



**Huish Episcopi Academy**

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# Knowledge Organisers

## Year 11

### Spring Term 2

Name:

Tutor Group:

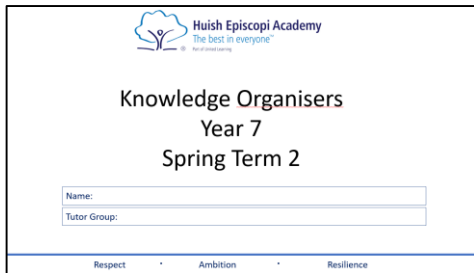
## What are knowledge organisers? How will they help me?

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...

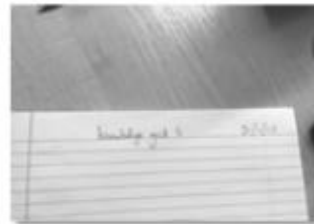
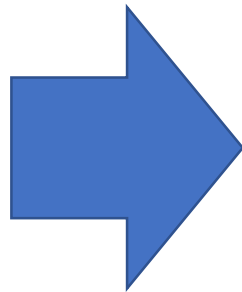


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Knowledge Organisers  
Year 7  
Spring Term 2

Name: \_\_\_\_\_  
Tutor Group: \_\_\_\_\_

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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

2.4 Boolean logic		
1	Logic Gates	Electronic components that perform logical operations based on Boolean algebra. Common types include AND, OR, NOT, and several more, each with specific input-output relationships.
2	Truth Tables	Tables used to represent all possible input and output combinations for a given logical expression or circuit.
3	Boolean Variables	Variables that can take on one of two possible values, typically represented as true or false.
4	Negation	The logical operation that produces the opposite of a given Boolean value.
5	Conjunction	The logical operation that outputs true only when both input conditions are true. Represented by the AND operation in Boolean algebra.
6	Disjunction	The logical operation that outputs true when at least one of the input conditions is true. Represented by the OR operation in Boolean algebra.
7	Boolean Expression	A mathematical expression constructed using Boolean variables, constants (true or false), and logical operators (such as AND, OR, and NOT).
8	Logic Diagram	Graphical representations illustrating the connections and logical flow of information within a digital circuit.

2.5 Programming languages and Integrated Development Environments		
1	High-level Languages	Programming languages designed to be easily understood by humans, using natural language constructs and abstractions.
2	Low-level Languages	Programming languages that are closer to the machine code and hardware architecture.
3	Machine Code	The lowest-level programming language that directly corresponds to the binary code understood by a computer's central processing unit (CPU). Each instruction in machine code represents a specific operation the CPU can perform.
4	Assembly Language	A low-level programming language that uses symbolic representations of machine code instructions.
5	Translator	A tool or program that converts code written in one programming language into another – usually machine code.
6	Assembler	A type of translator that converts assembly language code into machine code.
7	Compiler	A translator that converts entire high-level programming code into machine code or an intermediate code before execution.
8	Interpreter	A type of translator that converts and executes high-level programming code line by line in real-time.



2.5 Programming languages and Integrated Development Environments		
1	Integrated Development Environment (IDE)	A software tool that combines various programming tools into a single environment, providing features like code editor, debugger, compiler, and other tools to streamline the software development process.
2	Editor	A program or tool within an IDE used for creating and editing source code files.
3	Error Diagnostics	The process of identifying, analysing, and reporting errors or issues in a computer program. Error diagnostics tools, often integrated into IDEs, help programmers locate and fix syntax errors, logical errors, or other issues in their code.
4	Pretty Printing	A feature in some IDEs that automatically formats code to improve its visual appearance and readability. Pretty printing adjusts the indentation, spacing, and alignment of code to conform to a standard or user-defined style.
5	Runtime Environment	The environment in which a program runs during its execution.
6	Break Points	Specific points in a program's code where execution is paused to allow the programmer to inspect the program's state.
7	Watch Windows	A feature in debugging tools, like those found in IDEs, where developers can monitor and display the values of specific variables or expressions in real-time as the program executes. Watch windows aid in understanding and diagnosing the program's behaviour during debugging.



<b>UNIT: Component 3 Design Terminology (Set/Staging)</b>		
1	Proscenium Arch	Audience sit facing the same way. A Divide between the actors from the audience. Stage is framed by an 'Arch' and often curtains
2	End-on	As above but with no framed Arch
3	Thrust	A stage that extends into the auditorium so that the audience is seated around three sides.
4	In-The-Round	Theatre space in which the audience sits surrounding the acting area
5	Traverse	A 'corridor' or 'catwalk' stage where the audience is predominantly on two sides of the stage, facing towards each other.
6	Cyclorama	Large piece of fabric situated at the back of the stage which when lit correctly is used to represent the sky or open space
7	Flats	Pieces of scenery made with board, painted and positioned on stage to give the appearance of buildings or other background.
8	Revolve	Round floor or turntable within the stage floor that spins around a central pivot point
9	Levels	Contrast of height created by positioning set pieces
10	Projection	Digital scenery. Imagery can be moving or still, displayed via a projector, a TV, or LED wall.

<b>UNIT: Component 3 Design Terminology (Lighting)</b>		
1	Wash	Bathing an area with light with "soft" edges on the beam. A Wash means evenly lighting up large areas
2	Spotlight	Produces an intense illumination and a well-defined area on the stage
3	Follow Spot	Manually operated moving light used to highlight a featured actor, following them around the stage as they move
4	Fresnel	Used to light specific areas of the stage, with a softer edge than a spotlight and a wider beam
5	Strobe	A high-intensity flashing beam of light
6	Gel	A transparent coloured material placed over light sources to create colourful effects
7	Gobo	A small, stencilled circular disc, used in front of a light source to create a projected image or pattern onto the staging area
8	Intensity	How bright or dim light is. The level of intensity may vary from one scene to the next (eg 50% ins and then dimmed to 25% intensity)
9	Cross Fade	When lighting levels are gradually altered from one setting to another
10	Blackout	Darken a stage suddenly, enhancing the effect of stage action, allowing a swift change of scenery. Complete absence of lighting

**1 SECTION A READING OVERVIEW**

Q. NO.	MARKS	TIMING (MINS)	QUESTION STEM	QUESTION STRATEGY
1	4	5	List 4 things...	Use 4 short, full sentences. Select explicit information.
2	8	10	How does the writer use language to...	Consider the effect of single words, images and literary methods. Use the 3-step flow: what does the word mean? What do we associate with it? And so what effect does the writer create by using it in this context?
3	8	10	How does the writer structure the text...	Analyse the focus/focus shifts at beginning, middle, end of text
4	20	25	Read the statement. How far do you agree?	Respond to both parts of the statement. Your opinion about a key moment, supported by a quote, followed by discussion of method and effect.

**2 SECTION B WRITING OVERVIEW**

Q. NO.	MARKS	TIMING (MINS)	QUESTION STEM	QUESTION STRATEGY
5	40	45	Write a narrative or description	Use 4-part story plan Setting – Character – Action - Resolution

**3 KEY VOCABULARY**

1	method	anything the writer does that creates an effect
2	imagery	language that evokes a mental image for the reader
3	connotation	an idea or feeling commonly associated with a word, in addition to its literal or primary meaning
4	contrast	being strikingly different from something else
5	cyclical structure	describes a text that ends where it began, or begins at the end
6	narrative	a written account; a story

1 KEY QUOTATIONS		
1	Ozymandias	a) "Two vast and trunkless legs of stone stand in the desert" b) "sneer of cold command" c) "My name is Ozymandias, king of kings"
2	London	a) "near where the chartered Thames does flow" b) "marks of weakness, marks of woe" c) "in every cry ... the mind forg'd manacles I hear"
3	Extract from 'The Prelude'	a) "lustily I dipped my oars into the silent lake" c) "the grim shape towered up between me and the stars" c) "stole my way back to the covert of the willow tree"
4	My Last Duchess	a) "I gave commands; Then all smiles stopped together" b) "as if she ranked my gift of a 900-year old name with anybody's gift" c) "Notice Neptune, though"
5	The Charge of the LB	a) "All in the valley of Death rode the six hundred" b) "Cannon in front of them volley'd and thunder'd" c) "Honour the charge they made"
6	Exposure	a) "Our brains ache in the merciless iced east winds that knife us" b) "But nothing happens" c) Pale flakes with fingering stealth come feeling for our faces"
7	Storm on the Island	a) "We are prepared: we build our houses squat" b) "the flung spray hits the very windows, spits like a tame cat turned savage" c) "Space is a salvo"
8	Bayonet Charge	a) "Bullets smacking the belly out of the air" b) "The patriotic tear that had brimmed in his eye" c) "a yellow hare that rolled like a flame"
9	Remains	a) "probably armed, possibly not" b) "sort of inside out" c) "I see broad daylight on the other side" d) "his bloody life in my bloody hands"
10	Poppies	a) "crimped paper, spasms of paper red" b) "steeled the softening of my face" c) "all my words flattened, rolled, turned into felt"
11	War Photographer	a) "spools of suffering set out in ordered rows" b) "a hundred agonies in black and white" c) "The reader's eyeballs prick with tears"
12	Tissue	a) "Paper thinned by age or touching" b) "Fine slips from grocery shops... might fly our lives like paper kites" c) "trace a grand design with living tissue"
13	The Emigree	a) "There once was a country" b) as time rolls its tanks and the frontiers rise between us " c) "my shadow falls as evidence of sunlight"
14	Checking Out Me History	a) "Dem tell me" b) "Blind me to me own identity" c) " <i>Toussaint de beacon of de Haitian revolution</i> " d) "I carving out me identity"
15	Kamikaze	a) "a one-way journey into history" b) "recounting it later to her children" c) " <i>they treated him as though he no longer existed</i> " d) "which had been the better way to die"

<b>Measuring Development</b>		
1	Development	How socially and economically advanced a country is
2	Human Development Index (HDI)	A combination of Literacy rate, Life expectancy and GDP. A more accurate way of measuring development
3	GDP per capita	A country's income divided by the number of people that live there
4	Infant Mortality	How many children die under the age of 5
5	Adult Literacy	How many people can read and write
6	Life expectancy	The number of years you are expected to live
7	Demographic transition model	A graph which shows how population change is linked with development

<b>Nigeria and example of an NEE</b>		
1	Changing economy	Nigeria has moved from Primary industry to manufacturing and services
2	Mokoko	A slum in Lagos
3	Bodo	The area affected by a large-scale oil spill
4	Environmental issues	Rapid development can harm the environment e.g slums, air pollution and oil spills
5	Transnational corporations	Large companies who operate in more than one country e.g Shell
6	Absolute poverty	2/3 of Nigerians still live on \$1.25 a day
7	Inequality	The North of Nigeria is poorer than the south
8	Colonialism	Nigeria was a British colony which affected its development

<b>The development gap</b>		
1	The Development gap	The gap between the poorest and richest nations of the world
2	Disparities in health	In the poorest counties treatable diseases such as malaria are still a large cause of death
3	Migration	People often want to migrate from poorer countries to rich countries for a better life
4	Foreign Direct Investment	Investment from foreign countries into industry to help boost employment and GDP
5	Fair Trade	When farmers are paid a fair price for the produce increasing their disposable income
6	Appropriate technology	Low tech solutions which are suitable for the country
7	Aid	When money or goods are given to a country to help them

<b>The UK Economy</b>		
1	Changing economy	The UK has moved from Manufacturing to a service-based economy
2	Post industrial economy	Manufacturing has declined and new industries take its place
3	Science and business parks	Found on the edge of cities where new business cluster together
4	Infrastructure	Motorways, Railways, ports and airports. Good transport infrastructure boosts the economy.
5	North-South Divide	Due to deindustrialisation the North of the UK is poorer than the South
6	Deindustrialisation	The closure of heavy industry, which has often moved abroad where it is cheaper
7	Sustainable industry	Industry which considers its environmental impact and carbon footprint



<b>A Component 3 Physiological Indicators</b>		
1	Heart rate	Measure of heartbeats per minute.
2	Adrenaline	A hormone that helps you respond quickly to a threat or stress.
3	Arteries	Blood vessels that carry blood away from the heart.
4	Illness	Disease or period of sickness that affects body or mind.
5	Impairment	Loss or abnormality of a body function.

<b>B Component 1 &amp; 2 Life Span Development &amp; Services and Values</b>		
1	Development	Involves gaining new skills and abilities.
2	Growth	Increase in body size in terms of height or weight.
3	Health and wellbeing	Events that cause changes to the body, physical or mental health or mobility.
4	Life event	Something that happens to people as they move through life.
5	Holistic	Considers looking at the whole person rather than just the part that requires treatment.

<b>C Component 3 Physiological Indicators</b>		
1	Disability	A condition that limits a person's movements, senses or activities.
2	Diversity	(a) Recognising and valuing differences between people (b) treating people's values, beliefs, cultures and lifestyles with respect.
3	Gender role	The role and responsibilities determined by a persons gender.
4	Hierarchy	List of things or people arranged in order of lowest to highest.
5	Identity	How you describe or define yourself.

<b>D Component 1 &amp; 2 Life Span Development &amp; Services and Values</b>		
1	Character traits	Describe a persons disposition and whether they are positive or negative.
2	Domiciliary care	Care and support given at home by a care worker to help with daily life.
3	Informal support	Provided by people who are not paid or trained.
4	Physiological	Relating to the function of parts of the body.
5	Long term	6 months or more.

<b>E Component 3 Physiological Indicators</b>		
1	Short term	Less than 6 months.
2	Targets	Goals or aims.
3	Team	Group of individuals with a shared purpose for which they are accountable.
4	Vulnerable	A person who can be more easily influenced or abused.
5	Role model	Someone a person admires and strives to be like.

<b>F Component 1 &amp; 2 Life Span Development &amp; Services and Values</b>		
1	Lifestyle	The choices that affect health and development e.g. diet and exercise.
2	Milestone	A significant change in development.
3	Norm	Something that is usual, typical or standard.
4	Monitor	To check progress.
5	Aspirations	Hopes and ambitions of achieving something.

ENQUIRY 3 CHANGING LIVES 1933-39 – WORK & HOME	
<b>Unemployment</b>	1932- 6million unemployed 1939 only 25,000 out of 25 million
<b>Small businesses</b>	1936-39 number fell from 1.6 to 1.5 million despite Nazis increasing tax on large stores
<b>Industrial workers</b>	46% of population, wages frozen at 1933 levels, still hard to feed a family
<b>Blood &amp; Soil</b>	The Nazi belief that the traditional farming family was the backbone of the German people
<b>DAF (Deutsche Arbeitsfront)</b>	German Labour Front – Nazi run organisation which took over all Trade Unions. Membership voluntary but difficult to get jobs without. 1939 = 29 million members
<b>Strength through Joy or KDF</b>	Reward scheme offering cheap holidays, theatre tickets & leisure activities. In 1937 7 million workers took cheap trips
<b>Reich Labour Service</b>	Meant to tackle unemployment, provided cheap labour for state projects. From 1935, all men aged 18-25 had to serve 6 months
<b>Winter Relief Collection</b>	'Voluntary' workers tax to help the worse off. 3% of income to provide soup kitchens. Made workers poor

ENQUIRY 3 CHANGING LIVES 1933-39 – YOUNG PEOPLE	
<b>National Socialist Teachers League</b>	By 1936, 97% of teachers were members. It trained them in military style exercises & Nazi ideology
<b>Napola/Military schools</b>	One of the elite schools. Run by SS/SA provided military education. Largely failed, only 16 set up
<b>Adolf Hitler Schools</b>	Elite school aimed to create future leaders of the party. Failed only 10 set up
<b>Curriculum changes</b>	15% of lessons = PE. All lessons taught Nazi ideology e.g. Lebensraum in Geography, German superiority in History & Eugenics (Nazi race theory) in Biology
<b>Hitler Youth</b>	Hitler Jurgens - Boys prepared for army duties. League of German Maidens – girls prepared for domestic duties & military nursing

ENQUIRY 3 CHANGING LIVES 1933-39 - WOMEN	
<b>Nazi 'ideal woman'</b>	Married mothers who stayed at home & wore traditional German clothes
<b>Marriage Loans</b>	To encourage marriage & motherhood. Aryan couples received up to 1000 marks if the woman gave up work. Repayments reduced by 25% for every child born Marriages rose from >500,000 to >700,000 by 1939
<b>Divorce</b>	1938, made easier so women could remarry & have more children
<b>Honour cross of the German Mother</b>	Bronze 4-5 children, Silver 6-7 children, Gold 8 or more children born but average family size fell 1932 = 3.6 1939 = 3.3
<b>Higher education</b>	Women's participation in higher education reduced to 10% of all students

ENQUIRY 3 CHANGING LIVES 1933-39 – PERSECUTION OF JEWS	
<b>Übermenschen</b>	Superhuman/Aryan master race of 'pure' Germans who would run a strong Germany
<b>Untermenschen</b>	Sub-human, non Aryans such as Slavs, Gypsies, black people & Jews
<b>Der Sturmer</b>	Nazi publication – spread lies about Jews labelling them as paedophiles & rapists
<b>Nazi myths about Jews</b>	Jews ran big business in Germany, profited from the Great Depression, lost Germany WWI, were Communists and ran Germany but were <1% of Germany's population
<b>Anti-Semitic Laws</b>	1935 Nuremberg Laws – defined people with ¾ grandparents as Jewish even non believers. Banned marriage & sex between Germans & Jews
<b>March 1933</b>	Jewish lawyers banned from working in Berlin. Jewish judges removed from office
<b>October 1938</b>	Jewish passports stamped with a J.
<b>November 1938</b>	All Jewish students banned from non-Jewish state schools
<b>January 1939</b>	Jewish emigrants not allowed to take valuables with them
<b>Kristallnacht</b>	Night of the Broken Glass, November 9 1938 – 1 <sup>st</sup> organised mass violence v Jews 267 synagogues destroyed, 91 Jews murdered, 30,000 men sent to concentration camps.

## Huish Episcopi Academy Year 11 HISTORY Knowledge Organiser: Living Under Nazi rule- Enquiry 4 Germany in War 1939-1945

### ENQUIRY 4 GERMANY IN WAR 1939-1945 – 1. CHANGING LIVES 1939-1942

<b>War Economy</b>	<ul style="list-style-type: none"> <li>December 1939, all industries ordered to focus on war effort</li> <li>1939 – 23% of factory goods related to the military; 1941 = 47%</li> <li>1941 – 55% workforce employed in war work</li> </ul>
<b>Albert Speer &amp; the Central Planning Board (February 1942)</b>	<ul style="list-style-type: none"> <li>1942 appointed Minister of Armaments &amp; War Production</li> <li>Germany must produce more tanks, guns &amp; aircraft</li> <li>Factories specialise in single product &amp; slave labour from concentration camps &amp; more women employed</li> <li>1940 Germany produced 1600 tanks &amp; 10,200 aircraft</li> <li>1944 production = 19,000 tanks &amp; 39,600 aircraft</li> </ul>
<b>Impact - Women</b>	<ul style="list-style-type: none"> <li>Nazi leaders divided on women staying in home or working to boost production, no conscription but women &lt;25 did 6 months labour service</li> <li>1939 – 760,000 women working 1941 doubled to 1.5million</li> </ul>
<b>Impact – Rationing</b>	<ul style="list-style-type: none"> <li>Serious shortages of food even with rationing of food, clothing, shoes &amp; coal introduced at start of war. 1940 coldest winter ever</li> <li>Jews got lower allocation but most others got adequate food</li> </ul>
<b>Impact – bombing</b>	<ul style="list-style-type: none"> <li>Spring 1940 RAF bombed industrial areas in north &amp; west Germany e.g. Berlin August 28 1940 continues 3 or 4 nights a week</li> <li>Building of shelters, generally worked well</li> </ul>
<b>Impact – Evacuation (KLV)</b>	<ul style="list-style-type: none"> <li>September 1940, voluntary evacuation introduced for children &lt;14 in all German cities, Berlin &amp; Hamburg most vulnerable to attack</li> <li>Only 15% of eligible children participated</li> </ul>

### ENQUIRY 4 GERMANY IN WAR 1939-1945 – 2. WARTIME OPPOSITION

<b>July Bomb Plot 1944</b>	<ul style="list-style-type: none"> <li>Organised by high ranking army officers including <b>Von Stauffenberg</b> (Head of German reserve army) believed Hitler leading them to defeat</li> <li>Bomb set off in meeting, table leg deflected blast. Plotters executed</li> </ul>
<b>Opposition from the Church</b>	<ul style="list-style-type: none"> <li><b>Cardinal Galen</b> opposed Nazi racial policies put under house arrest</li> <li>1941-preached sermons against the use of terror by the Gestapo &amp; 'euthanasia' policy (Nazi murders of mentally &amp; physically disabled)</li> <li><b>Dietrich Bonhoeffer</b> joined Abwehr (military intelligence) secretly passed messages to the resistance</li> <li>1943 organised escape of Jews to Switzerland.</li> <li>Killed in concentration camp 1945</li> </ul>
<b>White Rose group</b>	<ul style="list-style-type: none"> <li><b>Hans &amp; Sophie Scholl</b>, students at Munich University wrote &amp; distributed 5 leaflets</li> <li>1942 – 4 distributed at the university</li> <li>1943 – 6,000-9,000 distributed in 9 German cities</li> <li>Sophie, Hans &amp; others caught and executed</li> </ul>
<b>Otto &amp; Elise Hampel</b>	<ul style="list-style-type: none"> <li>1940-42 - wrote over 200 postcards left around Berlin</li> <li>Encouraged people to refuse military service &amp; overthrow Hitler</li> <li>Took 2 years to identify &amp; capture them. Executed 1943.</li> </ul>
<b>Passive Resistance</b>	Increasingly from 1943 - Small acts committed by ordinary Germans e.g. Saying 'Good morning' not 'Heil Hitler', telling anti-Nazi jokes, listening to the BBC, hiding Jews

### ENQUIRY 4 GERMANY IN WAR 1939-1945 – 3. TOTAL WAR 1942-1945

<b>Move to 'Total War'</b>	February 1943 – Goebbels explains the need for a new plan ' <b>total war</b> ' as Germany faced defeat in Russia & North Africa	<b>1944 – Turning point</b>	<ul style="list-style-type: none"> <li>Allies invaded northern France &amp; retook Paris, Soviets moved into Poland</li> <li>Refugees added pressure on fuel &amp; food</li> <li>Shock of July bomb plot led to arrest of over 7,000 &amp; execution of 5,000</li> </ul>
<b>Impact on the German people is drastic</b>	<ul style="list-style-type: none"> <li>3 million women aged 17-45 called to work, only 1 million turn up</li> <li>Any thing not contributing to the war effort was banned e.g. professional sport</li> <li>Shortages worsened, August 1943 production of civilian clothing banned</li> <li>Increase in propaganda</li> </ul>	<b>Increasing war effort</b>	<ul style="list-style-type: none"> <li>500,000 male workers forced to become soldiers with no training</li> <li>Age of conscription for women in factories rose to 50</li> <li>Summer 1944 – forced labour increased to 7.6 million foreign workers</li> <li>Entertainment venues were forced to shut</li> </ul>
<b>Allied air raids intensified</b>	<ul style="list-style-type: none"> <li>July 1943: half of Hamburg destroyed &gt;40,000 civilians killed.</li> <li>November 22 1943 750 planes attack Berlin 500,000 homeless &amp; 100,000 injured</li> </ul>	<b>The Volkssturm</b>	<ul style="list-style-type: none"> <li>People's Storm created: all males ages between 16 and 60 who were not already in military forced to join.</li> </ul>

**ENQUIRY 5 OCCUPATION – 1. CONTRASTING NAZI RULE EAST & WEST**

<b>East = Poland</b>	<b>West = The Netherlands</b>
Slavic Poles = 'Dungervolk' or 'dung people'. Poles executed from day 1 by Wehrmacht	Dutch seen as Aryans = treated much better than the Poles
<b>The removal of Polish culture &amp; people</b> <ul style="list-style-type: none"> <li>Divided into 3 parts, largest = 'General Government', 500,000 Germans moved into Polish homes</li> <li>Arrested 30,000 intellectuals many killed</li> <li>1.5 million workers sent to Germany</li> </ul>	<b>Invasion 1940</b> <ul style="list-style-type: none"> <li>No mass murder of the Dutch &amp; no land lost to Germany</li> <li>Dutch Civil Servants allowed to continue working if they chose</li> <li>Dutch education &amp; culture unchanged</li> </ul>
<b>Polish Jews</b> <ul style="list-style-type: none"> <li>1940 forced to ghettos e.g. Warsaw</li> <li>1939 – 3.5 million Jews By 1945, 3 million killed</li> <li>Poland = site of most death camps</li> </ul>	<b>Turning point 1941-42</b> <ul style="list-style-type: none"> <li>First 425 Jewish men rounded up for deportation.</li> <li>Dutch Communists called a strike -marches &amp; transport shut down. Nazis abandoned their 'friendly attitude' &amp; strikers were shot</li> </ul>
<b>Polish Resistance</b> <ul style="list-style-type: none"> <li>1939- Polish leaders fled to London</li> <li>Set up Delegatura = secret state in Poland</li> <li>August 1944 – Warsaw uprising crushed in 2 months</li> <li>Hitler orders complete destruction. 200,000 killed &amp; Warsaw completely destroyed</li> </ul>	<b>Nazi intimidation &amp; violence from 1943</b> <ul style="list-style-type: none"> <li>Deportations of Dutch Jews began</li> <li>Ex-soldiers sent to Germany for forced labour, later changed to all Dutch men aged between 16 and 60</li> <li>Dutch resistance movement grows, 20,000 arrested, 2,000 executed</li> </ul>

**ENQUIRY 5 OCCUPATION – 3. COLLABORATION, ACCOMODATION & RESISTANCE**

<b>Collaboration –</b> working with the Nazis	<b>Latvia</b> - SS created Latvian Auxilliary Security Police of ex-army officers & students who took over killing Jews & Communists. They murdered 26,000 Jews, 50% of Latvian Jewish population. <b>France</b> – Vichy France in south 'Free zone' run by Pétain (Right wing nationalist. Coco Chanel- romanced a Nazi officer, may be a spy.
<b>Accommodation</b> – doing as you were told	<b>Denmark</b> - kept their government in return for good relations with Nazis People in France, Belgium, the Netherlands & Channel Islands often just got on with their lives
<b>Resistance –</b> opposing the Nazis	<b>The French Resistance</b> - guerrilla warfare v Nazis, underground newspapers & spying & providing intelligence to the Nazis Andre Trocmé– French pastor hid Jewish children in his area

**ENQUIRY 5 OCCUPATION – 2. THE HOLOCAUST**

<b>The First Solution (1938-39) Persecution &amp; Emigration</b>	<ul style="list-style-type: none"> <li>Force Jews to leave occupied countries e.g. Austria</li> <li>Austrian Jews beaten &amp; humiliated, forced to scrub anti-Nazi graffiti from pavements. SS stole their valuables &amp; property</li> <li>Nazi's actively encouraged emigration through 'Central Office for Jewish Emigration'. 110,000 emigrated in 2 years</li> </ul>
<b>The Second Solution (1939-41) Concentration in Ghettos</b>	<ul style="list-style-type: none"> <li>Polish Jews forced into ghettos (enclosed districts isolating the population). Hundreds created but Warsaw = largest</li> <li>Completed Nov 1940 by March 1941 held 445,000 Jews = 1/3<sup>rd</sup> of city's population in 2.4% of its area</li> <li>Average 15 people per apartment leading to 140,000 death in 3 years</li> </ul>
<b>The Final Solution Phase 1 (1941-45)</b>	<b>The Einsatzgruppen</b> – Mobile killing units of SS, police & locals. 4 units (A, B, C & D) 500-1,000 men in each <ul style="list-style-type: none"> <li>Began killing Jews in USSR following invasion in June 1941</li> <li>Rounded up men, women &amp; children, taken to secluded areas forced to dig a large pit, stood on edge &amp; shot</li> <li>In winter 1941, 90% of murdered were Jews (about 1 million)</li> </ul>
<b>The Final Solution Phase 2 (1941-45)</b>	<b>Death by Poison gas</b> - Autumn 1941 = Operation Reinhard, extermination of Polish Jews in camps built for the purpose of murder e.g. Belzec March (42) Sobibor (May) & Treblinka (July) <ul style="list-style-type: none"> <li>From Ghettos by train, stripped, gassed in chambers looking like showers, Jewish labourers burnt bodies.</li> <li>Isolated Acts of resistance but 1.7 million Polish Jews killed.</li> </ul>
<b>Wannsee Conference</b>	<ul style="list-style-type: none"> <li>January 1942 Reinhard Heydrich met with 15 senior Nazis for 90 minutes in a country house outside Berlin</li> <li>Plan = mass murder of <b>ALL Jews</b> by gassing</li> </ul>
<b>Auschwitz: The Death Factory</b>	<ul style="list-style-type: none"> <li>September 1941 = 1<sup>st</sup> murders with Zyklon B. 2<sup>nd</sup> site Auschwitz II - Birkenau built with 4 gas chambers &amp; crematoria</li> <li>At height murdered 12,000 a day, estimate of 1.1 million total</li> <li>November 1944 Soviet troops approached gas chambers destroyed</li> <li>January 1945 58,000 detainees death march to Germany, those too weak to leave liberated by Soviets</li> </ul>

<b>Melody</b>		
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

<b>Articulation</b>		
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

<b>Dynamics</b>		
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

<b>Time/Tempo</b>		
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

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

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

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 at the bottom of the chord
5	Blues note	The flattened third note of the scale
6	Dissonant	Sounds 'clashy'
7	Atonal	No clear key

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

**Psychological Problems – Key terms**

1	12-step recovery programmes	Self-help groups with 12 principles to help members quit using substances like drugs and alcohol.
2	Addiction	Losing control over substance use or behavior, with intense focus on it. Withdrawal symptoms occur without continued use.
3	Antidepressants	Medications used to prevent and treat conditions like depression, anxiety, and OCD.
4	Attributions	Reasons we use to explain situations and behavior of ourselves and others.
5	Aversion therapy	A treatment to stop undesirable behaviors, like substance abuse, by associating them with discomfort.
6	Bipolar depression	A mood disorder causing shifts between emotional highs/mania and lows/depression.
7	Cognitive behaviour therapy (CBT)	Talking therapy that helps manage problems and emotions by addressing how thoughts, beliefs, and attitudes influence actions. Effective for various issues like depression, anxiety, and eating disorders.

**Psychological Problems – Key Terms**

8	Dependence	Compulsion to continue using a substance or behavior due to frequent use. Withdrawal symptoms occur when the behavior is not repeated or the substance is absent.
9	International Classification of Diseases (ICD)	Global list of symptoms and features for physical and mental health problems, providing standard measures for diagnosis. Produced by the World Health Organization (WHO).
10	Mental health problems	Diagnosable conditions affecting thoughts, feelings, and behaviors, reducing an individual's ability to cope and function in daily life and society.
11	Negative schemas	Pessimistic mental framework about self, the world, and the future based on past information and experiences. Leads individuals to focus on perceived negatives when receiving or understanding new information.
12	Serotonin	Neurotransmitter commonly seen as a brain chemical regulating mood stability and feelings like happiness and anxiety.
13	Substance abuse	Using a substance to induce certain feelings in a harmful or dangerous manner, often resulting from consistent use or misuse.
14	Substance misuse	Using a substance to treat an ailment but in ways or quantities that may be damaging and differ from the recommended use.
15	Unipolar depression	A mood disorder causing continual sadness, loss of interest in everyday life, and reduced energy and activity levels.

Key Terms		
1	Health	The state of emotional, physical and social well-being
2	Fitness	The ability to meet the demands of your environment
3	Well-being	Positive mental state of being happy and healthy

Consequences of a sedentary lifestyle - Emotional		
1	Lack of self-esteem / confidence	No endorphins released
2	Poor stress management	Stress can be relieved through exercise
3	Negative body image	Negative feelings about body shape

Consequences of a sedentary lifestyle - Physical			
1	Increased risk of Injury	5	Higher blood pressure
2	Increased risk of Coronary Heart Disease (CHD)	6	Increased risk of obesity
3	Increased risk of Type 2 diabetes	7	Poor fitness
4	Poor posture	8	Low bone density

Consequences of a sedentary lifestyle - Social		
1	Small friendship group	Lack of social interaction
2	Feeling isolated	Potential to feel isolated and not part of a community
3	Loneliness	Lack of people to talk to and interact with



## Year 11 CNat Sport Science Knowledge Organiser Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

### 1. Responding to an acute injury - SALTAPS

1	<b>S</b> ee	Observe injury taking place
2	<b>A</b> sk	Ask questions about injury
3	<b>L</b> ook	Observe injury with eyes
4	<b>T</b> ouch	Touch the area and observe pain
5	<b>A</b> ctive	Performer carries out gentle movement
6	<b>P</b> assive	Another person helps move injured body part
7	<b>S</b> trength	Put light pressure on injury

### 2. Responding to a severe injury - DRABC

1	<b>D</b> anger	Assess if safe to approach
2	<b>R</b> esponse	Talk to causality - response?
3	<b>A</b> irways	Check if airway blockage and open airway
4	<b>B</b> reathing	Check signs of bleeding. Start CPR if no sign
5	<b>C</b> irculation	Check signs of breathing. Start CPR if no sign

### 3. Reducing the risk of injury

1	Safety checks	Risk assessment before activity
2	Strategies	Medical and screening checks to identify pre-existing conditions
3	Emergency Action Plan (EAP)	Needed in medical emergency <ul style="list-style-type: none"> <li>a) Emergency communication (contact details safety leader)</li> <li>b) Emergency equipment (first aid kit)</li> <li>c) Emergency personnel (certified first aiders)</li> </ul>

### 4. Psychological impact of injuries

1	Psychological impact	Injuries which lead to emotional responses and reduce recovery: <ul style="list-style-type: none"> <li>- depression</li> <li>- isolation</li> <li>- frustration</li> <li>- demotivated</li> <li>- anger stress</li> </ul>
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## Year 11 CNat Sport Science Knowledge Organiser Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

1. Treatment/Therapy		
1	Massage	Speed repair damaged tissue
2	Electrotherapy	Electric current through body stimulates nerves for pain relief
3	Hydrotherapy	Non weight bearing exercise
4	Cryotherapy	Cold air chambers decrease inflammation
5	Contrast therapy	Alternate between hot and cold increases blood flow/nutrients
6	Support	With taping and bandages
7	Immobilisation	Through casts, splints and slings

2. Treatment of soft tissues - PRICE		
1	<b>P</b> rotection	Prevent further damage
2	<b>R</b> est	Do not exercise injury
3	<b>I</b> ce	Reduces swelling
4	<b>C</b> ompression	Firm pressure reduces swelling
5	<b>E</b> levation	Raising injury above heart reduces inflammation

3. Treating acute injuries		
1	Abrasion	Antiseptic cream and sterile dressing
2	Concussion	Assessment of cognitive tasks
3	Fracture	Xray - splint - sling - painkillers
4	Contusion	PRICE and stretching
5	Sprain/strain	PRICE, taping, stretching/massage, hot/cold treatments

4. Treating chronic injuries		
1	Cramp	Stretching/massage, hot/cold treatments
2	Tendonitis	PRICE and hot/cold treatments
3	Blisters	Blister pads and better fitting shoes
4	Shin splints	PRICE

## Year 11 CNat Sport Science Knowledge Organiser Topic Area 5: Causes, symptoms and treatment of medical conditions

1. Asthma		
1	Asthma	Pathway to lungs is partially obstructed
2	Causes	Environment (pollution, cold air, dust, pollen) Exercise (high intensity)
3	Symptoms	Tight chest, coughing, wheezing, shortness of breath
4	Treatment	Inhaler and nebuliser (relax muscles constricting airways)

3. Epilepsy		
1	Epilepsy	Abnormal electrical brain activity
2	Causes of seizures	Severe head injury, stress, tiredness
3	Symptoms	Biting tongue, staring into space, sudden jerky movements
4	Treatment	Antiepileptic drugs, ketogenic diet (high fat, low carb)

2. Diabetes		
1	Diabetes	Blood sugar too high (Type 1 or Type 2)
2	Causes	Body doesn't produce insulin
3	Symptoms	Weight loss, blurred vision, fatigue, urge to urinate, cuts take long time to heal, thirst/hunger
4	Treatment	Hypoglycemia (low blood glucose) - eat glucose Hyperglycemia (high blood glucose) - insulin injection
5	Prevention	Healthy diet, exercise, weight loss

4. Sudden Cardiac arrest		
1	Cardiac arrest	Abrupt loss of heart function = brain starved of oxygen
2	Causes	Genetics, intense exercise, sudden trauma
3	Symptoms	No pulse, sudden collapse, unconscious, not breathing
4	Treatment	Defibrillator (electric shock to heart to restore normal rhythm)
5	Recovery	Rest, gradual exercise, healthy diet (low sugar, fat, salt), quit smoking

## Year 11 CNat Sport Science Knowledge Organiser Topic Area 5: Causes, symptoms and treatment of medical conditions

1. Other medical conditions - hypothermia		
1	Hypothermia	Dangerously low body temperature
2	Causes	Wet, cold, windy conditions for long time
3	Symptoms	Shivering, blue lips, slurred speech, fatigue, confusion, slow breath
4	Treatment	Remove wet clothes, get blankets, cover head, warm/sugary drink
5	Avoid	Warm water, heat lamps - could cause sudden cardiac arrest

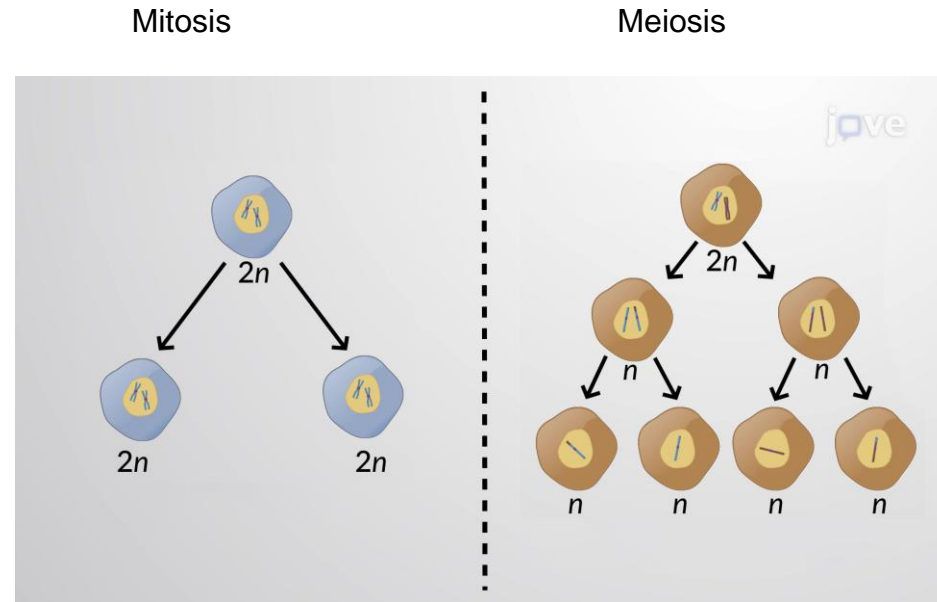
3. Other medical conditions - dehydration		
1	Dehydration	You use/lose more body fluid than you intake
2	Causes	Sweating and not drinking enough
3	Symptoms	Thirst, early fatigue, dry mouth/lips, dark yellow urine, infrequent urine
4	Treatment	Drink water, rehydration sachets (electrolytes - helps to absorb water)
5	Prevention	Regular water breaks

2. Other medical conditions - heat exhaustion		
1	Heat exhaustion	Dangerously hot body temperature
2	Causes	Strenuous exercise, not enough fluid intake
3	Symptoms	Excessive sweating, headache, thirst, nausea, rapid pulse, rapid breathing
4	Treatment	Move to cool/shade, coolants to skin - wet towel, drink water
5	Prevention	Regular water breaks

## 1. REPRODUCTION AND GENETICS

1	Mitosis	Cell division that results in 2 daughter cells that are identical to the parent cell and have the same amount of DNA. Used for growth and repair
2	Meiosis	Cell division that results in 4 unique daughter cells that contain half the amount of DNA of the parent cell. These are gametes
3	Sexual reproduction	2 parents, genetic variation in offspring
4	Asexual reproduction	Only one parent, produces clones (genetically identical offspring)
5	Gamete	Sex cell e.g. sperm/pollen and egg
6	DNA	Polymer, made up of two strands forming a double helix
7	Gene	Small section of DNA on a chromosome, that code for a particular protein
8	Genome	Entire genetic material of an organism
9	Chromosomes	Humans have 46 chromosomes in each cell, except gametes have 23 (half)
10	Sex chromosomes	Females – XX, males - XY

## TYPES OF CELL DIVISION



Mitosis (in all body cells)	Meiosis (in testes and ovaries)
2 daughter cells	4 daughter cells
Daughter cells = genetically identical	Daughter cells = not genetically identical
Cell divides once	Two divisions
Daughter cells <b>have same number of</b> chromosomes as original cell	Daughter cells <b>have half the</b> chromosomes as original cell
Used for growth and repair.	Produces gametes for sexual reproduction

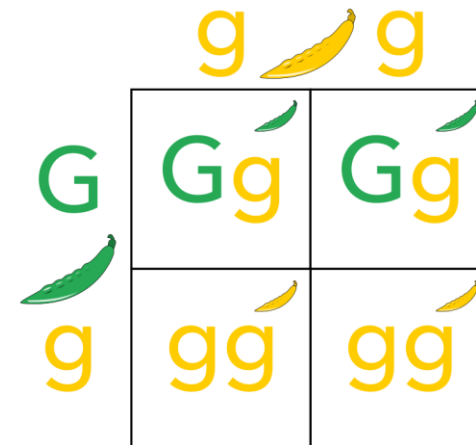
## 2. INHERITANCE

1	Allele	A version of a gene
2	Dominant	Only 1 copy of allele is needed for condition to be expressed (e.g. DD or Dd)
3	Recessive	2 copies of the allele are needed for condition to be expressed (e.g. ff)
4	Homozygous	Same alleles present (e.g. FF or ff)
5	Heterozygous	Different alleles present (e.g. Ff)
6	Genotype	The combination of alleles
7	Phenotype	The characteristic expressed
8	Polydactyly	Condition where individual has extra fingers and toes – caused by a dominant allele
9	Cystic fibrosis	Disorder of cell membranes – caused by recessive allele
10	Characteristics controlled by a single gene	Fur colour in mice, red-green colour blindness in humans

## 3. EVOLUTION

1	Mutation	A random change in DNA that often has no effect but sometimes leads to a new characteristic
2	Species	A group of organisms that can successfully breed.
3	Evolution	A change in inherited characteristics of a population over time through natural selection
4	Extinction	No remaining individuals of a species still alive on Earth
5	Fossils	Remains of plants or animals from millions of years ago
6	Selective breeding	Process where humans breed plants and animals for particular genetic characteristics
7	Genetic engineering	process which involves modifying the genome of an organism by introducing a gene from another organism to give a desired characteristic

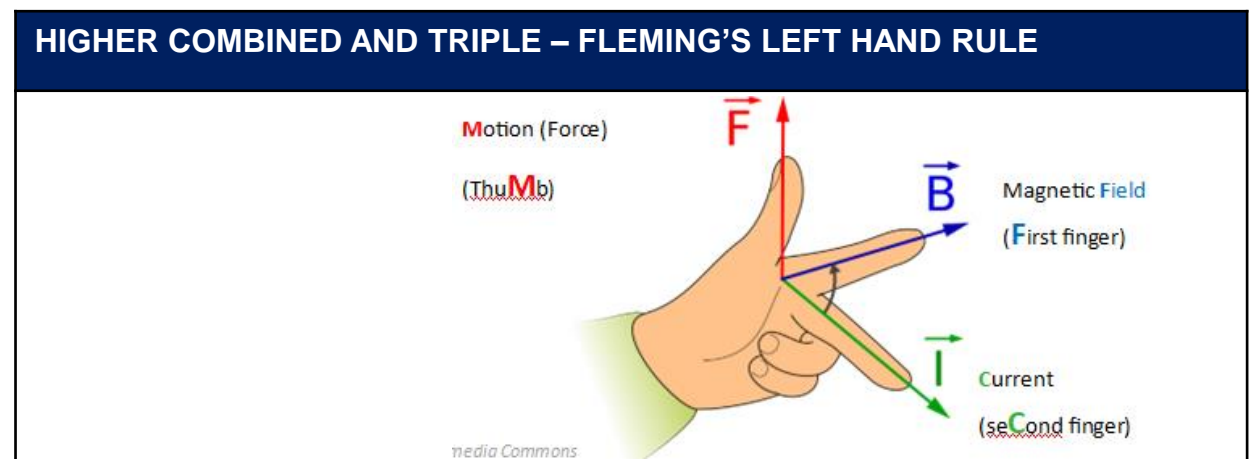
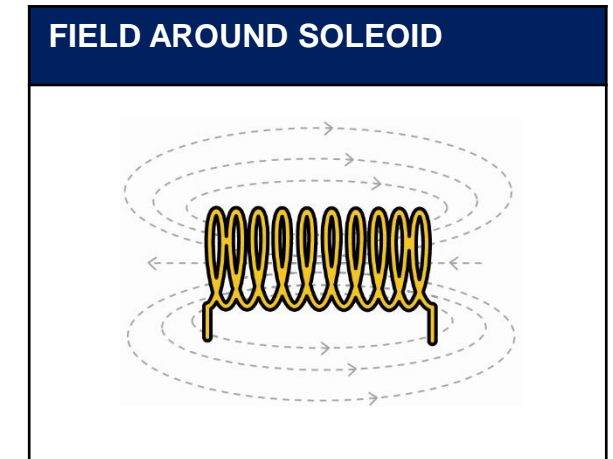
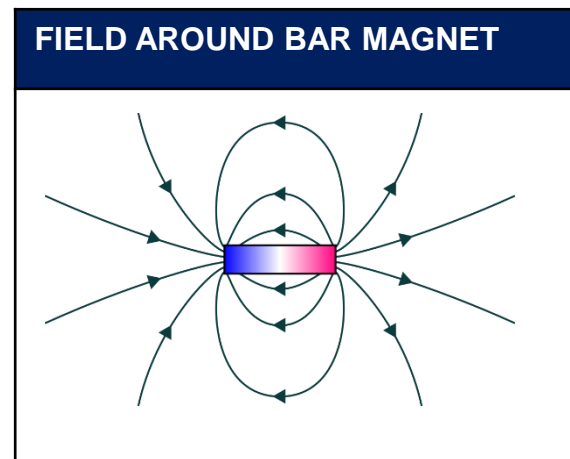
## PUNNET SQUARE



1. MAGNETS		
1	Magnetic field	Where magnetic force is experienced. Always goes N to S
2	Poles	The ends of a magnet, where magnetic force is strongest
3	Repulsion	Force between two like poles (N to N or S to S)
4	Attraction	Force between two unlike poles (N to S)
5	Permanent magnet	Produces its own magnetic field
6	Induced magnet	A material that becomes magnetic when placed in a magnetic field. Temporary magnet. Cannot be repelled
7	Magnetic materials	Iron (steel), cobalt and nickel

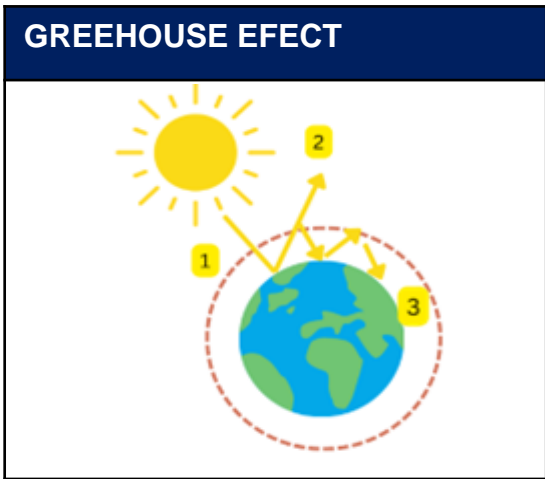
2. ELECTROMAGNETS		
1	Electromagnet	Created by a flow of charge through a wire (current flows + to -)
2	Solenoid	Coil of wire. Magnetic field similar to bar magnet
3	Increasing strength	3 C's: <ul style="list-style-type: none"> <li>• Coil the wire, or add more coils</li> <li>• Increase the current</li> <li>• Add an iron core</li> </ul>

3. HIGHER COMBINED AND TRIPLE - MOTORS		
1	Motor effect	When a wire carrying a current is placed in a magnetic field, the field interact causing a force to be exerted
2	Electric motor	A coil of wire carrying a current in a magnetic field rotating
3	Fleming's left hand rule	Used to determine direction of rotation of motor



1. C9 EARTH'S ATMOSPHERE KEY WORDS		
1	Atmosphere	Layers of gases around the Earth
2	Carbon footprint	Total amount of greenhouse gases emitted over the lifetime of a product, event or service – including manufacture, use and disposal
3	Condensation	When a gas cools past its boiling point and turns into a liquid
4	Greenhouse effect	When longer wavelength radiation is trapped as heat in the Earth's atmosphere, warming the planet
5	Locked up carbon	Carbon from the Earth's early atmosphere that is now trapped in rocks or fossil fuels
6	Photosynthesis	Chemical reaction in green plants where carbon dioxide and water are used to make glucose and oxygen
7	Precipitate	A solid that is formed from soluble substances in a solution

2. C10 USING RESOURCES		
1	Anaerobic digestion	Digestion by bacteria without the presence of oxygen
2	Desalination	Removal of salt from water e.g. from the sea
3	Finite	Something that will run out eventually
4	Groundwater	Water that is trapped in rocks underground
5	Life cycle assessment	Shows the total environmental cost of a product
6	Organic matter	Decaying animal or plant material
7	Ozone	Gas used to sterilise drinking water (O <sub>3</sub> )
8	Potable water	Water that is safe to drink (NOT necessarily pure)
9	Recycling	Using a material again for another purpose e.g. melting metals down and reshaping them
10	Renewable	A resource that reforms as quickly as it is used and so will not run out
11	Sewage	Waste water from homes and industry
12	Sterilisation	Killing bacteria and other microbes
13	Sustainable	When a material or resource is replaced as it is being used so that it will be available for future generations to use
14	Bioleaching (Higher and Triple)	A method of extracting copper using bacteria
15	Phytomining	A method of extracting copper from the ground using plants



2. GREENHOUSE EFFECT	
1	Short wave electromagnetic (EM) radiation from the sun, penetrates the atmosphere.
2	Earth absorbs energy and re-emits longer wave EM radiation (infra-red)
3	Greenhouse gases in the atmosphere absorb EM radiation
4	Atmosphere maintains more heat; temperature remains higher than it would otherwise be



UNIT 1. Social Issues		
1	Los sin techo/hogar	Homeless (people)
2	Una O.N.G.	A charity
3	Un tienda benéfica	A charity shop
4	Recaudar fondos	To collect funds
5	Donar	To donate
6	Un donativo	A donation

UNIT 2 . Useful Sentence Starters (All followed by the infinitive)		
1	Es imprescindible	It is imperative
2	Se debe	You must
3	Se debería	You ought to
4	Es importante	It's important
5	Tenemos la responsabilidad de	We have the responsibility to
6	La gente tiene el derecho de	People have the right to
7	Se puede	You can
8	Se podría	You would be able to

UNIT 3. Environment		
1	El medioambiente	The environment
2	Reciclar	To recycle
3	El reciclaje	Recycling
4	El cubo de reciclaje	Recycling bins
5	Cerrar el grifo	To turn off the tap
6	Apagar las luces	To turn off the lights
7	Encender la luz	To turn on the light
8	Ahorrar energía	To save energy
9	Malgastar	To waste
10	Los recursos naturales	Natural resources
11	Separar la basura	To separate the rubbish
12	Ducharse en vez de bañarse	To have a shower instead of a bath

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UNIT NUMBER. 1 Key Terms		
1	Morality	Standards that determine right from wrong.
2	Free will	To make decisions freely.
3	Good	Actions that are beneficial and morally right.
4	Evil	Actions that are morally wrong.
5	Sin	A deliberate action that violates a religious law.
6	Suffering	Pain or distress caused by injury, illness or loss
7	Justice	People are treated fairly and equally in society.
8	Punishment	Penalty for a crime or wrong committed.
9	Forgiveness	Give up the desire for revenge.
10	Reform	Improve a criminal's moral character.
11	Retribution	Revenge on behalf of a victim.
12	Deterrent	Prevention – discourage people from committing crime.
13	Protection	Protect society from the criminal.

UNIT NUMBER 2 Good and evil			
1	10 Commandments	Rules given to Moses on Mt Sinai.	"Thou shalt not kill"
2	Bible	Holy book – 40 authors.	Leviticus – death penalty for adulterers, opposed by Jesus.
3	Jesus' example.	Agape – love for humankind.	"let he who is without sin cast the first stone."
4	Conscience	An internal voice guiding moral decisions.	"Small, still voice of God" St Paul
5	Virtues	Christian character traits.	Faith, hope, charity.
6	Qur'an	Literal word of Allah revealed to Muhammad by angel Jibril.	"Nor take life, which God has made sacred, except for just cause"
7	Fitrah	Inner sense of right and wrong.	"Allah is closer than your jugular vein".

UNIT NUMBER 3 Quotations		
1	Reform	"Love your enemies and pray for those who persecute you". (Christianity) "Forgive not seven times, but seventy times seven".
2	Retribution/ deterrent	"Eye for an eye, life for a life". (Christianity) "Protect the Ummah" (Islam)
3	Mercy	"Blessed are the merciful for they shall be shown mercy" (Christianity)
4	Forgiveness	"Forgive them Father" (Christianity) Prophet Muhammad forgave the man who murdered his uncle in battle.

### Unit 4 The problem of Evil

**Theodicy** – An argument put forward that tries to explain how it is possible for evil to exist and God still be omniscient, omnipotent and omnibenevolent.

#### Free will

God wants a loving relationship with humans. Without free will we are merely puppets, doing what we are made to do. Love must be freely given. all moral evil and some natural evil on humanity's misuse of its free will.



#### Original sin

Adam and Eve deliberately disobeyed God's instruction and ate from the Tree of knowledge of good and evil. This tendency to turn away from God and sin, is inherited by all humankind.

"If God is omniscient, omnipotent and omnibenevolent, Why does suffering exist?" Epicurus

**Life as a test** God uses our actions, behaviours and thoughts in this life as a means for judging what happens to us in the next.