



Huish Episcopi Academy

The best in everyone™

Part of United Learning

Knowledge Organisers

Year 10

Spring Term 2

Name:

Tutor Group:

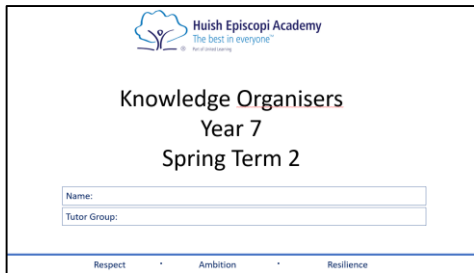
What are knowledge organisers? How will they help me?

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.

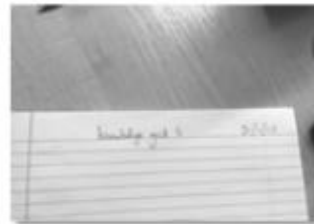
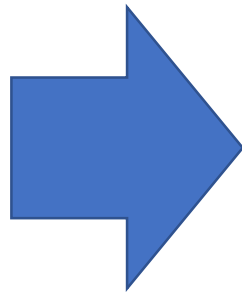
Please note:

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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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

1.5 Systems software		
1	User Interface (UI)	The elements and features that allow users to communicate with and control the system. UI can be graphical, text-based, or a combination of both.
2	Memory Management	Controlling and organising a computer's memory. Involves tasks such as allocation, deallocation, and optimisation of memory space for running programs.
3	Peripheral Management	Controlling peripheral devices connected to a computer system. Peripheral devices include things such as printers, scanners, and external storage.
4	User Management	Controlling user accounts within a computer system. Includes tasks such as user creation, authentication, authorisation, and the overall maintenance of user profiles and access rights.
5	File Management	Includes tasks such as creating, deleting, moving, and renaming files, as well as managing file permissions and directory structures.
6	Graphical User Interface (GUI)	A UI that utilises graphical elements, such as icons, buttons, and windows, to enable users to interact with a computer system.
7	Command Line Interface (CLI)	A text-based UI where users interact with a computer by entering commands in the form of text.

1.5 Utility software		
1	Utility Software	Software designed to perform specific tasks that enhance the overall efficiency, performance, and management of a computer system.
2	Encryption Software	Software that employs algorithms to convert plaintext data into ciphertext, making it unreadable without the appropriate decryption key.
3	Defragmentation Software	A type of utility software that rearranges fragmented files on a computer's hard drive to optimise storage space and improve overall system performance.
4	Compression Software	Software that reduces the size of files by using compression algorithms. It is used to conserve storage space, make file transfers faster, and decrease bandwidth requirements.
5	Lossy Compression	A way of compressing a file by discarding some data during the compression process. While lossy compression reduces file size more significantly, it also results in a loss of some data quality.
6	Lossless Compression	A compression method that reduces file size without sacrificing any data quality. Unlike lossy compression, lossless compression retains all original data.

1.6 The Data Protection Act		
1	Fair and Lawful Processing	Ensuring that personal data is processed in a legal and ethical manner.
2	Purpose Limitation	Personal data should only be collected and processed for specific and clearly stated purposes.
3	Data Minimisation	Collecting only the minimum amount of personal data necessary for the intended purpose.
4	Accuracy	Personal data must be accurate, and reasonable steps should be taken to keep it up to date.
5	Storage Limitation	Personal data should not be kept for longer than necessary for the purpose for which it was collected.
6	Integrity and Confidentiality	Ensuring the security and protection of personal data against unauthorised or unlawful processing, accidental loss, destruction, or damage.
7	Accountability	Organisations are responsible for complying with the Data Protection Act principles.
8	Data Subject's Rights	Individuals have rights concerning their personal data, including the right to access, correct, erase, and object to the processing of their data.

1.6 The Computer Misuse Act		
1	Computer Misuse Act	A UK law that aims to prevent unauthorised access, misuse, and tampering with computer systems and data.
2	Unauthorised Access (Section 1)	Gaining access to computer material without permission.
3	Unauthorised Access with Intent to Commit Further Offences (section 2)	Illegally accessing computer material with the intent to commit further offences.
4	Unauthorised Modification of Computer Material (Section 3):	Altering computer material without authorisation.

UNIT: Component 3 Design Terminology (Set/Staging)

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.

UNIT: Component 3 Design Terminology (Lighting)

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.	MARKS	MINS	QUESTION STEM	QUESTION STRATEGY
1	4	5	True/False	Shade the boxes of the four True statements. Make sure you have found the information in the text that backs up your choice.
2	8	10	Summarise the similarities or differences	Statement, quote, inference, further inference x 3
3	12	15	How does the writer use language ...?	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?
4	16	20	Compare the writers' attitudes	Overview statement picking out 2 or 3 attitudes from Source A and comparing them to 2 or 3 attitudes from Source B. Then paragraphs that make a point, quote, and explore method and effect linking A and B 2 or 3 times.

2 SECTION B WRITING OVERVIEW

Q. NO.	MARKS	TIMING (MINS)	QUESTION STEM	QUESTION STRATEGY
5	40	45	Give your point of view in response to a statement	Plan a 360-degree response to the statement: consider the effect of the issue on a personal, local, national, global level. Consider the past, and the possible future – what action is needed? What would taking no action mean?

3 KEY VOCABULARY

1	inference	a conclusion reached through evidence and reasoning
2	figurative language	language not used literally; includes simile, metaphor, personification; hyperbole
3	persuasion	a process where you try to influence another person to change their beliefs or behaviours
4	ethos	persuasive technique: assert your own credibility
5	pathos	persuasive technique: appeal to the audience's emotions
6	logos	persuasive technique: appeal to reason, build up a logical argument

1 KEY VOCABULARY		
1	capitalist	believing in private wealth and business aimed at making profit for business owners. Independent and self-reliant.
2	socialist	believing in shared ownership, collective responsibility for one another and social equality for all.
3	ideology	a political viewpoint or set of beliefs, for example socialism
4	responsibility	being accountable or to blame for something, having a duty to deal with something.
5	hierarchy	a ranking of status or power e.g. the strict class hierarchy of Edwardian England.
6	patriarchy	a society in which power lies with men.
7	prejudice	an opposition to or opinion about something/someone based upon what they are e.g. working class, female etc.
8	morality	the belief that some behaviour is right and some is wrong.
9	proletariat	the working class.
10	bourgeoisie	the capitalist class in possession of the means of acquiring wealth.
11	aristocracy	the highest class in society and often holding titles passed from father to son, for example Lord and Lady Croft.
12	façade	a false front or surface-level illusion, for example the façade of family happiness in the opening scene of the play.

2 KEY CHARACTERS		
13	The Inspector	enigmatic / advocates social justice / Priestley's mouthpiece
14	Arthur Birling	capitalist / business owner / self-made man / arrogant / absurd
15	Sybil Birling	Mr Birling's social superior / believes in personal responsibility and looking after one's self / does not understand her own children
16	Sheila Birling	young / enthusiastic / capable of change / challenges social indifference
17	Eric Birling	drinks too much / does not understand consent / capable of change
18	Gerald Croft	businessman / engaged to Sheila / politically conservative
19	Eva Smith	does not appear in the play / represents suffering of the working classes

3 THE 3 BIG IDEAS		
20	Big idea 1	Priestley promotes a socialist ideology in which he argues for collective social responsibility.
21	Big idea 2	Priestley suggests that change is possible, and that hope lies with the younger generation.
22	Big idea 3	Priestley challenges existing social hierarchies of class and gender.

4 THE 3 BIG METHODS		
23	Big method 1	Priestley uses contrasts in character, setting and language to emphasise the different conflicts at work in society
24	Big method 2	Priestley uses the characterisation of the Inspector and the family as a means of highlighting his view of different groups in society.
25	Big method 3	3. Priestley uses entrances, exits, beginnings and endings as a means of building and maintaining dramatic tension.

Huish Episcopi Academy Year 10 Film Studies Knowledge Organiser Component 2 Section A SLUMDOG MILLIONAIRE

1. INSTITUTIONAL INFORMATION		
1	Director	Danny Boyle
2	Writer	Simon Beaufoy
3	Cinematographer	Antony Dod
4	Production Companies	Celador Films and Film 4 (British)

2. NARRATIVE		
1	Narrative	Method and means by which events of a story are constructed into a plot
2	Episodic narrative	Questions mark the chapters in Jamal's life – cumulative tension as final question heralds the dénouement
3	Circular narrative	(a) Narrative starts near end, later goes back in time to return to same point (b) Flashbacks and voiceover show Jamal's childhood
4	Narrative viewpoint	(a) Confessional first-person narrative (b) Restricted to his POV
5	Binary oppositions	Create conflict
6	Binary opposition eggs	Jamal & Salim, poverty & wealth, happiness & status, India & west; realism & fantasy
7	Structure	3 act structure

5. CONTROVERSY	
1: Casting – Dev Patel (British)	Contrast to traditional Bollywood male (strong/handsome/hero). Some praised the casting for going against the traditional Bollywood representations. Some criticised the casting of a Brit rather than an Indian lead.
2: Representation	The film faced criticism from the Indian public that it 'glorifies' and takes advantage of poverty narrative
3. Payment of cast and crew –	Indian cast and crew were underpaid and treated inadequately ; this was investigated by Indian authorities and found not to be the case

3. CONTEXT
1. Set in Mumbai, 2006
2. Directors wished to transport Western audiences to the slums of India to portray the energy and community to challenge traditional representations of poverty-stricken slum dwellers
3. Dharavi slum is the third-largest slum in the world; it is also one of the most densely populated areas on Earth.
4. Contrast of India where poor street children are exploited whilst others enjoy the latest developments in technology due to rapid globalization & a booming economy
5. Corrupting influence of Western values is shown in the representation of Salim's greed for money; he is willing to sacrifice his relationship with his brother
6. References to ^{SEP} the tradition of Bollywood (superstar Amitabh Bachchan shown as well as the final dance scene a nod to traditional dance scenes in Bollywood romances).

4. CHARACTERS		
Name	Propp	Narrative function
1. Jamal	Hero	Jamal is on a quest – to find Latika, not win the money
2. Latika	Princess	To be rescued from the villains
3. Salim	Villain/Helper	Thwarts Jamal's chances of happiness, but then helps Latika escape at the end
4. Prem	False "Helper" – actually villain	Appears to be helping Jamal, but actually trying to stop him winning
5. Maman	Villain	Appears to be helping Jamal, but actually using him for his own ends
6. Javed	Villain	Takes the princess and keeps her from Jamal
7. Police Inspector	Donor	Believes Jamal and sets him free to complete the quest

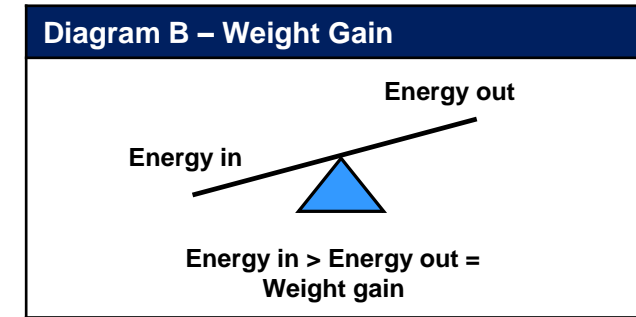
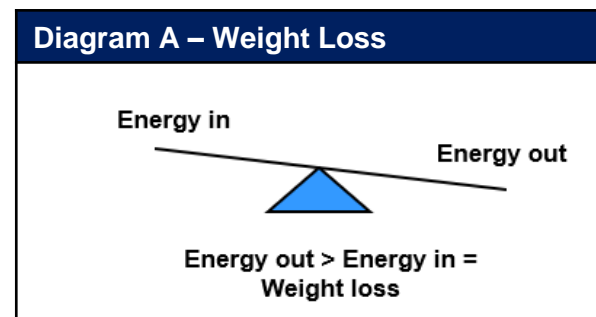
Huish Episcopi Academy Year 10 – Food Preparation and Nutrition – Energy

1. Energy		
1	Energy	Energy is essential for life, and is required to fuel many different body processes, growth and activities.
2	Energy	Keeps the heart beating; it keeps the organs functioning; it maintains body temperature; and muscle contraction.
3	Energy from food	Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with Calories (kcal).
4	Energy from food	•Different macronutrients, and alcohol, provide different amounts of energy.
5	KJ / MJ / Kcal	1 kilojoule (kJ) = 1,000 joules 1 megajoule (MJ) = 1,000,000 joules 1 kilocalorie (kcal) = 1,000 calories To convert from one unit to another: 1 kcal = 4.184 kJ
6	Differing energy requirements	Age; gender; body size; level of activity; genes. The figures determined are known as Estimated Average Requirements (EAR) for energy.

2. Over and underweight		
1	Overweight / obesity	People who are obese are more likely to suffer from coronary heart disease, type 2 diabetes, gall stones, arthritis, high blood pressure and some types of cancers, i.e. colon, breast, kidney and stomach.
2	Underweight	Being underweight is also linked with health problems, such as osteoporosis (low bone mass), infertility (difficulty to conceive) and even heart failure.

3. Activity Recommendations (minimums)		
1	Pre-schoolers (3 to 4 years)	180 minutes (3 hours) spread throughout the day, including at least 60 minutes of moderate-to-vigorous intensity physical activity
2	Children and young people (5-18 years)	At least 60 minutes of physical activity every day and engage in a variety of types and intensities of physical activity across the week.
3	Adults (19-64 years):	At least 150 minutes each week (moderate intensity) or have 75 minutes of vigorous activity a week and do muscle strengthening activities on two days or more each week.

4. Physical Activity		
1	Physical activity	Physical activity should be an important part of our daily energy expenditure.
2	Physical activity Inactivity	Over time, sedentary behaviour can lead to weight gain and obesity, which can increase the risk of developing chronic diseases in adulthood.
3	Inactivity	1/4 women & 1/5 men are classified as inactive (<30 mins per week).
4	Activity can...	help to manage the balance between energy in and energy out, to maintain a healthy weight;
5	Activity can...	improve heart health and strengthen muscles and bones;
6	Activity can...	improve sleep, relieve stress and lift mood.



Huish Episcopi Academy Year 10 – Food Preparation and Nutrition – Energy

5. Energy balance		
1	Energy balance carbs	Energy per 100g Carbohydrate 16kJ (3.75 kcals)
2	Energy balance Protein	16kJ (3.75 kcals) Protein
3	Energy balance Alcohol	29kJ (7kcals) Alcohol
4	Energy balance Fat	37kJ (9 kcals)

6. Key terms		
1	Basal metabolic rate (BMR):	The rate at which a person uses energy to maintain the basic functions of the body when it is at complete rest.
2	Energy:	The power the body requires to stay alive and function.
3	Physical activity level (PAL):	The amount of energy a person uses to perform daily tasks varies.
4	Estimated Average Requirements (EAR):	An estimate of the average requirement of energy or a nutrient needed by a group of people.
5	Energy requirements:	Vary from person to person, depending on BMR and PAL.
6	Energy expenditure:	Total energy expenditure = BMR x PAL

5. BMI		
1	Body Mass Index (BMI):	An equation that can be used to identify if an adult is a correct weight for their height.
2	BMI	Can be used to identify if an adult is a correct weight for height
Recommended BMI range (adults)		
3	Less than 18.5	Underweight
4	18.5 to 25	Desirable
5	25-30	Overweight
6	30-35	Obese (class 1)
7	35-40	Obese (class 2)
8	Over 40	Morbidly obese

Huish Episcopi Academy Year 10 Film Studies Knowledge Organiser Component 2 Section A SLUMDOG MILLIONAIRE

6. MICRO-FEATURES			
Cinematography	Technique	Example	Effect
	1. Dutch angle	Opening sequence of the quiz studio	creating confusion and reflecting the feelings of the protagonist , Jamal Malik, positions us with him from the start
	2. Mid-shots and crane shots	Opening sequence of the quiz studio	conventional to game show – audience as voyeurs
	3. Lighting/ coloured tints	Opening sequence of the quiz studio	Shows strands of narrative (interrogation – yellow; TV studio – high key and single source lighting)
	4. Use of SI-2K digital cameras; 11 frames per second	Latika motif sequence	making the audience feel dreamlike quality; also slow-motion aspect
Sound	1. Diegetic sounds and leitmotif of WWTBAM	Opening sequence of the quiz studio	indicate the setting and the link between the film and the global TV export, <i>Who Wants to be a Millionaire</i>
	2. Sound bridges	Opening sequence and Latika's race to the studio	connect the different elements of narrative
	3. Urban soundtrack by A. R. Rahman featuring MIA	Train sequence	reflects the gritty realism and the film's Mumbai/Western fusion .
Mise-en-scene	1. Contrast between WWTBAM studio and police station/slums	Opening sequence and throughout	The studio setting (glossy surfaces, lighting, dress) contrasts with the grimy and gritty setting and shows the difference between rich and poor in Mumbai
	2. Questions on screen	Throughout	Foreground episodic structure
	3. Importance of place shown through language, captions, dialogue	Throughout, especially in opening sequence	The place is central to the narrative – it is about the struggles in this particular place and time
Editing	1. Cross cutting	Throughout	When Latika is rushing to the studio it is used to prolong the scene, create tension and suspense
	2. Flash cutting	Opening Sequence	create sense of confusion between threads of narrative

What is an ecosystem?		
1	Biome	A large naturally occurring community of plants and animals
2	Ecosystem	A small community of living and non-living things
3	Biotic	Living components of an ecosystem
4	Abiotic	Non-living components of an ecosystem
5	Producer	Plants
6	Consumer	Eats plants or other animals
7	Decomposer	Breaks down dead plants and animals into nutrients

Global biomes		
1	Temperate woodland	A biome where trees lose their leaves
2	Tundra	A cold biomes with coniferous trees
3	Savanah	A hot grassland with a large variety of animals
4	Hot Desert	A very hot biome with few plants or animals
5	Tropical Rainforest	A warm and et biomes with huge amounts of plants and animals
6	Latitude	The horizontal lines on planet earth with similar climates
7	High pressure	When air sinks, meaning little rain
8	Low Pressure	When air rises meaning high amounts of rainfall

The Tropical Rainforest		
1	Evergreen	The trees do not lose their leaves
2	Liana	Vines which climb trees to reach the sunlight
3	Epiphyte	Plants which grow on high branches
4	Buttress root	Large, wide roots to keep a tree stable
5	Drip tip leaves	Allow trees to shed rainfall quickly
6	Emergent	Large trees which grow above the canopy
7	Canopy	The second layer of the rainforest with a dense covering of trees
8	Deforestation	Cutting down trees
9	Cattle ranching	Large scale cattle farm for beef production
10	Sustainable management	Ways of using the rainforest without causing permanent damage

Hot deserts		
1	Desertification	The process of deserts expanding
2	Magic stones	Stones which trap soil preventing soil erosion
3	Soil erosion	When loose soil blows or washes away
4	Waxy skin	To prevent plants from losing water
5	Opportunities	Ways of making money in the desert e.g tourism or energy production
6	Challenges	What makes living in a hot desert difficult e.g extreme temperatures and lack of rainfall

3.1 Useful Vocabulary

1	die Familie	family
2	der Freund/ die Freundin	friend
3	der/die Verlobte	fiancé
4	der Ehemann/die Ehefrau	husband / wife
5	der Sohn / die Tochter	son/daughter
6	der Streit / Krach	argument
7	ein gutes Verhältnis mit	a good relationship with
8	eine gute Beziehung zu	a good relationship with
9	die Ehe	marriage
10	die Hochzeit	wedding
11	auswählen	to select
12	stattfinden	to take place
13	vorbereiten	to prepare
14	einladen	to invite

3.2 Adding Detail To Descriptions

1	er ist sportlicher als ich	he is sportier than me
2	sowohl X als auch Y	just as much as...
3	nicht nur X sondern auch Y	not only but also...
4	X ist weder interessant noch Y	X is neither interesting nor Y
5	sie ist nicht so lustig wie	she is not as interesting as
6	er ist am sportlichsten	he is the sportiest
7	er ist der sportlichste	he is the sportiest
8	die Fleißigkeit ist mir wichtig	hard work is important to me
9	Spaß ist mir am Wichtigsten	fun is the most important to me
10	was ich interessant finde	what I find interesting
11	obwohl er manchmal nervig ist	although he is sometimes annoying
12	er bringt mich oft zu lachen	he often makes me laugh
13	er /sie hätte	he / she would have
14	er/sie wäre	he / she would be

3.3 Useful Phrases / Structures

1	ich verstehe mich gut mit	I get on well with
2	ich komme gut mit.....aus	I get on well with
3	ich kann ihn nicht leiden	I can't stand him
4	ich kann sie nicht ausstehen	I can't stand him
5	wir streiten uns	we argue
6	mein Vater meckert über	my father moans about
7	meine Eltern haben sich getrennt	my parents have separated
8	meine Eltern sind geschieden	my parents have divorced
9	ich habe ein ruhiges Familienleben	I have a quiet family life
10	ich weiss noch nicht, ob ich heiraten werde	I don't know yet if I will marry
11	ich will eine Familie gründen	I want to have a family
12	die Ehe ist ein Beweis von Liebe	marriage is proof of love
13	meine ideale Hochzeit wäre	my ideal wedding would be
14	meine ideale Partnerin / mein idealer Partner wäre	my ideal partner would be



A Component 1 Human Lifespan Development		
1	Cardiovascular disease	Any condition affecting the heart or blood vessels.
2	Acute	Illness that comes on quickly and can be cured.
3	Chronic	Illness with long term symptoms that cannot be cured.
4	Character traits	Describe a persons disposition and whether they are positive or negative.
5	Development	Involves gaining new skills and abilities.

B Component 1 Human Lifespan Development		
1	Dexterity	How skilfully and easily you can use your hands for fine movement.
2	Empathy	Being able to understand and share feelings/views of another person.
3	Formal support	Provided by trained, paid employees.
4	Gender identity	How someone feels internally about their gender.
5	Growth	Increase in body size in terms of height or weight.

C Component 2 Services and Values		
1	Acute services	Provide care for illnesses or injuries that become serious very quickly but don't last long.
2	Aspirations	Hopes and ambitions of achieving something.
3	Coerce	To make someone do something they don't want to.
4	Collaboratively	Working well together
5	Compassion	Sympathy and concern for the sufferings of others.

D Component 2 Services and Values		
1	Contentment	Emotional state when people are happy and secure in their environment.
2	Domiciliary care	Care and support given at home by a care worker to help with daily life.
3	Expectations	Belief that something will happen.
4	Health and wellbeing	Events that cause changes to the body, physical or mental health or mobility.
5	Holistic	Considers looking at the whole person rather than just the part that requires treatment.

E Component 2 Services and Values		
1	Illness	A disease or period of sickness that affects the body or mind.
2	Impairment	A loss or abnormality of a body function.
3	Informal support	Provided by people who are not paid or trained.
4	Life event	Something that happens to people as they move through life.
5	Long term	6 months or more.

F Component 2 Services and Values		
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	Physiological	Relating to the function of parts of the body.

ENQUIRY 1 THE WEIMAR REPUBLIC - KEY WORDS 1

Abdication	To give up the throne and power
Coalition	When a government is made up of different political parties
Constitution	The rules which set out how a country is run
Proportional representation	The number of votes won, determined number of seats in Reichstag
Diktat	The terms are imposed rather than negotiated between all parties
Dolchstoß	The 'stab in the back'
Treaty of Versailles	The peace treaty between Germany and the allied powers after WW1
Freikorps	Private army (<i>paramilitary</i>), mainly composed of ex-soldiers, set up by senior German army officials
Socialists	Those who believe in state ownership
Spartacists	Radical Communist group, which opposed the Weimar Republic

ENQUIRY 1 THE WEIMAR REPUBLIC- KEY PEOPLE

Friedrich Ebert	The leader of the SPD and the first president of the Weimar Republic.
Gustav Stresemann	<ul style="list-style-type: none"> Appointed as Chancellor and foreign secretary in 1923. Aimed to stabilise the political situation in Germany by negotiating loans from the USA and re-establishing Germany's international standings through treaties. Knew that the recovery he bought about was precarious.

ENQUIRY 1- THE WEIMAR REPUBLIC KEY WORDS 2

Hyperinflation	Extreme inflation- prices rise hugely, very quickly and money becomes worthless
Inflation	When prices go up
Passive Resistance	To oppose something in a non-violent way
Dawes Plan	Agreed in 1924 to restructure Germany's annual reparation payments
Rentensmark	New German currency established by Gustav Stresemann
Young Plan	Agreed in 1929 to reduce Germany's overall reparation debt
League of Nations	Organisation set up in 1920 aiming to promote world peace through co-operation between nations
Moderate	A politician who avoids extremist left or right wing views and sits in the centre of the political spectrum
Bauhaus	A German art school active between 1919-33 which influenced art and architecture in this period
Conservative	Conservative People who oppose change and want to continue with old traditions

ENQUIRY 1 WEIMAR REPUBLIC- KEY EVENTS

1918	WW1 ends; German surrender, the abdication of the Kaiser (king) and the declaration of a republic
1919	Treaty of Versailles is signed; a new constitution is passed, Communists are crushed
1923	Hyperinflation; the French invade the Ruhr
1924	Dawes Plan
1929	Young Plan; Wall Street Crash

ENQUIRY 2 HITLER BECAME CHANCELLOR - KEY PEOPLE	
Ernst Rohm	An ex-army officer popular among ex-soldiersan the SA.
General Ludendorff	<ul style="list-style-type: none"> • Leader of the German army during WWI • A powerful ally of Hitler and the DAP. • Joined Hitler leading the Munich Putsch in 1923.
Heinrich Himmler	A senior Nazi and leader of the SS.
Joseph Goebbels	<ul style="list-style-type: none"> • Emphasised the socialist part of National Socialism and wanted benefits for workers. • Hitler won him over by making him Gauleiter of Berlin.
President Hindenburg	<ul style="list-style-type: none"> • President from 1925 • Detested Hitler but eventually appointed him Chancellor in 1933 when von Schleicher persuaded him that Hitler could be controlled.
Heinrich Brüning	<ul style="list-style-type: none"> • Chancellor 1930-32 and leader of the Centre Party. • Failed to handle the unemployment crisis and relied on Article 48 before resigning.
Von Papen	<ul style="list-style-type: none"> • Chancellor May to November 1932 • A wealthy ex-general put in power by von Schleicher. • After von Schleicher's failed leadership, he persuaded Hindenburg to appoint Hitler Chancellor, with him as Vice Chancellor.
Von Schleicher	<ul style="list-style-type: none"> • Appointed Chancellor December 1932 but had no political support. • Attempted to form a military dictatorship but was sacked and replaced by Hitler in January 1933.

ENQUIRY 2 HITLER BECAME CHANCELLOR- KEY WORDS	
Mein Kampf (My Struggle)	Book written by Hitler in prison recording his ideas
Show trial	A trial held in public with the intention of influencing public opinion
SS	Schutzstaffel or protection squad; Hitler's personal bodyguard
Propaganda	A way of controlling public attitudes through newspapers, posters, radio and film using information, that is usually biased, designed to influence public opinion
Inevitable	Something that is certain to happen or unavoidable
Censorship	Preventing the distribution of information not approved by the Nazis
SA	Sturmabteilung or stormtroopers; the private army of the Nazi Party
Putsch	A violent uprising intended to overthrow existing leaders

ENQUIRY 2 HITLER BECAME CHANCELLOR - KEY EVENTS	
1919	Hitler joins the DAP
1920	Hitler wrote the Twenty-Five Point Programme
1923	Munich Putsch; Hitler is imprisoned.
1925	Hindenburg becomes president; <i>Mein Kampf</i> (Hitler's book) is published.
1926	Bamberg Conference
1929	Wall Street Crash
1932	NSDAP becomes the largest party in the Reichstag
1933	Hitler becomes chancellor

Film Music		
1	Theme	The main tune/melody
2	Motif	A short musical idea (melodic or rhythmic)
3	Leitmotif	A recurring musical idea linked to a character/object or place
4	Underscoring	Music playing underneath the dialogue.
5	Scalic	Melody follows the notes of a scale.
6	Triadic	Melody moves around the notes of a triad.
7	Fanfare	Short tune often played by brass instruments, to announce someone/something important; based on the pitches of a chord.
8	Pedal Note	A long, sustained note, usually in the bass/ lower notes
9	Riff	A short, repeated pattern.
10	Conjunct	The melody moves by step
11	Disjunct	The melody moves with leaps/intervals
12	Consonant	Sounds 'good' together
13	Dissonant	Sounds 'clashy'.
14	Chromatic	Uses lots of semitones/accidentals that's not in the home key.
15	Interval	The distance between two notes
16	Minimalism	A style of music using repetition of short phrases which change gradually over time.

Instrumental Techniques		
1	Pizzicato	Plucking the strings.
2	Divisi	Two parts sharing the same musical line
3	Double Stopping	Playing two strings at the same time.
4	Arco	Using a bow to play a stringed instrument.
5	Tremolo	A 'trembling' effect, moving rapidly on the same note or between two chords (e.g. using the bow rapidly back and forth)
6	Tongued	A technique to make the notes sound separated (woodwind/brass).
7	Slurred	Notes are played smoothly.
8	Muted	Using a mute to change/dampen the sound (brass/strings)
9	Drum roll	Notes/beats in rapid succession.
10	Glissando	A rapid glide over the notes.
11	Trill	Alternating rapidly between two notes.
12	Vibrato	Making the notes 'wobble' up and down for expression.

Types of Training		
1	Interval	Training that involves set periods of work followed by set periods of rest
2	High Intensity Interval Training (HIIT)	Short bursts of extreme effort with even shorter rest periods
3	Continuous	Exercising for a sustained period of time without rest
4	Fartlek	Continuous training with varying speed
5	Circuit	A series of stations performed one after the other with a rest in between
6	Weight	Exercises organised into sets of repetitions
7	Plyometric	Takes the form of bounding, hopping or jumping

FITT Principle		
1	Frequency	How many sessions per week are performed
2	Intensity	How hard the sessions are
3	Time	How long the sessions, intervals or sets are
4	Type	The method of training used

Principles of Training (SPOR)		
1	Specificity	Relevant to the sport, muscles or energy system used
2	Progression	Training demands gradually increase over time
3	Overload	The gradual increase of stress placed upon the body
4	Reversibility	Training must be maintained

Development – Early Development + Piaget's Theory

1	Brain stem	At the base of the brain, connects to the spinal cord and controls messages between the brain and the rest of the body.
2	Cerebellum	At the base of the brain above the spinal cord. Important for motor (movement) skills such as coordination and balance.
3	Thalamus	Part of the brain that relays sensory information to the cerebral cortex (below) and helps in coordinating thinking
4	Cortex	Outer layer of the brain where higher cognitive functions, such as speech, thinking and emotions, occur.
5	Nature	Suggests characteristics and behaviours are genetically influenced (inherited at birth)
6	Nurture	Suggests characteristics and behaviours are influenced by upbringing, environment and experiences.
7	Stages (of development)	Different kinds of thinking that occur as children develop.
8	Schemas	A mental framework we have of what we already know or believe . They help us to organise and understand new information that we receive.
9	Assimilation	When new information is experienced we add it to an existing schema
10	Accommodation	When new information is received an existing schema is changed or a new schema is developed.

Development – Piaget's Theory + Named Studies

11	Sensorimotor stage	Learning occurs through information received through the senses and by engaging in physical activities.
12	Pre-operational stage	Being able to think about things symbolically, but unable to apply logic and reasoning to solve problems.
13	Concrete operational stage	Using cognitive abilities to apply logic and solve problems, but limited to real situations and physical objects.
14	Formal operational stage	Being able to reason in a way that uses logic and abstract thinking.
15	Conservation	Understanding that the quantity of something is still the same, even if it looks different.
16	Egocentric	Not being able to see a situation or event from another person's point of view.
17	Decentre	When a child is no longer egocentric, they can understand another person's point of view

Development – Early Development + Piaget's Theory

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.

Development – Piaget's Theory + Named Studies

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.

1. NERVOUS SYSTEM

1	Homeostasis	Regulation of internal conditions
2	Central nervous system	Made up of the brain and spinal cord
3	Synapse	Gap between two neurones
4	Effector	Muscle or gland that brings about a response to a stimulus
5	Motor neurone	Nerve cell that transmits impulses from the central nervous system to effectors
6	Neurotransmitter	Chemical released at a synapse which diffuses across it to generate an impulse in the next neurone
7	Receptors	Specialised cells that detect a stimulus
8	Relay neurone	Nerve cell in the central nervous system that passes the impulse from sensory neurone to motor neurone
9	Sensory neurone	Nerve cell that carries an electrical impulse from receptors to the central nervous system

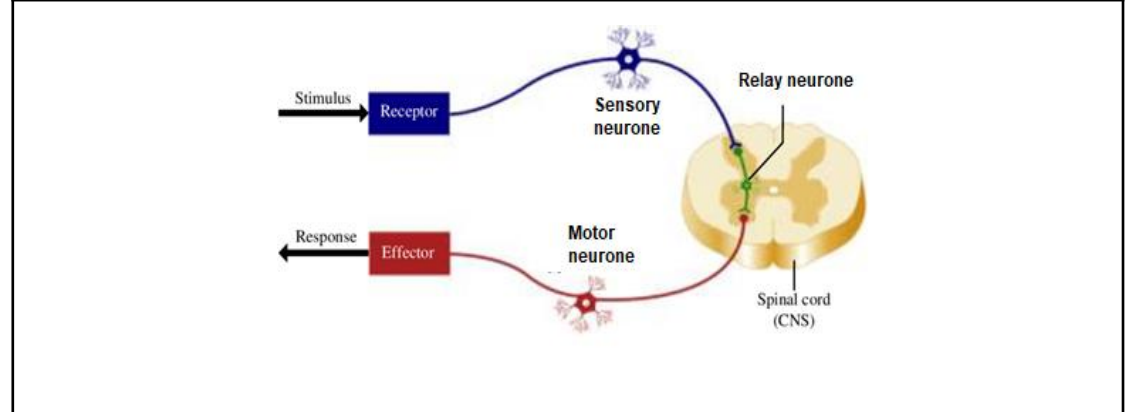
2. HIGHER TIER VOCAB (COMBINED AND TRIPLE)

1	Glucagon	Hormone produced by the pancreas in response to a drop in blood glucose levels
2	Thyroxine	Hormone that stimulates the basal metabolic rate. Important in growth and development
3	Adrenaline	Hormone produced in times of fear or stress. Increases heart rate and prepares you for fight or flight

3. ENDOCRINE SYSTEM

1	Hormone	Chemical messenger that brings about an effect.
2	Endocrine system	System of glands throughout the body that release hormones
3	Diabetes	Disease in which the body cannot regulate blood glucose levels
4	Fertilisation	Egg and sperm join
5	Menstruation	Shedding of uterus lining
6	Ovulation	Egg released from the ovary
7	Glycogen	Storage molecule made of many glucose molecules joined together
8	Insulin	Hormone produced by the pancreas in response to a rise in blood glucose level
9	Contraceptive	A method of preventing pregnancy. Two main types are hormonal and non-hormonal

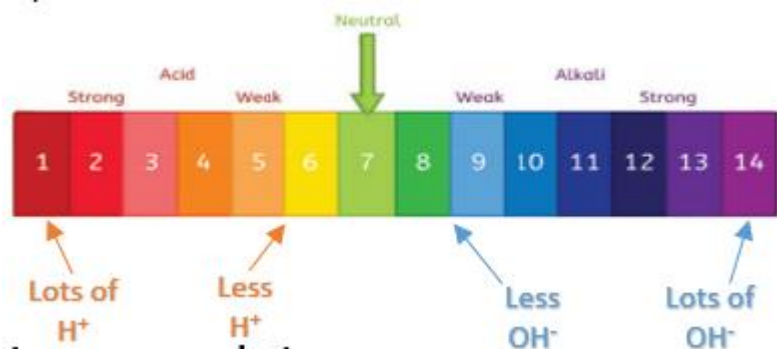
REFLEX ARC



1. ACIDS AND ALKALIS

1	Acids	Contain H ⁺ ions, have a pH < 7
2	Base	Any chemical capable of neutralising an acid
3	Alkalis	Contain OH ⁻ ions, have a pH > 7 (max 14)
4	Neutral	pH = 7
5	Neutralisation	Reaction between acid and alkali which produces a salt and water
6	Indicator	Changes colour in acids or alkalis. E.g. universal indicator
7	Crystallisation	Separation of salt from solution. Evaporate water partially to concentrate solution. Leave to cool to form crystals.
8	Strong/weak acid (HT only)	Hydrogen ions fully dissociate e.g. nitric, hydrochloric and sulphuric acids / hydrogen ions only partially dissociate e.g. ethanoic, citric and carbonic acids
9	Concentration (HT only)	Amount of solute dissolved in a given volume (dilute/concentrated). Measured in g/dm ³ or mol/dm ³

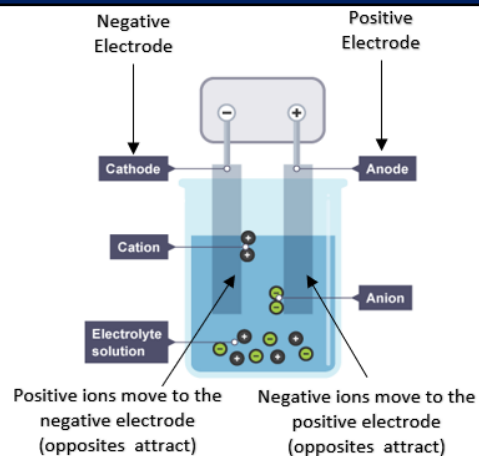
pH SCALE



2. ELECTROLYSIS

1	Electrolysis	The breaking down of a substance using electricity. Used if element is more reactive than carbon
2	Electrolyte	The solution which is being broken down during electrolysis. Must be molten (melted) or aqueous to allow ions (charged particles) to move.
3	Aqueous	Dissolved in water (contains H ⁺ and OH ⁻ ions)
4	Oxidation	The loss of electrons or gaining of oxygen
5	Reduction	The gain of electrons or the loss of oxygen
6	Anode	The positive electrode
7	Cathode	The negative electrode
8	Anion	Ion that goes to anode (- ion)
9	Redox	A reaction in which reduction and oxidation occur at the same time
10	Cryolite	Substance added to aluminium oxide before electrolysis to reduce the melting point

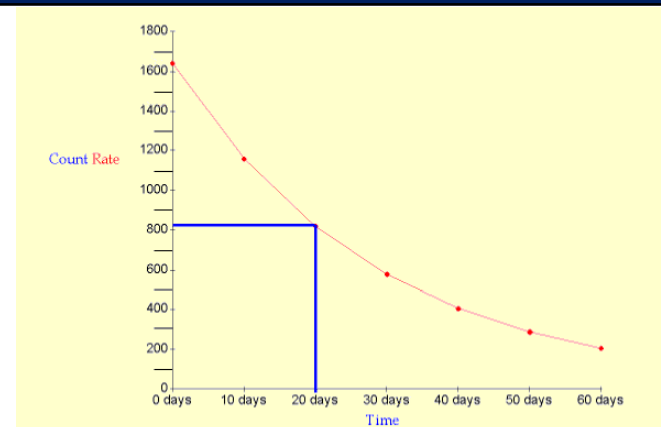
ELECTROLYSIS CELL



RADIATION		
1	Activity	The rate at which a source of unstable nuclei decays
2	Alpha particle	A particle consisting of 2 protons and 2 neutrons emitted from the nucleus
3	Beta particle	A fast-moving electron emitted from the nucleus when a neutron changes into a proton and an electron
4	Contamination	The presence of radioactive atoms in or on a surface
5	Count rate	The number of decays recorded each second by a detector such as a Geiger-Muller tube
6	Gamma	A high energy electromagnetic wave emitted alongside either alpha or beta particles
7	Half life	The time taken for half of the atoms in a sample to decay, or for the activity of the sample to fall by half
8	Irradiation	Exposure to alpha, beta or gamma radiation
9	Isotope	Atoms with the same number of protons but different number of neutrons
10	Radioactive	A substance that gives out radiation

ATOMIC STRUCTURE		
1	Atom	A neutral particle consisting of protons, neutrons and electrons. Number of protons = no. of electrons
2	Mass number	Total of number of protons and neutrons in the nucleus of an atom
3	Atomic number	Number of protons in the nucleus of an atom; determines the identity of the element
4	Atomic radius	Distance from the centre of an atom's nucleus to the electrons (approx. 10^{-10}m or 0.1nm)
5	Nanometre	$1 \times 10^{-9}\text{m} = 0.001\mu\text{m} = 0.000\ 001\text{mm} = 0.000\ 000\ 001\text{m}$
6	Nucleus	The positively charged centre of an atom made of protons and neutrons. Approximately 10 000 times smaller than the atom (approx. 10^{-14}m)
7	Subatomic	Smaller than the size of an atom

HALF LIFE



4.1 Time Markers and Frequency		
1	todos los días / cada día	every day
2	los fines de semana	at weekends
3	el (lunes/martes/etc)	on (Monday/Tuesday/etc)
4	siempre	always
5	de vez en cuando	from time to time
6	a veces	sometimes
7	a menudo / muchas veces	often
8	rara vez	rarely
9	nunca / jamás	never / never ever
10	en primavera	in the spring
11	en verano	in the summer
12	en otoño	in the autumn
13	en invierno	in the winter
14	cuando tengo tiempo	when I have time
15	en mis ratos libres	in my free time
16	después de (hacer mis deberes)	after (doing my homework)
17	suelo + infinitive [ar/er/ir]	I tend to...
18	si <u>tuviera</u> más tiempo, me gustaría...	If I <u>had</u> more time, I would like to...

4.2 TV and cinema – la tele y el cine		
1	las noticias / el telediario	the news
2	un concurso	a competition (also: game show)
3	un documental	a documentary
4	una telenovela / un culebrón	a soap opera
5	un programa de realidad / un reality	a reality show
6	una serie (policiaca)	a (crime) series
7	una comedia	a comedy
8	diría que soy teleadicto/a	I would say that I am a TV addict
9	soy aficionado/a de...	I am a fan of...
10	las películas de terror	horror films
11	palomitas	popcorn
12	ver una película / una peli	to watch a film
13	en el cine / en casa	at the cinema / at home

4.3 Music – la música		
1	una canción	a song
2	mi tipo de música favorite es...	my favourite type of music is...
3	la música (pop / jazz / clásica)	(pop / jazz / classical) music
4	tocar (la batería/la guitarra)	to play (the drums/guitar)
5	cantar	to sing
6	toco (el piano) desde hace dos años	I've been playing piano for 2 years

4.4 Sports and Hobbies – los deportes y los pasatiempos		
1	jugar al fútbol	to play football
2	jugar al baloncesto	to play basketball
3	un partido	a match
4	ganar	to win
5	hacer equitación / montar a caballo	to do horse riding
6	hacer natación / nadar	to do swimming / to swim
7	hacer vela	to do sailing
8	hacer esquí	to do skiing
9	hacer ciclismo / montar en bici	to do cycling / to ride a bike
10	hacer ejercicio / deporte	to do exercise / sport
11	hacer atletismo	to do athletics
12	hacer senderismo	to do hiking, rambling
13	hacer patinaje / patinar...	to do skating / to skate...
14	...sobre hielo	...“on ice” (ice skating)
15	...sobre ruedas	... “on wheels” (roller skates)
16	cuando era más joven,	when I was younger
17	me gustaba + infinitive	I tend to...
18	jugaba (al balonmano)	I used to play (handball)
19	hacía...	I used to do...
20	sin embargo ahora prefiero...	however now I prefer...

4.5 Do you fancy going to...? ¿Te apetece ir a...?		
1	¿Te apetece... conmigo?	Would you like to...with me?
2	voy a sacar las entradas	I am going to get tickets
3	hay estreno de	there is a premiere of
4	¿A qué hora empieza (el concierto)?	What time does the (concert) start?
5	¿A qué hora termina (el espectáculo)?	What time does the (show) finish?

4.6 Role models – mi modelo a seguir		
1	admiro a...	I admire...
2	porque recauda fondos para..	because s/he raises funds for...
3	cuando <u>sea</u> mayor, espero ser como él/ella	When <u>I am</u> older, I hope to be like him/her
4	es un buen/mal modelo a seguir	is a good/bad role model
5	lucha por / contra	s/he fights for / against
6	se emborracha	s/he gets drunk
7	toma drogas	s/he takes drugs

4.7 Pocket money – la paga / el dinero de bolsillo		
1	mis padres me dan	my parents give me
2	(cinco) libras por (semana)	(five) pounds per (week)
3	gasto mi paga en...	I spend my pocket money on...
4	ahorrar dinero	to save money
5	si <u>tuviera</u> más dinero	If <u>I had</u> more money
6	me gustaría comprar	I would like to buy

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.