpful
5	selstständig	independent
6	zuverlässig	reliable
7	In (Deutsch) flieβend	Fluent in (German)
8	Hervorragende Kommunikationsfähigkeiten haben	Excellent communication skills
9	Mitglied im Orchester	Member of the orchestra
10	Kapitan der (Handball)Mannschaft	Captain of the handball team
11	ich gehe zum Sportverein	I go to a sports club
12	ich habe einen Teilzeitjob	I have a part time job
13	Charaktereigenschaften	Characteristics

Sprachen - Languages

1	um durch das Land zu reisen	to travel around the country
2	um nach (Deutschland) auszuwandern	To emigrate to (Germany)
3	um meine Kentnisse zu verbessern	To improve my knowledge
4	um die Liedtexte richtig zu verstehen	To understand the lyrics properly
5	um die Kultur besser kennenzulernen	To get to know the culture better
6	sich um einen Job bewerben	To apply for a job

Vor- und Nachteile

1	das Gehalt is niedrig	The salary is low
2	Die Artbeitsbedingungen sind gut/schlecht	The working conditions are good/bad
3	Man braucht eine gute Ausbildung	You need a good education
4	Man muss Arbeitserfahrung haben	You must have professional experience

1. HICs

1.	Urbanisation	When an increasing percentage of a country's population comes to live in towns and cities.
2.	Regeneration	Strategies to improve an area e.g. the construction of infrastructure.
3.	Integrated transport system (ITS)	When different transport methods connect, making journeys smoother and public transport more appealing.
4.	Urban greening	The process of increasing and preserving open spaces in urban areas e.g. public parks and gardens.
5.	Deprivation	The extent to which an individual or community is lacking or deprived of services
6.	Dereliction	Abandoned buildings and wasteland.
7.	Brownfield site	Land that has been used, abandoned and now awaits reuse – often in urban areas.
8.	Greenfield site	A plot of land, often in a rural area that has not been built on before.
9.	Urban sprawl	Unplanned growth of urban areas into surrounding rural areas.
10.	Rural-urban fringe	A zone of transition between a built-up area and the countryside, where there is often competition for land use.
11.	Commuter settlements	A place where people live and travel elsewhere for work.
12.	Urban sustainability	Involves creating an environment that meets the social, economic and environmental needs of existing residents
13.	Water conservation	Conserving and recycling water rather
14	Energy conservation	Reducing energy consumption by using less energy and existing sources more sustainably.

2. NEES / LICs

1.	Megacity	An urban area with a total population of more than 10 million people.
2.	Rural-urban migration	The movement of people from the countryside to the city due to 'push' and 'pull' factors.
3.	'Push' factors	Reasons why people want to leave a region e.g. war, natural hazards or lack of job opportunities.
4.	'Pull' factors	Reasons why people want to move into a certain area e.g. good access to healthcare and education opportunities.
5.	Natural increase	The birth rate minus the death rate of a population.
6.	Squatter settlements	An area of (often illegal) poor-quality housing, lacking in services like water supply, sewerage and electricity. Known as favelas in Rio de Janeiro.
7.	Informal economy	Unskilled work e.g. street seller which requires little money to set up. Workers don't pay taxes.
8.	Infant mortality rate	The number of babies that die under one year of age, per 1000 live births.
9.	Life expectancy	The average number of years a person is excepted to live.
10.	Inequalities	The difference between poverty and wealth, as well as wellbeing and access to jobs, housing, education etc.
11.	NGOs	Non-governmental Organisation e.g. Oxfam – focused on helping to solve social problems.
12.	Quality of life	Refers to the wellbeing of individuals or groups of people.
13.	Traffic congestion	When there is too great a volume of traffic for roads to cope with, and traffic slows to a crawl.

A Component 2 Services and Values

1	Privacy	Being free from public attention.
2	Confidentiality	Not passing on information or discussing a private conversation to anyone else.
3	Sensory barriers	Difficulties with one or more of our senses e.g. sight, smell, taste, touch, hearing.
4	Physical barriers	Unable to access due to limited mobility or requirement to be supported.

B Component 2 Services and Values

1	Social barriers	Differences and inequalities associated with different types of peoples in society.
2	Cultural barriers	The communicational challenges faced by people due to their differences in cultures.
3	Psychological barriers	A condition of mind that may prevent an individual from making the best choices.
4	Language barriers	Lack of communication between people who are unable to speak a common language.

C Component 2 Services and Values

1	Geographical barriers	Separated from destination by a geographic barrier, or lack of transport.
2	Learning barriers	Anything that prevents a learner from being fully engaged in the learning process.
3	Financial barriers	Inability to access treatment due to lack of money.

D Component 2 Services and Values Coursework Preparation 3

Task 1: How healthcare services work together to meet the needs of an individual
Produce a report on how different healthcare services work together to meet the needs of a **74-year-old** who has recently been diagnosed with **arthritis.**
See google classroom for further details.

E Component 2 Services and Values Coursework Preparation 3

Task 2: How social care services meet the needs of an individual
Produce a report on how social care services can meet the needs of an **eight-year-old** who requires **24-hour care** for a long-term health issue.
See google classroom for further details.

F Component 2 Services and Values Coursework Preparation 3

Task 3: Barriers an individual could face when accessing services in health or social car.
Produce a report on the **barriers** an individual could face when **accessing services** in health or social care and provide suggestions of how these **could be overcome**.
Your report **must** be based on a **34-year-old**; they have a learning disability, a speech impairment, and are severely obese. They live in a residential care home and don't like crowds or loud noises and use taxis to travel around. They need to attend hospital to see a speech and language therapist.
See google classroom for further details.

G Component 2 Services and Values Coursework Preparation 3

Task 4: How healthcare professionals demonstrate the skills, attributes and values required when delivering care to an individual
Produce a report to show how healthcare professionals might demonstrate the skills, attributes and values required when delivering care to an **elderly man** with a diagnosis of **coronary heart disease**, made worse by him smoking cigarettes.
See google classroom for further details.

Key Terms		
1	Axis Powers	The wartime alliance between Germany, Italy and Japan
2	Buffer Zone	Friendly countries on the border of the SU
3	Comecon	Economic organisation of Eastern Bloc countries
4	Cominform	Political organization of Eastern Bloc countries
5	Containment	To stop the spread of communism
6	Cold War	A war of rivalry and threats that does not include physical fighting
7	Grand Alliance	The wartime alliance between the USA, SU and GB
8	Imperialism	Empire-building
9	Isolationism	Not engaging in foreign affairs
10	NATO	Military alliance of Western countries
11	Satellite State	Eastern European country under the control of the SU
12	Soviet Union	Communist Russia also known as USSR and SU
13	Superpower	A very powerful country
14	Truman Doctrine	The US declaration of the policy of containment
15	Warsaw Pact	Military alliance of Eastern Bloc countries
16	Eastern Bloc	SU and its allies

Key Terms		
17	1941	Formation of The Grand Alliance
18	1943	Tehran Conference
19	1944	Operation Overlord and Bagration
20	1945, Feb	Yalta Conference
21	1945, July	Creation of A-bomb and Potsdam Conference
22	1945, August	Hiroshima and Nagasaki bombed
23	1945-1949	Creation of the satellite states
24	1946	Churchill's Iron Curtain speech
25	1947	Truman Doctrine and Cominform announced
26	1948	Marshall Plan began
27	1948-1949	Berlin Blockade and Airlift
28	1949	Comecon, NATO, FRG and GDR announced
29	1952	US develop H-bomb
30	1953	Death of Stalin and SU develop H-bomb
31	1955	Warsaw Pact
32	1956	Hungarian Uprising

Melody

1	Melody	The main tune of a piece of music
2	Register	Whether the notes are high or low in pitch
3	Range	The distance from the lowest note to the highest note in a piece of music
4	Sequence	A musical phrase which is repeated at a higher / lower pitch
5	Scalic	Melody follows the notes of a scale.
6	Broken Chord	The notes of the chord played one after the other
7	Conjunct	The melody moves by step
8	Disjunct	The melody moves with leaps/intervals
9	Ornaments	Decorations to the notes
10	Riff	A repeated musical pattern

Articulation

1	Sustained	Notes that are held
2	Legato	Notes that are played smoothly
3	Staccato	Notes that are played short
4	Pizzicato	Plucking the strings.
5	Arco	Using a bow to play a stringed instrument.
6	Accent	Notes which are emphasised

Dynamics

1	Dynamics	How loud or quiet a piece of music is
2	Pianissimo	Very quiet
3	Piano	Quiet
4	Mezzo Piano	Fairly quiet
5	Mezzo Forte	Fairly loud
6	Forte	Loud
7	Fortissimo	Very loud
8	Crescendo	Gradually getting louder
9	Diminuendo	Gradually getting quieter

Time/Tempo

1	Tempo	How fast or slow a piece of music is
2	Metre	The number of beats in a bar
3	Simple Metre	2/4, 3/4, 4/4,
4	Compound Metre	6/8, 9/8, 12/8
5	Accelerando	Gradually getting faster
6	Rallentando	Gradually getting slower
7	Allegro	Fast
8	Moderato	Moderate
9	Lento	Slow

Huish Episcopi Academy Year 11 Music Knowledge Organiser Describing Music Revision

Structure

1	Structure	The order of the sections in a piece of music
2	Binary	Two sections. AB
3	Ternary	Three sections. ABA
4	Rondo	A piece with a main theme which alternates with contrasting themes. ABACA
5	Theme and Variation	A piece with a main theme which is repeated with changes
6	Pop Song	Intro, Verse, Chorus, Bridge, Outro

Harmony

1	Tonality	Whether the music is major or minor
2	Major	Happy sounding
3	Minor	Sad sounding
4	Inversions	The chord note is not a the bottom of the chord
5	Blues note	The flattened third note of the scale
6	Dissonant	Sounds 'clashy'
7	Atonal	No clear key

Rhythm

1	Duration	How long or short the notes are
2	Rest	A silence in the music
3	Pause	Hold the note for longer than the written value
4	Triplet	Three notes played in the time of two
5	Dotted	A long-short rhythm
6	Syncopation	Off beat
7	Cross rhythm	Two contrasting rhythms played at the same time

Texture

1	Texture	How many sounds are playing at once. Thick is lots of layers, thin is few layers
2	Unison	Two or more voices / instruments sounding like one
3	Monophonic	One instrument playing (solo)
4	Homophonic	Where the music sounds as one, such as block chords, where all the instruments move at the same time
5	Melody and Accompaniment	A tune with background music
6	Polyphonic	Many melodies played at the same time
7	Canon	A melody is played and then imitated (one or more times) after a short delay in another part

Social Influence – Key terms

1	Agency	The ability to choose, carry out and control our own actions.
2	Agentic State *(Milgram's theory)*	When we act not for ourselves but for someone else (usually someone who we think is in authority)
3	Anonymity	Being unknown to most people; not able to be identified.
4	Antisocial behaviour	Acting in ways that are socially unacceptable, differs from social norms and fails to respect other people's rights.
5	Authoritarian personality *(Adorno's Theory)*	A type of person who has a strong belief that authority figures should be obeyed, has a need for strong leadership, traditional views about right and wrong, and looks down on people they view as of lower status than themselves.
6	Authority figure	Someone we perceive to have the right to give orders and be obeyed
7	Bystander effect	Theory that people's willingness to help decreases when there are more people around.
8	Conformity *(Asch's theory)*	When perceived group pressure leads to someone changing their opinions, attitudes or behaviours in order to fit in with the norms of other people.

Social Influence – Key Terms

9	Deindividuation	The state of losing our sense of individuality and self-awareness when part of a group. Results in our feeling less responsibility for our actions and behaving differently to our norm.
10	Dispositional factors	Personal characteristics which may affect a person's behaviour and choices (E.g. being an expert at something, moral views etc.)
11	Majority influence	When the opinions or behaviours of a large number of people influence the opinions or behaviours of a smaller number of people. This usually results in conformity.
12	Obedience	Following the direct orders given by someone who is seen as being in authority.
13	Peer influence	The effect that those who are similar to us can have on our opinions, behaviours and choices.
14	Prosocial behaviour	Actions that are intended to help and benefit others.
15	Proximity	How near or far away something is.
16	Reductionist	The belief that something (such as human behaviour) is only fully able to be understood by simplifying it to its most fundamental and basic parts.
17	Social loafing	The tendency of individuals to make less of an effort when they are working collectively with others than when they are on their own.

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De Compras

1	Ir de compras	To go shopping
2	Quisiera / me gustaría comprar	I would like to buy
3	Estoy buscando	I am looking for
4	Un recuerdo para	A souvenir for
5	Un regalo para	A present for
6	¿Cuánto vale /cuesta?	How much is it?
7	Me lo /la /los /las llevo	I will take it / them
8	¿Tiene otro más /menos …?	Do you have another one which is more / .less..?
9	Caro	expensive
10	Barato	cheap

De Compras

1	Estar de rebaja	To be on sale
2	Unas gangas	Bargains
3	Un descuento	A discount
4	¿Dónde están los probadores?	Where are the changing rooms?
5	¿De qué talla?	What size?
6	¿Puedo probarlo /la /los /las?	Can I try it / them on?

Mi Rutina Diaria

1	Suelo despertarme	I usually wake up
2	Tengo costumbre de levantarme	I am in the habit of getting up
3	Voy a acostarme	I am going to go to bed
4	Pienso ducharme	I am thinking about having a shower
5	Temprano	Early
6	Tarde	Late
7	De prisa	In a hurry
8	Con cuidado	Carefully
9	A las seis de la mañana	At 6.00 am
10	A las siete de la tarde	At 7.00 pm
11	Paso mi tiempo + gerund	I spend my time doing
12	Paso mi tiempo libre escuchando música	I spend my free time listening to music
13	Salgo de casa	I leave the house
14	Vuelvo a casa	I return home
15	Me preparo para..	I get ready to…
16	Estoy listo /a	I am ready
17	Estoy dispuesto /a …	I am willing to..

Las Fiestas- Festivals

1	Se celebra (n)	Is/ are celebrated
2	Se caracteriza por	It is characterised by
3	Se decora (n)	Is / are decorated
4	Se come (n) /se bebe (n)	Is / are eaten / drunk
5	La gente se disfraza de	The people dress up as…
6	Un desfile	A parade
7	Se lanza (n)	Is / are thrown
8	Los fuegos artificiales	Fireworks
9	Se quema (n)	Is /are burned
10	Celebré	I celebrated
11	La boda	wedding
12	El bautizo	The baptism
13	Tuve una fiesta de cumpleaños	I had a birthday party
14	Me pasé bomba	I had a great time

1	Fue una experiencia	It was a ….experience
2	Inolvidable	Unforgettable
3	Fantástico	Fantastic
4	Guay	Cool
5	Desastroso	Disastrous
6	Espeluznante	Terrifying
7	Siempre he querido ver	I have always wanted to see
8	Nunca había visitado …antes	I had never visited…before
9	Es mi sueño + inf	It is my dream to…
10	Ojalá pudiera + inf.	If only I were able to…
11	Me encanatría volver allí	I would love to go back there
12	El día de Los Muertos	The day of the dead
13	La feria	The fair / festival
14	Nochebuena	Christmas Eve
15	Nochevieja	New Year's eve
16	Pascuas	Easter
17	Semana Santa	Holy Week (Easter)

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Key Terms

1	Sportsmanship	Ethical, appropriate, polite and fair behaviour whilst participating in a game or athletic event
2	Gamesmanship	Where the laws of the game are interpreted in ways, which whilst not illegal, are not in the spirit of the game.
3	Etiquette	The customs we observe surrounding the rules and regulations of physical activity
4	Violence	Physical acts committed in sport that go beyond the accepted rules of play or accepted levels of contact within a contact sport
5	Deviance	Behaviour that is either immoral or seriously breaks the norms of the sport

Performance enhancing Drugs (PEDs) Examples

		What is it?	Used for?
1	Anabolic Steroids	Synthetic hormones that enhance physical performance	Allow athletes to train harder and longer. Increasing strength and aggression
2	Beta Blockers	A drug used to control heart rhythm and lower blood pressure	Keeps the athlete calm and steady
3	Stimulants	Drugs used to raise physiological arousal in the body	Work as a brain stimulant, which increases alertness

Use of drugs or banned substance can lead to:

1	**Addiction**
2	**Anxiety**
3	**Depression**
4	**Lowering of self esteem**

Reasons for violence

1	We can't help it – an instinctive response
2	We get frustrated
3	We copy others
4	We simply get angry